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A COMPARISON OF THE ATTITUDE STRUCTURES
OF FIVE SUB-PUBLICS IN NEWFOUNDLAND
CONCERNING THE FACTORS AND DEFINITIONS
OF EFFECTIVE SCHOOLS

by

Donovan F. Downer

A Thesis Presented to the School of
Graduate Studies of the University of Ottawa
in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

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UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

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Abstract of A Comparison of the Attitude Structures of
Five Sub-Publics in Newfoundland Concerning
the Factors and Definitions of Effective Schools

According to Kerlinger's Social Attitudes Theory, the attitude structures of groups of sub-publics towards social objects called criterial referents, such as the factors and definitions of effective schools, can be determined by factor analysis. A review of the literature on school effectiveness and other allied bodies of literature provided a large number of school effectiveness characteristics and three dominant definitions of effective schools. By an extensive refinement process, including two pilot studies, the school effectiveness characteristics were reduced to a manageable number of 73. These characteristics and the three definitions of effective schools were used to construct a school effectiveness attitude scale. Provision was made on the scale for write-in's of additional characteristics and definitions. The purpose of this study was to use the attitude scale to determine and to compare the attitude structures of secondary-school students, parents, teachers, principals and superintendents towards the factors and definitions of effective schools. Also, in the study an attempt was made to modify the existing theoretical framework of an effective school

as derived from the literature, in light of different attitude structures of sub-publics associated with it.

In the first phase of the study, eleven common factors and three dominant definitions of an effective school were identified from the literature. It appeared from the literature that the way in which an effective school was defined determined somewhat the factors which had been recognized as characteristic of an effective school.

In the second and third phase of the study, which proceeded almost simultaneously, the theoretical framework for an effective school was modified in light of two pilot studies. A school effectiveness attitude scale was developed which was considered to be valid and reliable. Following development of the first draft of the attitude scale, the first pilot study was conducted in the Ottawa region using 437 students, parents, superintendents, teachers and principals. Twelve common factors of an effective school were identified. Data from 440 teachers, students and parents in Newfoundland in the second pilot study enabled the identification of ten common factors of an effective school, using a modified second draft called the School Effectiveness Attitude Scale II.

In the fourth phase of the study, the following process factors were identified as characteristic of an effective school: **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; HIGH STUDENT EXPECTATIONS; DECENTRALIZED DECISION MAKING**

AND COLLABORATION. The following organizational or content factors were identified as characteristic of an effective school: STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL; TEACHERS CHARACTERISTICS AND BEHAVIOR; INSTRUCTIONAL STRATEGIES; and GOOD HOME-SCHOOL-COMMUNITY RELATIONS. Application of Kerlinger's four criteria for determining factor extraction using attitudes data and test-retest data analysis using Pearson and split-half correlations appeared to indicate that all process factors and the first three content factors could be considered factors of an effective school. The last three content factors were considered to be tentative factors because of inconclusive results from this process.

More than 45% of sub-publics in both pilot studies and in the main study preferred the following definition of an effective school:

An effective school can be defined in terms of the degree to which student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behavior and attitudes.

This research provides answers to the four research questions:

1. What are the criterial referents and the factors, identified in the literature, which constitute the conceptual framework of an effective school?
2. Can a reliable and valid-instrument be developed to measure the attitude structures of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?
3. What are the differences in the attitude structures among sub-publics with respect to an effective school?
4. Are there differences in the attitude structures of different sub-publics concerning the definition of an effective school?

It was determined from the research that an effective school is one where there is academic emphasis and strong supportive leadership, particularly in instruction; teachers model good behavior and instructional strategies are designed to accomplish desired outcomes; there are frequent contacts with the home and community and positive relationships have been established with the board and board office personnel; a distinctive school culture has been nurtured* which involves clearly articulated and understood goals and objectives, decentralized decision making and collaboration, and high expectations of all school personnel.

Parents and students endorsed more humanistic factors and this was similar to their endorsement of definitions which dealt with student treatment and freedom within the school. Teachers and principals appeared to support more holistic or whole-child development definitions and this also appeared to be in line with their rating of such factors. Superintendents appeared not to have a particular preferred definition of an effective school.

All sub-publics were concerned that minimum standards of school buildings, facilities and working conditions were met and maintained. This factor may be of major importance in Newfoundland, where we have yet to meet even minimum standards in many regions. This may be a pre-requisite for any school improvement effort.

CHAPTER 1

INTRODUCTION

A MULTIPLE-CONSTITUENCY VIEW OF ORGANIZATIONAL EFFECTIVENESS


Schools in this study were considered to be social organizations (Rutter, Maughan, Mortimer and Ouston, 1979). Not only were schools likely to be influenced by social groups within the organization (p.153) but they were also likely to be influenced by citizen groups (Fantini, 1986) and others, such as parents and board office personnel, who were in a sense outside the organization but have a stake in the effective operation of it.

A multiple-constituency view of organizational effectiveness was, therefore, adopted in this study (Connolly, Conlon and Deutsch, 1980, p.212). Effectiveness was treated not as a single statement, but as a set of several statements, each reflecting the evaluative criteria applied by the various constituencies or sub-publics (Downey, 1959, 1960) who are involved to a greater or lesser degree with the focal organization. 'Sub-publics' in the study include parents, secondary-school students, teachers, principals and superintendents.

The multiple-constituency view was regarded as a key concept for this study, since the attitudes of people both inside and outside the school were considered to be of major importance. It was thought that the attitudes of both groups concerning the definitions and general characteristics or factors of an effective school should be solicited. 'Definitions' of an effective school refers to statements of the primary purposes or the 'outputs' of an effective school. 'Factors' of an effective school refers to **STRONG SCHOOL LEADERSHIP** or **ACADEMIC EMPHASIS** and other such general characteristics identified in the literature.

This research was considered to be both exploratory and confirmatory. It was exploratory in the early stages in that a conceptual framework for the effective school was developed based on school effectiveness and related literature, input from a panel of experts on the effective school and two pilot studies. It was confirmatory in the later stages when the main study was conducted. The attitude structures of five sub-publics concerning the definitions and factors of effective schools were compared with each other and with the conceptual framework for the effective school. The structures of social attitudes were defined as the sets of beliefs about social "objects" or referents shared by many people of a society (Kerlinger, 1984, p. xiii). The conceptual framework for the effective school was modified in light of the attitude structures of the five sub-publics.

KERLINGER'S SOCIAL ATTITUDE THEORY



Kerlinger (1984) considered attitudes to be complex learned entities which were structures in two senses. Attitude structures meant that attitudes existed in some form in the long-term memory of individuals, or that attitude structures existed in large numbers of individuals (p.7). Kerlinger's Social Attitudes Theory, which provided the theoretical basis for this study, was concerned more with the latter. In the theory there was a determination of the attitude structures of sub-publics towards criterial referents in society, such as people, things or constructs, including the factors and definitions of effective schools. A criterial referent of an attitude was a construct that was the 'object' or focus of an attitude (Kerlinger, 1967a, p.111).

'Social attitudes' were the generally held or shared beliefs of large groups of people concerning social 'objects', or criterial referents in society (Kerlinger, 1984) such as freedom, private property or free enterprise (p.120). Educational attitudes were shared beliefs about criterial referents such as student discipline, non-graded schools or individualized instruction (p.113).

Kerlinger's (1956, 1958, 1967a, 1967b, 1970, 1972, 1980, 1984) Social Attitudes Theory provided the means by which to determine and to compare the attitude structures of various sub-publics

with respect to the criterial referents of effective schools identified from the literature. In the literature, first and second-order factor analysis was used to determine the attitude structure of various groups in society. The assumption was that large numbers of individuals share similar views on important social issues and problems, such as the definitions and factors of effective schools. Specific characteristics of effective schools were used as criterial referents in this study. Since the definitions of effective schools also became the objects of attitudes, in this sense they also became criterial referents.

Data from studies which have tested Kerlinger's theory have been generally supportive of the conceptual framework of the theory (Sontag, 1968, Zak, 1973; Reid and Holley, 1974; Marjoribanks and Josefowitz, 1975; Zak and Birenbaum, 1980; and Robinson and Stuart, 1987). Arguments from both a conceptual and a methodological basis against Kerlinger's theory were made in one report (Zdep and Marco, 1969).

Research results supported the view that constituents or sub-publics of schools are important in any consideration of school effectiveness, since the definitions of school effectiveness would probably vary with the sub-public involved (Sikula, 1981; Bevan, 1983; Gallup, 1986 and Clark, 1987).

SCHOOL EFFECTIVENESS STUDIES

Nine key school effectiveness studies were selected to represent the period from 1971 to 1986 (Weber, 1971; Edmonds, 1979a, 1981, 1982; Phi Delta Kappan, 1980; Teddie, Stringfield, Falkowski, Desselle and Garvue, 1982-84; Goodlad, 1976, 1984; Rutter et. al., 1979; Brookover and Lezotte, 1979; Wynne, 1980, 1981 and ILEA, 1986).

Criterial referents identified in the nine school effectiveness studies were grouped into eleven common factors as follows: STRONG SCHOOL LEADERSHIP; SAFE, ORDERLY SCHOOL CLIMATE AND SPIRIT; COHERENCE AND CONSISTENCY; HIGH EXPECTATIONS; GOALS, OBJECTIVES, MISSION; ACADEMIC EMPHASIS; STUDENT EVALUATIONS; INSTRUCTIONAL STRATEGIES; GOOD HOME-SCHOOL RELATIONS; TEACHERS' POSITIVE ROLE MODEL; and STUDENTS' SOCIOECONOMIC STATUS. The factor STUDENTS' SOCIOECONOMIC STATUS was omitted as a factor of effective schools, since it had been derived from criterial referents identified in one study only (Teddie et. al., 1982-84).

It was known from the literature examined that three dominant definitions of an effective school exist. It was also known from the literature that the kinds of criterial referents deemed important as characteristics of effective schools in the studies conducted, using a variety of sub-public groups as subjects, appeared to be related to the particular definition of an effective school which was espoused.

School effectiveness studies have been widely criticized. For example, ~~Madaus, Airasian and Kellaghan (1980) and others have~~ criticized the narrow definitions of effectiveness in some of the literature (Weber, 1971; Edmonds, 1979a, 1980, 1981) in which effectiveness is defined only in terms of student achievement on standardized tests. Fullan (1985) and others have also criticised school effectiveness studies on the basis of the narrow listing of content variables only (such as academic emphasis or strong leadership); the over-simplification of highly complex phenomena; and the population sampling, which has often been limited to urban, elementary, inner-city schools. Studies which are considered to have overcome some of these difficulties have included examination of both content variables (such as strong instructional leadership) and process variables (such as decentralized decision making) over longer periods. These studies involved the examination of the inter-relationships of variables, both elementary and secondary school populations have been included and extensive and combined qualitative and quantitative research methods have been employed (Goodlad, 1976, 1984; Rutter et al., 1979; Wynne, 1980, 1981 and ILEA, 1986).

FOCUS OF THE STUDY AND THE RESEARCH QUESTIONS

Since the perceptions of school effectiveness were considered likely to be affected by the interest groups or sub-publics

involved, the major focus of this research was to determine and to ~~compare the attitude structures of the five sub-publics concerning~~ the factors and definitions of effective schools. The specific questions of the study are as follows:

1. What are the criterial referents and the factors, identified in the literature, which constitute the conceptual framework of an effective school?
2. Can a reliable and valid instrument be developed to measure the attitude structures of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?
3. What are the differences in the attitude structures among sub-publics with respect to an effective school?
4. As a secondary but relevant interest, what are the differences among the sub-publics concerning the definition of an effective school?

The first research question was addressed by a search of school effectiveness and allied bodies of literature. The development of a conceptual framework of effective schools in this study involved the listing of the factors of effective schools, some identification of the relative importance of the factors, any interrelationships which existed among the factors

as well as taking into account the attitudes of sub-publics concerning the factors of effective schools, and additional characteristics of effective schools from write-in's. The second research question was addressed in the development and testing of the school effectiveness attitude scale in pilot studies one and two. The third research question was addressed in the main study. Research question number four was addressed in both pilot studies and in the main study.

THE FOUR PHASES OF THE STUDY

This was a study of educational attitudes towards school effectiveness factors and definitions which was conducted in four phases (Figure 1). The first step of Phase 1 involved the examination of 66 pieces of literature, including school effectiveness research studies and syntheses, descriptions of "models" of effective schools, school improvement listings, editorials, speeches and the like. The purpose was to identify criterial referents or specific characteristics of schools.

An important aspect of Phase I was the establishment of a Measurement Standard (Figure 1 and Appendix C) made up of the factors or general characteristics of the "ideal" effective school as derived from the literature and as determined by a panel of experts. A Measurement Standard of factors was

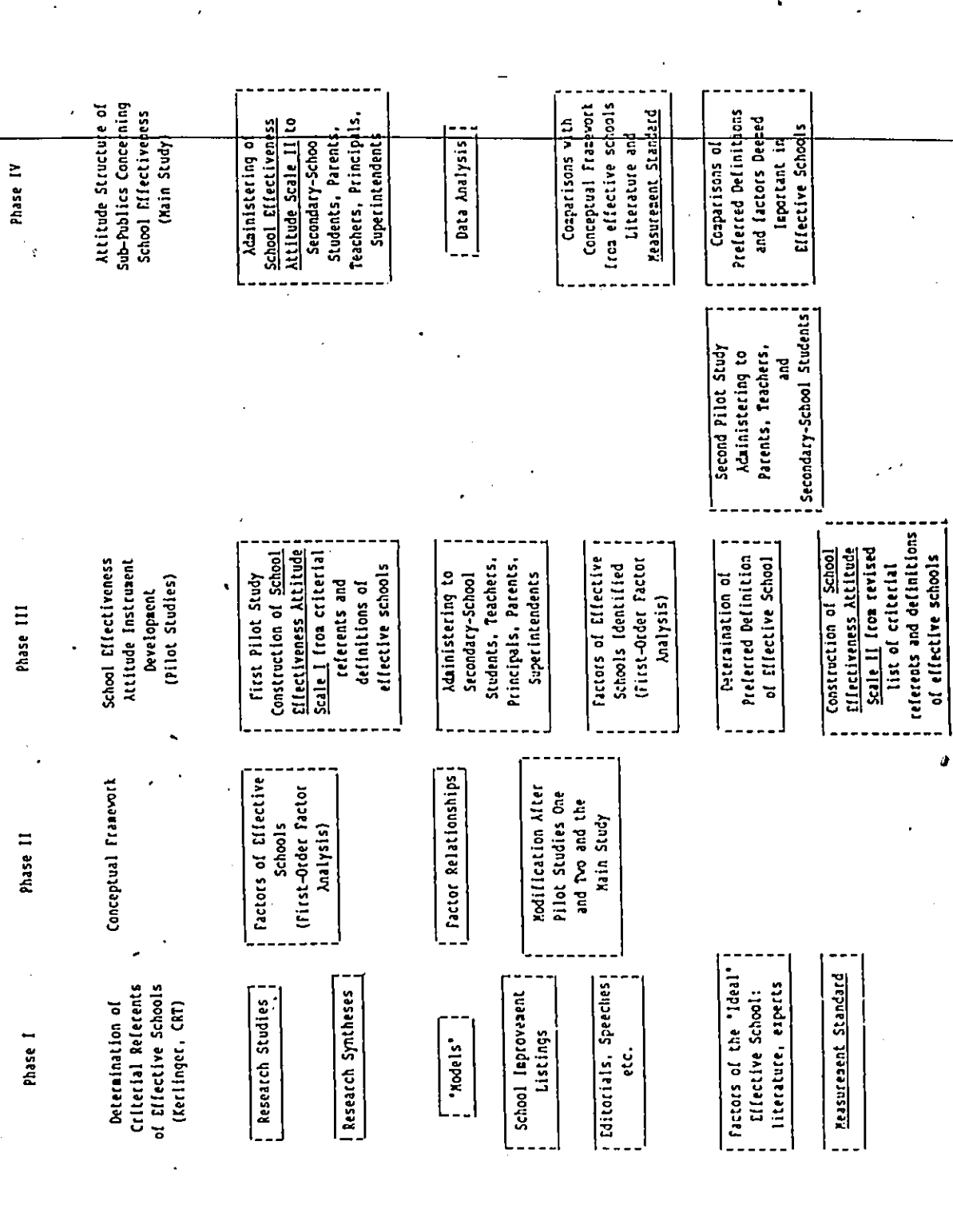


FIG. 1 PHASES OF THE STUDY


considered to be necessary to make comparisons with the factors of effective schools from analysis of pilot and main study data.

Overarching general characteristics of effective schools from the literature were the primary sources of factors of the Measurement Standard. Included were factors such as **STRONG SCHOOL LEADERSHIP, HIGH STUDENT EXPECTATIONS, ACADEMIC EMPHASIS** and other such recurring factors which have been listed in much of the literature to date.

Organizational effectiveness for purposes of this research was approached from a constituencies perspective (Connolly, Conlon and Deutsch, 1980). To develop the Measurement Standard, it was thought that a panel of 11 experts, who collectively were familiar with the factors of effective schools, would be a good substitute for the various sub-publics or constituencies to be surveyed in the field study to be described. The experts were asked to group the criterial factors in a process also to be described.

Phases II and III of this study (Figure 1) proceeded almost simultaneously. Phase II involved the development of a conceptual framework for effective schools. It was organized with reference to the three definitions of an effective school as identified in the literature. It could not be completed until the main study had been completed.

Phase III (Figure 1) involved the development of a school effectiveness scale, the first draft of which is called the School Effectiveness Attitude Scale I with fifteen sub-scales.



Items for the scale were the criterial referents as derived from the literature survey of Phase I in the study; the items of the scale were grouped into fifteen sub-scales. Data used in the scale development process were gathered by administering the scale in the first pilot to 437 secondary-school students, teachers, principals, parents and superintendents in the Ottawa region. First-order factor analysis of data derived from scale items was used to identify relevant factors of effective schools. A second draft of the scale, referred to as the School Effectiveness Attitude Scale II, had eleven sub-scales; it was administered to 440 teachers, principals and parents in Newfoundland in a second pilot study to validate the instrument in the area of the main study and to further refine it.

Phase IV (Figure 1), or the main study which was conducted in Newfoundland, involved the use of the School Effectiveness Attitude Scale II to determine the attitude structures of various sub-publics towards school effectiveness factors and definitions. Comparisons were made among the attitude structures of the five sub-publics. Comparisons were also made between the attitude structures of the sub-publics and the conceptual framework for effective schools previously established from the literature survey, the Measurement Standard and the pilot studies (Figure 1). A further basis for comparisons was among the preferred definitions of an effective school by each of the five sub-publics in the main study.

In Chapter One, or the Introduction of this dissertation, there is an attempt to give a rationale for the study and to give a brief review of the literature related to school effectiveness and Kerlinger's (1967a) Social Attitudes Theory. An outline of the problem and the research questions to be addressed in the phases of the study (Figure 1) are also given.

In Chapter Two, there is a review in some detail of the literature related to school effectiveness and Kerlinger's Social Attitudes Theory. The criterial referent was the key concept which drew both bodies of literature together. Criterial referents were considered to be both specific characteristics of effective schools, as identified in the literature, as well as objects of social attitudes. A detailed statement of the research problem and an outline of the research questions to be addressed are also given.

Chapter Three gives a description of the methodology of this study. A detailed account of the four phases of the study (Figure 1) is given. Other topics dealt with include a distinction between criterial referents versus full statements for scale items, the basis for first-order factor analysis of attitudes data and the literature derivation of criterial referents of effective schools. The development of the Measurement Standard, School Effectiveness Attitude Scale I, and School Effectiveness Attitude Scale II are also described in detail. The first pilot study, which was conducted in the Ottawa

region, and the second pilot study and the main study, which were conducted in Newfoundland, are also described.

Chapter Four gives the results and the analysis of data from the main study. A total of 568 parents, secondary-school students, teachers, principals and superintendents in Newfoundland were surveyed for their attitude structures concerning school effectiveness factors and definitions. Comparisons were made among the attitude structures of the five sub-publics with respect to the factors of effective schools. Comparisons were also made among the attitude structures towards the definitions of effective schools preferred by the five sub-publics and between the attitude structures and the conceptual framework of effective schools.


In Chapter Five, the results of the analysis of data from both the pilot studies and the main study are discussed and compared.

In Chapter Six, conclusions are drawn from the analysis and comparisons of attitude structures of the five sub-publics with respect to the factors and definitions of effective schools. An attempt is made to answer the research questions. Information with respect to the relative importance of the factors of effective schools and interrelationships perceived are discussed. Based on this information and the literature survey, a comprehensive conceptual framework for school effectiveness is derived.

CHAPTER 2

REVIEW OF THE LITERATURE


SCHOOLS AS ORGANIZATIONS



The scientific management school and the work of Weber gave rise to the notion that organizations were bureaucracies (Gibson, Ivancevich and Donnelly, 1976). In this view humans within the organization were considered to be simply part of the machinery needed to realize the goals of the organization.

The human relations movement and the work of Barnard gave rise to the view that organizations were cooperative systems of human beings, and not products of mechanical engineering (Gibson, Ivancevich and Donnelly, 1976). There was a stress on upward communication, authority from below and leaders who functioned as a cohesive force (p.5). There was a de-emphasis on things which are now considered to be bad for morale within organizations, including: routine tasks, ignorance of goals, centralized decision making and the like (p.6).

While it is unlikely that pure forms of either bureaucracies or cooperative systems existed, elements of both could probably be found in most organizations. For example, Keeley (1984) stated that goal-based definitions of effectiveness were still the rule in organizational theory (p.1), and Hall



(1980) listed the goal model as one of two basic approaches to organizational effectiveness (p.536).


More recent studies of schools and post-secondary institutions have introduced new and revolutionary ideas into organizational theory. Cohen, March and Olsen (1972), for example, in studies in universities concluded that they were organized anarchies which were characterized by problematic preferences, unclear technology and fluid participation. The organization operated on the basis of a loose collection of ideas rather than as a coherent structure. There was unclear technology in that the organization managed to survive and even produce, but its own processes were not understood by its members. There was fluid participation in the organization so that the boundaries of the organization were uncertain and changing (p.1). These characteristics have given rise to the garbage can model of organizational choice for universities and other similar organizations (p.3).

An alternate view of schools was that they were loosely coupled systems (Weick, 1976) in which a soccer field metaphor was used to represent a school or a school system. The field was round; there were several coaches scattered around; people entered or left the game at will; the field was sloped and the like. This could be compared with the situation in a school in which offices such as the principal's and counsellor's are connected, but relatively autonomous decisions are made by each. Uncertainty was a major factor in such loosely coupled systems.

Firestone and Wilson (1986) and others have attempted to test whether schools and school districts better fit a bureaucratic model of organization (Mott, 1972) or a loosely coupled model (Weick, 1976). For example, from a study of a random sample of 27 elementary and 23 secondary schools, Firestone and Wilson concluded that the pattern at the secondary level seemed to conform more to the notion of a loose coupling structure, and this is accentuated by departmentalization. Furthermore, increased school size undermined agreement on goals and blocked efforts by administrators to influence classroom management. In the elementary school, on the other hand, there appeared to be more of a sense of shared purpose; there was emphasis on basic skills teaching, the staff could be considered as a work group and principals had more opportunity to be instructional leaders by influencing classroom teaching.

The view of schools which was adopted in this study was that they were social organizations (Rutter et. al., 1979) in that they were likely to be influenced by the composition of the social groups within them (p.153). Rutter et. al. claimed that in Great Britain, where their study took place, the variations between schools in their effects on children did not depend on factors such as buildings and resources but, rather, on the school's capacity to function as a social organization.

Not only must groups within schools be considered in viewing schools as social organizations, but also citizen involvement in schools must be considered since this has become deep-rooted in



education in the United States (Fantini, 1986), and in Canada as well. Schools have become extensions of the family as teachers and administrators have assumed parental tasks and responsibilities such as sex education, home economics and driver education (p.313). Schools are, therefore, intricately connected with the greater social system of which they are a part.

ORGANIZATIONAL EFFECTIVENESS

Goals and systems theories have been the dominant theories underlying the construct of organizational effectiveness (Yuchtman and Seashore, 1967 and Goodman and Pennings, 1977). Productivity commonly has been used as an indicator of organizational effectiveness but it "represents only one aspect of the total construct space" (Cameron and Whetten, 1983, p.7). The results of such empirical approaches to organizational effectiveness are based on limited types of organizations with unique characteristics and a limited number of constituencies, or interest groups, from whose point of view effectiveness has been judged (p.10). It had been shown that effectiveness in public-sector organizations had a different meaning from effectiveness in private-sector organizations (Molner and Rogers, 1976).

Campbell (1977), following an intense perusal of literature on the topic, presented 30 indices of organizational

effectiveness. Campbell raised the important issue of appropriate criteria for organizational effectiveness, and stated that the criteria of organizational effectiveness can only be ~~determined by value judgements and political considerations~~ (p.46).

There was, therefore, at this time no "universally acceptable theory or corresponding methodology for the assessment of effectiveness of organizations" (Webb, 1974, p.663), and considerable confusion existed in the literature.

In a study of 130 church members, Webb (1974) used factor analysis to generate five models of church organizational effectiveness, including internal spiritual growth of membership, external involvement of the congregation, special ministries, special services rendered and growth activities (p.673). In a general model, organizational effectiveness was considered to be equal to cohesion plus efficiency plus adaptability plus support. Cohesion was defined as a positive working relationship among the membership. Efficiency was the production of a desired result with the minimization of the expenditure of time, effort and expense. Adaptability was the congregation's readiness to accept change. Support meant the degree to which membership stood behind the minister (p.672). Webb concluded from this study that the same development programs used for business organizations and government organizations would not necessarily be effective for church organizations or other voluntary associations and that more research was needed (p.676).

Jobson and Schneck (1982) measured the effectiveness of police organizations using 10 criteria. The results of the study showed an important degree of compatibility between organizational and community measures of effectiveness (p.25).

It was also found that criteria for effectiveness, derived from multiple goals of both internal and external constituents, created very complex inter-relationships among the criteria - relationships that could result in numerous tradeoffs, potential conflict and inconsistencies. Police organizations could resolve conflicting demands to solve crimes, prevent crimes, or deal with clients humanely. The emphasis on one or the other of these was determined by internal or community pressures (p. 32).

Goodman and Pennings (1977) stated that organizational effectiveness was a pervasive phenomenon in our daily lives but the construct of organizational effectiveness has never been well specified. Many different definitions existed and there have been few attempts to reconcile these differences since the definition of effectiveness was affected by the interest groups, constituencies or sub-publics (Downey, 1959, 1960) involved. 'Sub-publics' of an organization were simply the groups who had a stake in its effective functioning.

Effectiveness must be considered in terms of a set of several statements, each reflecting the evaluative criteria applied by the various constituencies involved with the organization (Connolly, Conlon and Deutsch, 1980). The term 'constituencies' rather than 'participants' was used to emphasize

the possibility that individuals or groups not directly associated with the organization could evaluate and influence the activities of the organization (p.112).

The frame of reference in evaluating effectiveness, therefore, was an important consideration, since, for example, managers and society at large had different expectations of an organization (Spray, 1976). It would be expected also that different constituencies or sub-publics of schools would have different opinions or attitudes both about the definition and the criterial referents (Wilson, 1973) or characteristics of an effective school.

SCHOOL EFFECTIVENESS

Three dominant definitions of school effectiveness have been found from a review of the literature on school effectiveness. They were as follows:

1. An effective school can be defined in terms of the degree to which student achievement is maintained and increased (Weber, 1971; Edmonds, 1979a, 1981, 1982; Phi Delta Kappan, 1980; Teddie et. al., 1982-84 and Goodlad, 1976, 1984).

2. An effective school can be defined in terms of the degree to ~~which~~ student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behaviour and attitudes (Rutter et al., 1979; Brookover and Lezotte, 1979 and ILEA, 1986).
3. An effective school can be defined in terms of student character development including manners, diligence, kindness, tact, honesty, obedience and the like (Wynne, 1980, 1981).

The definitions of school effectiveness were considered important because it was likely that the definition which was endorsed would have an effect on the kinds of criterial referents (Wilson, 1973) which were considered important by various sub-publics (Downey, 1960). It was likely that the criterial referents of effective schools which were considered to be important would be different for different sub-publics. 'Sub-publics' were defined as the constituencies or groups of individuals such as students, teachers, parents, principals and superintendents, who have a stake in the effective operation of a school. 'Criterial referents', for purposes of this research, were defined as both the content and process features or characteristics of an effective school which became the focus of the attitudes of sub-publics concerned with effective schools.

Purkey and Smith (1983) defined content features as identifiable characteristics of schools and their personnel. These characteristics included variables such as leadership of the principal and the school's assessment procedures (p.429). Fullan (1985) referred to these as organizational variables and included instructionally focused leadership, district support, emphasis on curriculum and instruction, clear goals and high expectations for students, a system for monitoring performance and achievement, on-going staff development, parental involvement and support, and an orderly and secure climate (p.400). Fullan stated that there were slight variations in these variables from one study to another (p.399).

Process variables were considered to define the general concept of school culture and climate (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979; Brookover and Lezotte, 1979 and Rutter et al., 1979). Purkey and Smith (1983) listed four variables in this category: collaborative planning and collegial relationships, a sense of community, clear goals and high expectations shared by students and staff, and order and discipline (p.441). "These variables are the dynamics of the school; that is, they seem responsible for an atmosphere that leads to increased student achievement" (p.442). Fullan (1985) also related process variables in a school to the dynamics of the organization. He listed four additional variables: a feel for the improvement process on the part of leadership, a guiding

value system, intense interaction and communication, and collaborative planning and implementation (p.400).

In school effectiveness studies conducted during the middle and late 1960's, the outcomes of schools were considered primarily in terms of student achievement. Family background, student cognitive ability, socioeconomic factors and the like were rated as being more important than school characteristics in their impact on student outcomes. Coleman et. al. (1966) reported that socioeconomic factors marked a strong relation to the academic achievement of students, and when these factors were statistically controlled, the differences between schools "accounted for only a small fraction of differences in student achievement" (p.21). Jencks et. al. (1972) also reported that family background and "cognitive skills" were major determiners of student achievement and that "school quality has little effect on achievement" (p.158). Conclusions from these reports, and from other similar reports, probably provided a major incentive for the proliferation in school effectiveness research and writings during the past fifteen years (Madaus et. al., 1980).

Research reports which were representative of each of the three dominant definitions of school effectiveness will be discussed in the following three sections. In an attempt to standardize terminology and to introduce the language of Kerlinger's (1967a, 1984) Social Attitudes Theory, effective school characteristics will be referred to as criterial referents.

SCHOOL EFFECTIVENESS DEFINED IN TERMS OF STUDENT ACHIEVEMENT

In the five representative studies chosen, the emphasis was on defining school effectiveness in terms of cognitive development as manifested by student achievement as determined only by standardized tests (Weber, 1971 and Edmonds, 1979a, 1981, 1982). Other studies on school effectiveness conducted during the past few years have emphasized student achievement, particularly as noted in the effective schools research syntheses (Clark, Lotto and McCarthy, 1980; Sweeney, 1982; Purkey and Smith, 1983 and others). It was felt, however, that the five chosen best represented the era in question, were typical of effective school studies and were perhaps the best known.

Weber's (1971) study of four successful inner-city schools provided a point of departure from the Coleman et. al. (1966) report, and it is intended on a small scale to be an alternative to Coleman's widely accepted conclusions that schools were not significant to student achievement (Sweeney, 1982, p.346). In a test devised to determine student reading competency, Weber found that a significant number of poor students scored above national reading norms. The results pointed towards the school as the determinant of success in student reading achievement.

Schools that met Weber's criteria had the following characteristics (criterial referents): strong school leadership,

an atmosphere of order, high student expectations, careful evaluation of student progress, individualized instruction and a strong reading emphasis.

Weber's detailed study of four schools which had high reading results used data derived from direct observations of the operations of schools and classrooms, and conversations with school personnel, students, board office personnel and parents.

Edmonds (1979a, 1981, 1982) began in 1974 by using reading and mathematics scores from standardized tests to identify the effective schools from among 20 located in inner-city Detroit. Nine of the 20 were judged effective in teaching reading; eight were judged effective in teaching mathematics; and five were judged effective in teaching both mathematics and reading (Edmonds 1979a, p.20). The overriding point derived from this initial research was that pupil / family background neither caused nor precluded elementary school instructional effectiveness (p.21).

Edmonds (1979a) listed the following as characteristics (criterial referents) of schools where students had higher reading and mathematics scores: strong administrative leadership and attention to the quality of instruction; a climate of expectation in which no children are permitted to fall below minimum levels of achievement; a safe, orderly climate which is conducive to teaching and learning; frequent monitoring of

student progress; and, when necessary, diversion of school energy and resources from other business to address fundamental objectives. The last characteristic was eliminated from later reports (Edmonds, 1981, 1982).

Since the details of this intensive in-school research effort were not given in the three reports examined (Edmonds, 1979a, 1981, 1982), it was difficult to determine exactly how the data were collected. In a conversation with Brandt (1982), with reference to research methods used, Edmonds stated that first the effective schools are identified, and then they are observed to determine what makes them different from ineffective schools. He then referred to school effectiveness research generally as providing a number of specific characteristics of effective schools (p.13). Since few methodological details were available, it can only be assumed that Edmonds' data have come from personal experience, participant observation, conversation with educators associated with the effective schools, and the effective schools literature itself, which may have provided a substantial amount of information.

The Phi Delta Kappan (1980) study consisted of eight case studies or histories of urban elementary schools in large and medium-sized midwestern cities. Eight school districts were asked to contribute a case history of an improving elementary school in their district. Common guidelines for the case histories were agreed upon. The local teams collected data by

interviewing staff, parents, students, central office administrators, non-certified school staff and community leaders. School documents, including test scores, were also used.

The definition of an exceptional school in each case was "one that consistently improved or maintained student achievement over a four-year period" (p.10). Test scores on standardized tests for reading and mathematics in urban elementary schools were used. There was no attempt to define any other outcome variables (p.132).

In the Phi Delta Kappan (1980) study, key variables (criterial referents) identified in exceptional schools included strong principal leadership; participatory decision making; staff selection within the school; personal and professional characteristics, including empathy, interest, concern and action-orientation; and role expectations, including continuity and stability. Other factors included teachers' expectations of students; the effective use of other professionals; especially funded programs geared to specific subject areas; positive and supportive parent involvement; and a controlled school environment.

Teddie et. al. (1982-84) reported the results of the Louisiana School Effectiveness Study. A total of 76 representative schools was studied in the Chicago area, and it was concluded from the study that schools in Louisiana make a large difference in student achievement beyond the effect of the

socioeconomic characteristics of students in the schools (p.1).

Student data in the Teddie et al. (1982-84) study came from scores on the Louisiana Basic Skills Tests (BST) and scores on the Educational Development Series (EDS), a lower primary test (the specific purpose of which was not explained). Student socioeconomic characteristics (SES) were gathered from the BST.

School data were collected by school climate questionnaires from students, teachers and principals.

Twelve key factors (criterial referents) from the socioeconomic status (SES), school composition and questionnaire data were found to be significantly correlated with student achievement (Teddie et al., 1982-84, p.3). The twelve were students' SES (socioeconomic status); percentage of student body and teachers who are white; students' future educational expectations; students' perceptions of negative school climate; students' perceptions of teachers' work and push; students' perceptions of how much teachers and other students care about grades; teachers' expectations that students attend college; teachers' perceptions of their students' academic abilities; principals' future expectations for students; principals' perceptions of the schools' success and students' academic abilities; principals' work with teachers; and principals' perceptions of parental support for education (p.3).

A significant characteristic of the newer literature on school effectiveness was that the school and its operations were becoming a major focus of the effectiveness research. Goodlad,

who has been a major advocate of this approach, has this to say in an interview with Quinby (1985):

For nearly two decades I have been espousing the idea that the individual school is the key unit for change. I have also noted, though, that individual schools can be very lonely, fragile places. So, although the school is the unit for change, it cannot do everything by itself.

(p.16)

Goodlad's (1976, 1984) study was probably not typical of the other studies chosen to represent school effectiveness defined strictly in terms of student achievement (Weber, 1971, Edmonds, 1979a, 1981 and 1982; Phi Delta Kappan, 1980 and Teddie et al., 1982-84) simply because of its scope and magnitude and its extended time period. It was included with this group because in the schools studied, students, teachers, principals and parents regarded intellectual development as the primary function of schools. Goodlad (1984) contended that the sub-publics involved wanted more than is implied by the words "intellectual development", they wanted a reasonable balance of intellectual, social, vocational and personal emphases (p.61). The emphasis, nevertheless, by the sub-publics of the study was on intellectual development which was manifested in most cases by student achievement. With these recognized reservations, Goodlad's study may serve as a bridge to the definition of effective schools as used in the next section.

Goodlad (1976, 1984) supervised a massive longitudinal study of 12 senior high schools, 12 junior high schools and 13

elementary schools located throughout the United States. The study was called "The Study of Educational Change and School Improvement", or sometimes simply as "A Study of Schooling" (p.58). Students', teachers', parents' and principals' views on a variety of school-related topics were obtained and compared with observers' views. The intention was to study a small number of schools as total entities (p.17).

Goodlad claimed that the 8624 parents surveyed in the 1970's were highly dissatisfied with their children's schools and held narrow, more limited educational expectations for schools than had prevailed in the past. This was attributed to the fact that the data were obtained during the second half of the decade during the height of the so-called back-to-basics movement (p.35).

As a result of the study, a list of academic goals; vocational goals; social, civic and cultural goals were prepared to "guide school board members, parents, students and teachers in the needed effort to achieve a sense of common direction for their schools and to build programs of teaching and learning related to these goals" (Goodlad, 1984, p. 51).

As a result of the study, Goodlad also listed twelve performance standards (criterial referents) for an effective school including: decentralized decision making; more instructional time and unvarying uniformity of subject time allocations; planning; concepts, skills and values to provide means not ends; heterogeneous grouping; clarification of the

implications of classroom activities; employment of head teachers with doctorates and successful teaching experience; division of twelve years of schooling into three four-year phases; non-graded units of 100 children or less; limited career education; and the instituting of partnerships with business. He also noted, in a conversation with Quinby, (1985) that "where you have a good school, you usually find a good principal" (p.17).

It is attempted in Table 1 to summarize the criterial referents of effective schools which have been derived from the five studies described above (Weber, 1971; Edmonds, 1979a, 1981, 1982; Phi Delta Kappan, 1980; Teddie et. al., 1982-84 and Goodlad, 1976, 1984). Some of the criterial referents have been reworded to accommodate those which are similar but have come from different studies, or to make certain criterial referents understandable out of the context of the study in which they had been established.

SCHOOL EFFECTIVENESS DEFINED IN TERMS OF STUDENT ACHIEVEMENT AND STUDENT DEMONSTRATION OF HIGH ATTENDANCE, LOW DELINQUENCY RATES AND GOOD BEHAVIOUR AND ATTITUDES

A more limited number of studies have been conducted which broaden the base of the definition of school effectiveness to include, attendance, delinquency, general behaviour and attitudes of students, in addition to student achievement. Three representative studies have been selected (Rutter et. al., 1979; Brookover and Lezotte, 1979 and ILEA, 1986).

Table 1: Summary of Criterial Referents from Studies in Which School Effectiveness is Defined in Terms of Student Achievement.

- . strong supportive school leadership*
- . high expectations of students and staff*
- . careful evaluation of student progress*
- . individualized instruction*
- . strong reading emphasis
- . attention to the quality of instruction*
- . a safe orderly climate*
- . frequent monitoring of student progress*
- . decentralized decision making*
- . more instruction time*
- . unvarying uniformity of subject time allocations*
- . planning*
- . concepts, skills and values to provide means not ends
- . heterogeneous grouping*
- . head teachers with doctorates and successful teaching experience
- . division of twelve school years into three four-year phases
- . non-graded units of 100 children or less
- . limited career education
- . partnerships with business*
- . principal with the final say in staff selection
- . role models by staff/students*
- . discussion re role expectations
- . staff professional development centred on school goals/objectives*
- . skills developed for individual/group work
- . needs-based use of support personnel*
- . parents interested in/involved with the school*
- . school environment conducive to learning*
- . students SES
- . percentage students who are white
- . teachers'/principals' expectations of their students*
- . teachers'/principals' perceptions of students' academic abilities and successes
- . principals' perceptions of parental support for education*
- . students' future educational expectations*
- . students' perceptions of teachers' work, push and caring about grades*

*used as an attitude scale item in original or modified form

The Rutter et al. (1979) study extended over several years. It was concentrated on twelve British senior schools with a student population ranging from 450 to more than 2,000. Schools with good outcomes were defined as having good student attendance and behaviour, low delinquency rates and high student success rates on external examinations. Data were gathered from case study analysis, public examinations and teacher-made test results. Information was also gathered about students' home environments and socioeconomic backgrounds.

The criteria for success (criterial referents) noted in the schools of the Rutter et. al. study included pleasant working conditions and coherent, consistent functions which influenced the school's atmosphere; high teacher expectations; a clear set of goals; academic emphasis; immediate direct praise and approval as the prevalent means of classroom feedback; the teacher's positive role model, which included immediate, concerned, restrained use of physical punishment; easy access by students; and responsibility being given to students. Although the leadership of the headmaster was not listed among the criteria, the presence of strong leadership, especially in the instructional areas, was evident in the descriptions given.

Brookover and Lezotte (1979) regarded student achievement and attitudes (self-concept and self-reliance) as output measures of school systems, although the measures were made within individual schools. It is not clear exactly how output measures of student achievement and attitudes were made in this study of

improving and effective schools. In another similar study (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979) of a random sample of public elementary schools in Michigan, data on academic achievement of students were gathered by use of the Michigan School Assessment Test. Self-concept of academic ability data were collected by use of an ability scale developed at Michigan State University. Students' self-reliance data were gathered by use of a modified instrument first developed at Johns Hopkins University.

Brookover and Lezotte (1979) gathered data on the criteria (criterial referents) of improving and effective schools from a variety of sources, including interviews with school personnel and students, questionnaires, case studies, expert opinion and the like. The following were listed as criterial referents of improving and effective schools: emphasis on basic skills mastery as prime goals and objectives; the staff belief that all students can master the basic skills and they assume responsibility for this; the staff spend more time on basic skills objectives; the staff expect their students will go on with their education; the principals are assertive instructional leaders and disciplinarians who assume responsibility for evaluation of basic skills achievement; the staff accepts the concept of accountability; teachers are not satisfied with the status quo; there is more parent-initiated contact and involvement with the school; and compensatory education programs

de-emphasize paraprofessional and teacher involvement in the selection of students for these programs.

In the ILEA study (1986), which resulted in The Junior High School Project in Great Britain, the learning progress and development of an age group of almost 2,000 students in 50 junior schools were followed for four years. The three categories of information collected included measures of pupil background characteristics, measures of pupil progress and development, and measures of classroom learning environment and school processes.

Cognitive outcomes, which included basic skills assessments as well as non-cognitive outcomes including students' self-perception, attendance and attitudes, were measured and used to define school effectiveness in the ILEA study.

Data were gathered from pupils' personal files, results of students' assessments and testing, measures of pupils' personal perceptions and teachers' perceptions of pupils, interviews with all school personnel and with parents, classroom observations by field personnel and the like.

In the ILEA Study, the researchers noted certain 'given' features which were outside the school's control, but which made it easier to create an effective school. Included were schools which covered the entire primary age range, voluntary-aided schools, smaller schools and schools with physical amenities. Smaller classes with less than 24 students also benefited the school, as did the stability of the school's teaching force.

Where there had been no change of head for a long period, however, schools were less effective.

Twelve key criteria (criterial referents) which were considered to be within the control of the school and which appeared to promote effectiveness were identified in the ILEA study including: purposeful leadership by the head teacher, involvement of the deputy head, involvement of teachers, consistency among teachers, structured (teaching) sessions, intellectually challenging teachings, a work-centred environment, limited focus within sessions, maximum communication between teachers, record keeping on students for planning and assessment, parental involvement and a positive climate.

Table 2 attempts to summarize the criterial referents of effective schools which have been derived from the three studies described (Rutter et. al., 1979); Brookover and Lezotte, 1979 and ILEA, 1986). As in Table 1, certain referents have been reworded to accommodate similarities and understanding out of context.

SCHOOL EFFECTIVENESS DEFINED IN TERMS OF STUDENT CHARACTER DEVELOPMENT

One of the most comprehensive studies of suburban schools ever conducted was compiled by Wynne (1980) in the Chicago area. The study of good or effective schools was a subset of the larger

Table 2: Summary of Criterial Referents from Studies in Which School Effectiveness is Defined in Terms of Student Achievement and Students' Demonstration of High Attendance, Low Delinquency Rates and Good Behaviour and Attitudes.

- . strong purposeful school leadership*
- . pleasant working conditions*
- . coherent, consistent functions/teacher relationships*
- . good school atmosphere*
- . high expectations of students*
- . clear goals*
- . academic emphasis*
- . classroom feedback: immediate direct praise/approval*
- . teacher's positive role model*
- . involvement of the vice-principal
- . structured teaching sessions*
- . intellectually challenging teaching*
- . work-centred environment*
- . limited focus within sessions
- . maximum communication between teachers*
- . record keeping on students for planning/assessment*
- . parental involvement*
- . positive climate*
- . emphasis and time on basic skills*
- . accountability for basic skills assumed by staff*
- . staff expectations that students continue education*
- . principals assertive instructional leaders/disciplinarians*
- . teachers not satisfied with status quo
- . parent-initiated contact/involvement*
- . compensatory education programs de-emphasize paraprofessional/teacher involvement.

* used as an attitude scale item in original or modified form

study (Wynne, 1981). The larger study consisted of a synthesis of 167 undergraduate and graduate student reports of studies which had been conducted between 1970 and 1980. The research studies were primarily case studies of ethnographic type and they involved participant observations in schools and classrooms; interviews with students, teachers, administrators, aides, security guards and parents; and the collection and analysis of school documents, including school newspapers and teachers' manuals.

Test scores of student achievement were not used in the Wynne (1980, 1981) study because it would be impossible to identify key variables that would account for significant differences in student achievement among the schools (p. 377). Although student achievement scores were a factor in assessing school quality; the schools differed in such areas as public versus private, suburban versus inner-city, and elementary versus secondary. Feelings and values of people in schools were looked at more carefully as the roots of human conduct (Wynne, 1980, p.xxi). Wynne contended that academic proficiency can only be achieved by character building, not academic achievement, and he considered this to be the primary aim of good schools and of schooling generally.

Wynne (1981) listed coherence as the key characteristic most commonly associated with good schools. This was defined as the concept of things sticking together or as many different activities bearing predictable relationships with one another.

In a sense "the goodness in a good school was pervasive" (p.377). Other criterial referents of good schools included are as follows: staff conduct, hiring practices, the conceptualizing of goals, keeping informed, supervising staffs, creating incentives for learning, pupil discipline, extracurricular and student service activities and school spirit.

Table 3 is a summary of the criterial referents of good schools which have been derived from the Wynne (1980, 1981) study. There has also been an attempt to partially define referents which seemed to be unclear.

COMMON FACTORS IN SCHOOL EFFECTIVENESS STUDIES

Table 4 lists the factors common to definitions one, two and three (pp. 21-22) of school effectiveness and as derived from the criterial referents listed in Tables 1, 2 and 3.

It can be seen that definitions one and two of school effectiveness share the largest number of common factors with eight and nine respectively out of the total of 11 common factors identified (Table 4). Definition three shares only four common factors with the others out of the total of 11 identified. Since, in definition one, emphasis is placed on student achievement and, in definition two, emphasis is placed on student achievement and attendance, general behaviour, delinquency and

Table 3: Summary of Criterial Referents from Wynne (1980, 1981) in Which School Effectiveness is Defined in Terms of Student Character Development.

- . coherence: activities bear predictable relationships with one another*
- . staff conduct: which includes working hard and striving to relate work to school aims*
- . hiring practices: personnel chosen carefully*
- . all staff clearly conceptualize goals*
- . keeping informed: all staff work at good communications*
- . supervising staffs: supervisors (school administrators) can define clearly the elements of effective staff performance
- . creating incentives for learning: the "symbols" of good schools*
- . pupil discipline: everyone informed and clear on rules*
- . extracurricular/student service activities*
- . school spirit: considered by all to be important element of coherence*

* used as attitude scale item in original or modified form

Table 4: Common Factors Derived from Criterial Referents under Definitions One, Two and Three (Tables 1, 2 and 3).

	Definition One (Table 1)	Definition Two (Table 2)	Definition Three (Table 3)
1. STRONG SCHOOL LEADERSHIP: particularly strong instructional leadership by the principal	X	X	
2. SAFE, ORDERLY SCHOOL CLIMATE/ SPIRIT	X	X	X
3. COHERENCE AND CONSISTENCY: activities bear orderly and predictable relationships with one another		X	X
4. HIGH EXPECTATIONS: of both students and staff	X	X	
5. GOALS/OBJECTIVES/MISSION: clearly stated, well defined, specific and communicated to all		X	X
6. ACADEMIC EMPHASIS: with emphasis on basic skills primarily	X	X	
7. STUDENT EVALUATIONS: frequent and consistent monitoring of student performance and problems	X		
8. INSTRUCTIONAL STRATEGIES: individualized, of quality, involving direct praise and approval in the classroom, structured and intellectually challenging	X	X	
9. GOOD HOME-SCHOOL RELATIONS: teachers'/principals' perceptions of parental support and parent- initiated contact with the school	X	X	
10. TEACHERS' POSITIVE ROLE MODEL: hard work by staff related to school aims and students' perceptions of teachers' work, push and caring about grades		X	X
11. STUDENTS' SOCIOECONOMIC STATUS: including percentage white	X		
	8	9	4

attitudes, it is perhaps understandable that in effective schools, defined in these ways, there would be many factors in common. Since, in definition three, school effectiveness is defined in terms of student character development alone, it is again understandable that schools defined in this way would be recognized as being perhaps unique, or at least somewhat different, from the first two.

If the data given in Table 4 are examined more closely, it becomes evident that **STRONG SCHOOL LEADERSHIP**, particularly in instructional areas, is emphasized in definitions one and two but not in definition three. In definition three student achievement, the result of instruction, is de-emphasized as a measure of school effectiveness.

A **SAFE, ORDERLY CLIMATE AND SPIRIT** is included among the factors of effective schools defined by the three definitions (Table 4). It appears to be an important aspect of a school no matter how school effectiveness is defined.

COHERENCE AND CONSISTENCY is a factor of schools defined by definitions two and three but not by definition one (Table 4). The omission or down-playing of coherence and consistency for schools defined strictly in terms of student achievement is probably significant since this factor represents a complex inter-meshing of all the elements of an effective school - something perhaps not necessary when there is one single and narrow focus of a school such as student achievement. It would be an important factor when school effectiveness is

defined in terms of something as subtle and complex as student character development.

HIGH EXPECTATIONS (of students and staff) is not recognized as a factor of schools which emphasize student character development or as given in definition three, but it is recognized as a factor of schools which are defined by definitions one and two (Table 4). This again makes sense, since these are for the most part 'high academic expectations' - something not emphasized in definition three.

The omission of GOALS/OBJECTIVES/MISSION from schools which are defined by definition one is perhaps again significant, since in these schools student achievement probably represents the one over-riding goal which is clearly articulated and understood by all (Table 4). It can be said to be a 'given' in effective schools defined in this way and no further focus is needed. It would, however, be essential as a factor in schools defined by definitions two and three where the intentions of the school are probably more complex and diverse.

The omission of ACADEMIC EMPHASIS as a factor of effective schools defined by definition three (Table 4) is again understandable. It would be this kind of school which would be most likely to down-play academics. Effective schools defined by definitions one and two both include this as a factor.

Only effective schools which place exclusive emphasis on definition one, or student achievement, would be expected to

place emphasis on STUDENT EVALUATIONS as appears to be the case (Table 4).

INSTRUCTIONAL STRATEGIES, as expected, is not recognized as a factor of effective schools defined by definition three. It is recognized as a factor in schools defined by definitions one and two (Table 4), since it is in the instructional strategies which are emphasized in a school that the academic emphasis or intentions are manifested.

It is not clear why GOOD HOME-SCHOOL RELATIONS is not recognized as a factor of effective schools defined by definition three but it is recognized in effective schools defined by definitions one and two (Table 4). It may be that the limited literature sample is a factor here.

The omission of TEACHERS' POSITIVE ROLE MODEL as a factor of effective schools defined by definition one is understandable, since it is unlikely that the role model of any of the staff would be important if a single focus, student achievement, is emphasized in the school effectiveness definition (Table 4).

STUDENTS' SOCIOECONOMIC STATUS, including percentage white, is recognized in one study (Teddie et. al., 1982-84) and may simply be a factor unique to that particular situation only (Table 4). More research would be needed to draw any firm conclusions.

Ten out of the 11 factors of Table 4 seem, therefore, to logically relate to effective schools definitions almost without

exception. Since factor 11 (Table 4), or STUDENTS' SOCIOECONOMIC STATUS, relates exclusively to one study, Teddie et al., 1982-84, it will not be retained as a factor of effective schools as identified from the literature on effective schools. It can be said, in conclusion, that from the nine studies of school effectiveness examined in some detail in this section, ten school effectiveness factors have been identified. These factors appear to relate selectively to effective schools depending upon how school effectiveness is defined.

A CRITIQUE OF SCHOOL EFFECTIVENESS STUDIES

The definition of an effective school derived from the work of Rutter et al. (1979); Brookover and Lezotte (1979) and the ILEA (1986) study which is preferred for purposes of this research is definition two:

An effective school can be defined in terms of the degree to which student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behaviour and attitudes.

Definition one, which deals with student achievement only, is considered to be far too narrow as a definition of an effective school. Definition three, which deals with student

character development, is considered to be a desirable aspect of an effective school, but again too narrow. Definition two deals not only with student achievement but also with student behaviour and attitudes or, taken together, one way by which student character development can be defined. Definition two, therefore, may be considered to incorporate aspects of both definitions one and three, and is considered to be the preferred definition of an effective school.

The nine studies chosen to represent effective schools literature (Weber, 1971; Edmonds, 1979a, 1981, 1982; Teddie et al., 1982-84; Phi Delta Kappan, 1980; Goodlad, 1976, 1984; Rutter et. al, 1979; Brookover and Lezotte, 1979; Wynne, 1980, 1981 and ILEA, 1986) are perhaps the nine most comprehensive and well-known studies conducted to date. Together they span a sixteen-year period from 1971 to 1986. They are not without shortcomings, as well as some considerable strengths.

The Weber (1971) study was narrow in focus and limited in scope but it represents the first suggestion that school differences may, in fact, be significant in their effects on student achievement. The major criticism of this study would be that school effectiveness was defined in terms of reading achievement test scores only.

Edmonds' (1979a, 1981, 1982) work and the work of Edmonds and Frederickson (1978) have also been widely criticised mainly on the basis of the narrow definition of school effectiveness in terms of student achievement on standardized tests. The poor

delineation of research methodologies has also given rise to the suggestion that only a limited amount of school-based research was actually conducted by Edmonds (D'Amico, 1982; Fullan, 1982) in deriving the list of school effectiveness characteristics.

Although the narrow definition of school effectiveness in terms only of student achievement also existed for the Phi Delta Kappan (1980) study, the selection and study of exceptional schools was deliberately local where personnel would be expected to know their schools. There is, however, the question of bias on the part of local investigators, both in terms of school selection (the schools might not have been exceptional if subjected to other selection criteria) and criterial referent identification.

In the Teddie et. al. (1982-84) study school effectiveness was also defined in terms of student achievement, but the strength of the study seemed to have been in the broad base of parents, students, principals and teachers from whom data were collected. The use of a questionnaire instead of interviews and on-site observations seemed to have weakened this somewhat.

Brookover and Lezotte (1979) broadened the definition of school effectiveness to include, besides student achievement, student attitudes. The study, however, appeared to have been little different from the other studies mentioned above, since similar content criterial referents of effective schools have been listed.

Fullan (1985) was critical of most of the effective schools research that simply listed several content variables or criteria by which to judge effective schools. He also stated that effective schools research demonstrated that some goals (usually in reading and mathematics measured on standardized tests) can be addressed relatively successfully, but it does not mean that higher-order cognitive and personal-social development goals can be achieved: "teaching basic reading and mathematics is one thing; teaching students to think abstractly, analyze, and solve problems and write effectively is another" (p.397). These were clearly serious short-comings of effective schools literature. The instructional objectives of modern curricula consist of much more than reading and mathematics scores on standardized tests which quite often do not assess the degree of accomplishment of the objectives of even the reading and mathematics programs themselves for which the tests were intended.

Madaus, Kellaghan, Rakow and King (1979), in reporting the results of research conducted in secondary schools in the Republic of Ireland, also strongly questioned the use of standardized achievement tests as measures for comparing the quality of different schools (p.207). They recognized that the advantages of such use of standardized tests were that they were readily available, they were thought to be objective, they have been popular for over fifty years and they were believed to be useful for making comparisons across schools (p.226). Serious disadvantages of such use of standardized tests, as indicated by

the study, were that classroom variables explained more variance in public examination performance than they did in standardized test performance. The component of between-class variance on public examinations uniquely explained by classroom factors was also considerably larger than the component these blocks uniquely explained for the standardized tests (p.216). It was further suggested by Madaus et. al. that there was substantial evidence that achievement tests were primarily good measures of verbal or general ability and that they did not distinguish between classrooms or schools (p.210).

Fullan (1985) also criticized the limited kinds of populations studied in effective schools research. He considered that much of the research was based on small samples of quasi-volunteer populations in inner-city elementary schools that already have effective programs in existence. The performance of the effective school on a small range of goals was then compared with that of inferior schools. His claim was that we do not know enough about community variables, differences in teacher populations, rural and suburban settings, large schools, longitudinal attempts at deliberate change, broader goals and measures of effectiveness (p.397).

While it is not advocated that we do nothing with respect to school effectiveness until we have gained knowledge in all of the areas mentioned by Fullan, the claim that the populations studied were of limited kinds would depend upon the study in question. It is true that populations studied were generally urban and

mostly inner-city (Weber, 1971; Edmonds, 1979a, 1981, 1982; Teddie et. al., 1982-84; Phi Delta Kappan, 1980; Goodlad, 1976, 1984; Rutter et. al, 1979; Brookover and Lezotte, 1979; Wynne, 1980, 1981 and ILEA, 1986). We are not clear as to what the school population was in the Teddie et. al., (1982-84) study; it is possible that a number of the schools may have been rural. In the Goodlad, Phi Delta Kappan, ILEA and Wynne studies schools were both elementary and secondary and in the Rutter et. al. study the schools were exclusively secondary. There was no apparent attempt to examine the performance on a narrow range of goals in the more extensive studies, such as that by Goodlad and Wynne, and there was no apparent comparison with inferior schools in these studies.

Fullan (1985) claimed that effective schools research takes a highly complex phenomenon and represents it in a vastly simplified manner. There were three basic criticisms. First, the factors were an abstraction across several situations. Second, the factors represented statistically significant correlations rather than full statements. Third, the existing research told nothing about the process of change (p.398).

While there is no argument against the view that effective schools research simplifies complex phenomena, each part of the argument needs to be examined. The first part, that factors of effective schools were an abstraction across several situations, is basically an argument against quantitative research in general, rather than an argument against effective schools

research specifically. This is simply the way in which quantitative research is conducted. Similarly, statistically significant correlations are the essence of quantitative research studies and to use these in drawing full-statement conclusions in effective schools research is no more a problem here than anywhere such statistics are used. The third argument, that existing research does nothing about the process of change, is addressed in some of the more comprehensive effective schools research (Goodlad, 1976, 1984; Rutter et. al., 1979; Wynne, 1980, 1981; ILEA, 1986).

In studies by researchers such as Goodlad (1976, 1984), Rutter et. al. (1979), Wynne (1980, 1981), and the ILEA (1986) study, longitudinal case studies have been conducted. These studies have been able not only to identify many of the significant content factors and processes of effective schools, but also they have been able to identify and describe many of the dynamic relationships which exist in the schools.

For example, Wynne (1981) noted that the coherence of a good school comes from the "appropriate meshing of many elements" (p.377). With reference to the key function of communication in good schools, Wynne stated that the schools adopted a variety of strategies to fight the centrifugal tendencies which prevented effective communication. One principal, for example, carefully observed incident student/teacher contacts in corridors and lunchrooms on the premise that in such contacts the respect and enthusiasm, or indifference and slovenly casualness, students

have for teachers would be revealed (p.378). With respect to school spirit, Wynne found that in weaker schools teachers and principals dejectedly discussed the apathetic spirit of the times, while in good schools staffs assumed that persistent and ingenious adult manipulation could foster school spirit and they set about doing it (p.381).

Wynne's (1980, 1981) extensive synthesis of 167 studies of schools in the Chicago area resulted in a definition of an effective school which was student character development. It was essentially a conservative approach to school effectiveness - perhaps more conservative even than defining school effectiveness in terms of student achievement. Wynne provided data and logic to support the view that schools must revert to older values and a stricter behaviour code for students if they are to regain the ground he perceives they have lost in this area in recent years. He stated that,

The important thing is that researchers seem to have begun to shift from relatively simplistic nose counting. We have started to look more carefully at the feelings and values of people in schools. And, after all, feelings and values are the roots of human conduct.

(p.81)

It is difficult to refute the logic of such arguments, but the narrowness of defining school effectiveness in terms of character development alone must again be noted. If allowance can be made for the fact that too many demands are now being placed on schools by society, we can hardly discount the

requirement of schools to at least provide students with basic literacy and numeracy skills along with, perhaps, student character development. This argument takes us back to definition two: effective schools must be defined in terms of student achievement, behaviour and attitudes.

The Rutter et. al. (1979) study of British schools represented an extensive, in-depth, case-study look at a small number of schools. It also made use of quantitative data such as public examination results and demographic data of students and parents. It differed from other studies (Weber, 1971; Edmonds, 1979a, 1981, 1982 and Phi Delta Kappan, 1979) in that a group of students have been followed for a period of time from primary into secondary school, and the impacts that different schools have had on the students' achievement and behaviour were carefully documented. Although the study was not designed to deliberately identify effective schools, it does much in this area and it gives insight into the effects of school differences on students.

The Rutter et al. (1979) study can be criticised on the grounds that only twelve schools were involved in the study and that the criterial referents identified in these schools may not be characteristic of other schools in the general population, or it would be difficult to generalize results.

The 'given' characteristics described in the ILEA (1986) study, such as a good physical environment, the stability of the school's teaching force as well as the head and deputy head teacher, appear to provide the "supporting framework within which

the head and teachers can work to promote pupil progress and development" (p.34). These highlight the importance of external factors beyond school control as factors to be considered in school effectiveness.

School factors and processes that are within the control of the head and teachers are, then, those which can be changed and improved. The point was also made in the ILEA study that the school and the classroom were interlocked in many ways; what the teacher can or cannot do depended, to a certain extent, on what was happening in the school as a whole (p.38).

The ILEA study was also an extensive longitudinal study, extending over four years, which made use of both qualitative and quantitative data. It has satisfied a criticism of the small school sample in the Rutter et. al. (1979a) study in that 50 junior schools have been included in the ILEA study.

Goodlad (1976, 1984) consistently argued that to achieve significant improvement of schooling and not mere tinkering requires that the focus be on entire schools. Even more important than this was Goodlad's point that the quality of education provided by any school depends upon the interaction between teachers and the circumstances of schooling (p.178). There was a need, Goodlad believes, for school-by-school agendas based on hard data. Schools vary enormously in both the problems perceived by those closely associated with the school and in the intensity or seriousness associated with the problems (p.175). The message here seems to be that, although there may be

commonalities between and among schools, each school is unique and must be considered as such in any attempt at school improvement.

Goodlad's (1976, 1984) study was large and longitudinal in time, and both qualitative case study and quantitative methods were used to gather data from parents, teachers, students and principals. For these reasons, it was regarded as one of the most comprehensive studies of its kind ever conducted. It has been included under definition one, in which school effectiveness has been defined in terms of student achievement, but it could also have been placed under definition two, or even three, if the broader implications of student intellectual development, as Goodlad suggests, are considered (p.62). It was a broadly based study, in that all schools in the sample, and not just the ones considered to be effective, were looked at in great depth; this makes it a difficult study to categorize.

In terms of criterial referents, it is difficult to separate those which have obviously been identified in the schools studied and those which seem to be Goodlad's personal-agenda items. It is well known, for example, that heterogeneous grouping rather than 'tracking' (p.150) was one of Goodlad's strongest recommendations for any school or school system, and that he is strongly opposed to the latter. The employment of head teachers with doctorates and successful teaching experiences hardly seemed to be a criterial referent identified in successful schools studied, yet it was included in the list. Limited career

education seemed less of a finding in effective schools as it was a personal preference of Goodlad himself.

The main criticisms of Goodlad's study, therefore, related more to the lack of clarity as to the source of criterial referents identified, than to methodological or conceptual problems with the study or of the particular definition of an effective school which was advocated. It can be said that the Goodlad study seemed not only to be a very valuable contribution to effective schools research but also to education in general.

In some of the school effectiveness studies, particularly the earlier ones (Weber, 1971; Edmonds, 1979a, 1981 and 1982), a very narrow definition of school effectiveness has been adopted, usually in terms of student achievement, and content criterial referents of effective schools only have been listed. In other studies, although student achievement has been endorsed as the definition of school effectiveness, the methodological base has been broadened to include more extensive qualitative techniques, such as case study analysis employing participant-observation and extensive interviewing, as well as standard quantitative techniques and analyses (Teddie et. al., 1982-84; Phi Delta Kappan, 1980 and Goodlad, 1976, 1984). The criterial referents identified in the latter group of more extensive and comprehensive studies of effective schools include, with content criterial referents, school process criterial referents and their interaction.

With the change to defining school effectiveness in broader terms of not only student achievement but also of student behaviour, attitudes and character development (Rutter et. al., 1979, Brookover and Lezotte, 1979; Wynne, 1980, 1981 and ILEA, 1986), the studies seemed to have become more complex and longitudinal. More in-depth analyses have been conducted and extensive lists of criterial referents, which included both content and processes of effective schools, have been suggested.

SOME CONCLUSIONS ABOUT SCHOOL EFFECTIVENESS

While in some definitions of school effectiveness there has been a concentration on cognitive outcomes as manifested by student achievement (Weber, 1971; Edmonds, 1979a, 1981, 1982; Phi Delta Kappan, 1980; Teddie et. al., 1982-84 and Goodlad, 1976, 1984), other definitions have included student attendance, behaviour, delinquency and attitudes (Rutter et. al., 1979; Brookover and Lezotte, 1979 and ILEA, 1986). Student character development was another way in which school effectiveness has been defined (Wynne, 1980, 1981).

It has been found in the literature review conducted in this study, that the particular definition of an effective school which is espoused by the researcher appeared to have had an effect on the kinds of criterial referents which have been noted

as characteristic of an effective school. Alternatively, it may be that the particular criterial referents which have been identified by the researcher in effective schools have had an effect upon the way in which school effectiveness was defined.

Regardless of which came first, the definitions and criterial referents of effective schools in the research appeared to be related. It can be extrapolated from this that the way in which a person defines an effective school will influence the choice of particular criterial referents which the person thinks are important. This will be of particular significance in the educational attitudes survey which will be conducted in this study.

Unless it was specifically stated within the literature in question, it was difficult to determine exactly which definition of school effectiveness was being espoused in a particular study. In research syntheses where large numbers of school effectiveness studies have been discussed as a group (Hersh, 1982; Purkey and Smith, 1983 and Murphy, Hallinger and Mesa, 1985), this became a particular problem. Also, in literature such as editorials and school improvement reports (Ingrassia, 1982; Spillane, 1984; Stevens, 1985 and Minnesota State Department of Education, 1985), there was usually nothing more than a listing of the factors of effective schools which the writer recognized. The definition of an effective school was not usually mentioned. Since, in literature of this type, no link

could be established between the criterial referents listed and perceived school effectiveness outcomes, the literature was of limited value except as a source for criterial referents of effective schools in the development of school effectiveness attitude scales and assessment instruments.

A considerable number of individual criterial referents or characteristics of effective schools have been identified in the nine school effectiveness studies examined in detail in this study (Tables 1, 2 and 3). Ten school effectiveness factors have been extracted as commonalities of these criterial referents (Table 4). It is expected that, if a broader spectrum of related literature, including school improvement, change, implementation literature and the like were examined, the list of school effectiveness factors would increase.

It has been stated, for purposes of this research, that schools are considered to be social organizations (Rutter et al., 1979) which are likely to be influenced by the composition of social groups within them, and that schools are intricately connected with the greater social system of which they are a part. Considering that the definition of an effective school which is espoused, and the criterial referents recognized as characteristic of an effective school, appear to be dependent upon the individual or group involved, it seems quite useful to approach school effectiveness from the point of view of constituencies or sub-publics (Downey, 1959, 1960) both internal and external (Cameron and Whetten, 1983 and Vale, 1985).

The way in which different constituencies or sub-publics define an effective school may have important implications for the kinds of criterial referents or characteristics which are considered to be important and are promoted in an effective school.

It could be expected that different sub-publics would approach the definition of school effectiveness in different ways. In light of this, it is considered important to examine social or educational attitudes as they relate to school effectiveness.

SOCIAL ATTITUDES THEORY

Cardino (1955) defined attitude as an "existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behaviour of the individual" (p.2).

Smith, Bruner and White (1967) defined attitude as a "predisposition to experience, to be motivated and to act toward, a class of objects, in a predictable manner" (p.33).

Allport (1935) considered attitude to be the most distinctive and indispensable concept of contemporary social psychology; Shaw and Wright (1967) regarded attitude research as occupying a central position in social psychology. It was not until the 1960's that there were attempts to relate the structure

of attitudes to general psychology (Jahoda and Warren, 1966, p.11).

Although the term 'attitude' was initially used to denote a person's physical posture, it has come to connote the psychological or mental state rather than the physical orientation of a person (Jahoda and Warren, 1966). Attitude is now considered to be inter-disciplinary, bridging both psychology and sociology (Petty and Cacioppo, 1981).

Fishbein and Ajzen (1975) established theoretical relationship between beliefs, attitudes, intentions and behaviours. Beliefs represented information a person has about a particular object; they were the basic building blocks of our conceptual frameworks. A person's attitude toward any object, issue, behaviour or event is determined by his/her beliefs, linking the objects to various attributes and by his/her evaluations of these attributes. The person's attitude towards the behaviour, and subjective norms which may also develop, determine a person's intentions to perform a behaviour in the future, and this intention leads to performance or nonperformance of the behaviour (p.511).

Shaw and Wright (1967) regarded attitudes as end products of a socialization process which significantly influence a person's response to cultural products (such as effective schools; churches or the money system), to other persons or to groups of persons (p.1).

KERLINGER'S SOCIAL ATTITUDES THEORY

The definition of attitude which was adopted for purposes of this research was Kerlinger's (1967a) adaptation of Rokeach's definition of an attitude: "an enduring structure of descriptive and evaluative beliefs that predispose the individual to (think, feel, perceive and) behave selectively toward the referents of the attitude" (p.10). A more comprehensive description of this definition was as follows:

"Social attitude" expresses the psychological orientation of people to their social environment. Whether directed toward social issues, ethnic groups or abstract ideas, attitudes are efficient psychological mechanisms that strongly influence social behavior ... They (attitudes) represent emotional, motivational and cognitive reactions of people to the social "objects" of the environment and their predisposition to act toward these social objects.

(p.16)

"Referents" or social "objects" may be social issues, ethnic groups, abstract ideas or almost anything in society towards which an attitude can be directed (Kerlinger, 1984, p.2).

Brown (1958) was perhaps the first to point out that a referent like a name is a category which applies to all classes of phenomena: physical objects, events, behaviours, even constructs. Brown said that any kind of reference in the nonlinguistic world can become the referent of a name; any recurrence can be the referent of an attitude. A referent is any

object or-construct of psychological regard or, in set language, a set of things of any kind toward which an attitude may be directed (p.36).

An attitudinal referent is a construct that stands for a set or category of objects, ideas, properties, or behaviours that can be the focus of an attitude (Kerlinger, 1967a). The term "criterial" connotes a standard, a means of judging relevance. If a referent is criterial for an individual, it acts as a judgemental standard for him or her. A criterial referent of an attitude is a construct that is the focus of an attitude that is significant and relevant for the individual. Referents of attitudes are criterial in different ways for different individuals; what is criterial for one individual may not be criterial for another individual. Criterial referents must be shared if an attitude is to be an attitude; they are differentially shared; i.e., we can assume a continuum of relevance for different people for any referent (p.111).

Kerlinger's Social Attitudes Theory (1956, 1958, 1967a, 1967b, 1970, 1972, 1980, 1984), therefore, began with a definition which differed from other definitions in the literature in two major ways: (a) attitudes are defined as sets of beliefs and, (b) the things or objects in society towards which attitudes are directed are called referents.

Kerlinger (1967a) claimed that educational attitudes (which are the basis of much of his research and a subset of general social attitudes) break down into a basic dichotomy or dualism

called "progressivism" and "traditionalism", which are subsets of "liberalism" and "conservatism" in general social attitudes (p.111).

Factor analysis was used to derive the first-order factors from data from attitude scales completed by educators. For traditionalists, referents such as student discipline, subject matter, moral standards and certain other referents would be criterial. For progressivists, referents such as child needs, individual differences and social learning would be criterial, but these would not be criterial for traditionalists (Kerlinger 1967a, p.111).

Kerlinger (1967a) refuted the notion that social beliefs and actions were bipolar or that they existed along a continuum. He stated that they were, instead, "dualistic" (p.112). Liberalism and conservatism in general social attitudes and the subsets of these, progressivism and traditionalism in educational attitudes, were dual attitudes which existed separately from each other. Second-order factor analysis of first-order factors would show that these two clusters emerged no matter what the original number of first-order factors. The factors of each cluster would be relatively uncorrelated or orthogonal to each other or perhaps slightly negatively correlated (p.114).

Wilson (1973) showed that similar factors emerged even when subjects were offered attitude scales with items which were single words or phrases, as opposed to full statements towards which they can express agreement or disagreement on a scale. The

words or short phrases were called simply criterial referents (Kerlinger, 1984, p.2).

TESTS OF KERLINGER'S SOCIAL ATTITUDES THEORY

Three studies which appear to lend support to the conceptual framework of Kerlinger's social attitudes theory in a general sense were reported by Zak (1973), Marjoribanks and Josefowitz (1975) and Zak and Birenbaum (1980). Two studies which supported the central duality-criteriality notion of the theory in an educational context, but also concentrate on a description and analysis of the first-order factors, were reported by Sontag (1968) and Reid and Holly (1974). One study (Robinson and Stuart, 1987) attempted using Kerlinger's (1984) theory to show that the voting behaviour of teachers was related to the political and educational ideologies of teachers. One re-analysis of Kerlinger's theory of social attitudes refuted the basic ideas of the theory, based mainly on the notion that the use of available educational attitudes data could not be used to extend the theory into the realm of social attitudes generally (Zdep and Marco, 1969).

Zak (1973) investigated Jewish and American identity using 1,006 Jewish-American college students from various parts of the United States. Second-order factor analysis of test scores revealed that most of the common factor variance was appropriated

by two relatively orthogonal factors. Items dealing with American identity and those dealing with Jewish and American identity were thus supported and the conceptual framework of Kerlinger's theory appeared to be supported (p.891).

Marjoribanks and Josefowitz (1975) used 460 17-year old secondary school students in England and Wales to test Kerlinger's theory of social attitudes. First-order factor analysis gave eight factors which were defined as either conservative factors or liberal factors (p.821). Second-order factor analysis confirmed the groupings into two relatively orthogonal second-order factors: conservatism and liberalism. Support appeared to be again provided by the results for the conceptual framework of Kerlinger's theory.

Zak and Birenbaum (1980) tested Kerlinger's criterial referents theory using 713 individuals in Israel. The dualistic structure of educational attitudes was tested using Radial Parceling Analysis, avoiding rotational procedures (p.923). The data appeared to support Kerlinger's conceptual framework, since two main dimensions emerged without the aid of rotational procedures: the duality and lack of bipolarity predictions appeared to be supported (p.928).

Zdep and Marco (1969) re-analyzed Kerlinger's social attitudes theory and, as a result, accused Kerlinger of overgeneralization based on the preponderance of educational attitudes data. They also stated that several of the implications had little justification empirically or logically

(p.731). It was also thought that Kerlinger's theory could be subsumed under Fishbein's (1963) theory of attitudes. The latter also basically dealt with the relationships between beliefs about an object and attitudes towards the object (p.233).

Two studies which analyzed teacher attitudes were conducted by Sontag (1968) and Reid and Holley (1974). Sontag investigated the role of educational attitudes in the perception of teacher behaviours (p.385). Eighty subjects completed an attitudes questionnaire and also an 80-item Q sort to measure desirable teacher behaviours (p.386). It was found that four factors underlie the behaviours judged desirable for elementary teachers, and there were two which accounted for the major portion of variance: concern for students and emphasis on structure and subject matter. These two factors appeared to be related to attitudes towards education, in that progressives loaded on the first factor and traditionalists loaded on the second factor. The exception was that a general subject matter factor emerged which accounted for 46% of the variance and separate high school factors also emerged which were related to progressivism and traditionalism (p.387). It was thought that Kerlinger's theory "supported the generality" of the factors that emerged in this investigation (p.400).

Reid and Holley (1974) used a 40-item Likert-type attitude inventory to survey the attitudes of 448 teachers in schools in sixth form in England. First-order analysis yielded eight factors, six of which were interpreted. Two factors were

retained from second-order factor analysis of the eight factors. It was concluded that there was some confirmation of the view that attitudes towards education are basically dualistic and Kerlinger's conceptual framework appeared to be supported.

Robinson and Stuart (1987) examined the voting behaviour of British Columbia teachers. Among others, they attempted to show, using Kerlinger's (1984) theory of social attitudes, that the voting behaviour of teachers was related to the political and educational ideologies of teachers (p.2). The educational ideology of teachers was measured using a scale developed by Kerlinger and Pedhazur (1968). It could not be determined how data were analyzed, but it was concluded that there were consistent relationships between the voting behaviour of teachers and the political and educational ideologies of teachers. Teachers who were traditionalists in educational ideology were rightist in their political ideology. Teachers who were progressives in educational ideology were leftist in political ideology. Kerlinger's dichotomy of traditionalism and progressivism in educational ideology appeared to again be supported by the data (p.10).

A CRITIQUE OF KERLINGER'S SOCIAL ATTITUDES THEORY

Kerlinger (1984) stated that he does not use the word "theory" in his criterial referents theory in the usual sense of

the use of the word. Theory, he said, is used instead as a "factor analytic 'explanation' of the structure of social attitudes, together with a hypothesized reason, the criteriality of attitude referents, for the underlying structure and the latent variables of social attitudes" (p.28). This appeared to be a much narrower use of the term than was normally the case when a theory has evolved over a longer period of time and has undergone perhaps several modifications.

The notion articulated in the first part of Kerlinger's theory was primarily methodological. It is based on the idea that the structure of social attitudes can be determined by the collection of data from a large number of people on attitudes towards certain social objects, called criterial referents of the attitudes, and by factor analysis of the data. It was really not new in sociology or psychology. People like Thurstone (1939) and Thurstone and Thurstone (1941), who were primarily responsible for derivation of the multiple nature of the structure of intelligence by factor analyzing data from several intelligence tests, have employed similar techniques.

An important contribution to Kerlinger's (1967a) theory was probably the extensive and detailed definition of attitude which was used. Kerlinger (1984) defined criterial referents, the objects of social attitudes, as "social issues, ethnic groups or abstract ideas" (p.1) and attitudes are "efficient psychological mechanisms" directed towards these objects. It was these reactions which predisposed people to act in certain ways. The

detail and specificity of this definition provided a framework for Kerlinger's theory itself. The definition was quite different from other definitions of attitudes quoted earlier (Cardino, 1955; Smith, Bruner and White, 1967) which were somewhat general in scope, and the definition was probably not typical.

The definition provided the steps by which the structure of social (including educational) attitudes may be determined. Data collected from people about their attitudes towards certain criterial referents can be factor analyzed to do this. This part of the theory seemed sound and the methodology has been successfully used in other settings with other constructs (Thurstone, 1938 and Thurstone and Thurstone, 1941).

The duality notion, or the idea that all social attitudes were underlain by the latent variables liberalism and conservatism, was perhaps the major focus of Kerlinger's theory. It has been criticised in a number of ways.

First, the approach of many researchers to attitudes has been in dimensional terms (Fishbein and Ajzen, 1975); i.e., attitudes are thought to exist along a continuum ranging from "very strongly like" to "very strongly dislike" or they are bipolar in nature. For example, a person who likes, and can identify with, the liberal party would probably dislike the conservative party.

This bipolarity was refuted in Kerlinger's (1984) theory. The two major groupings of the social attitudes of large

groups of people were considered to be distinct and separate and not opposites of each other (p.185) in spite of the fact that, by application of the analysis of covariance structure tests both the two-factor hypothesis and the bipolarity hypothesis, Kerlinger stated "the theory is not unambiguously supported" (p.205).

Zdep and Marco (1969) further questioned the two-factor notion of the theory by suggesting that rejection of attitude unidimensionality and bipolarity may be an artifact of the operational definition of attitudes, which are defined as sets of beliefs, rather than as affect toward an object (p.731). The theory, therefore, appeared not to be a definitive explanation of the structure of social attitudes in this sense and more research was needed.

Second, in factor analysis, to agree without reservation with the duality of two-factor notion of the theory, was to deny that negative correlations in factor analysis can exist. Kerlinger (1984) himself, however, reported nine negative correlations out of 33 in rotated second-order factors of one set of data (p.152) and eight negative correlations out of 36 in another set of data (p.155). These numbers appeared to be too high to be simply anomalies of the data or of the analysis itself.

Third, although Kerlinger (1984) listed in two tables (pp.239-240) the results of what he calls a "sifting of experience with the results of many factor analyses of the items

of referent scales" (p.239), there appeared to be a vagueness and imprecision about the results. This may be a characteristic of most factor analyses results, but it seemed to be particularly noticeable in these results.

Fourth, Kerlinger's theory may simply be additional information about Eysenck's (1944, 1976) theory of two major factors or the dimensions of radicalism-conservatism (R) and toughmindedness-tendermindedness (T) of social attitudes. Eysenck (1976) had a commercial polling agency conduct a quota sample of the general population and, using criterial referents (Wilson, 1973), appeared to be able to demonstrate radicalism-conservatism and toughmindedness-tendermindedness in the attitudes of the general population. Kerlinger may simply be adding further details to an already existing theory.

Fifth, Zdep and Marco (1969) and others have criticised the limited population sampling done to develop Kerlinger's theory. They claimed that the theory was an attempt by Kerlinger to explain his accumulated research on educational attitudes in a parsimonious fashion (p.731), since the theory, up to that point, rested on educational attitudes alone (with the exception of one unpublished study of general social attitudes). This argument has been nullified somewhat by the publications since of a number of general social attitudes studies in different countries (Kerlinger, Middendorp and Amon, 1976 and Kerlinger, 1978, 1980).

Although Zdep and Marco (1969) have refuted Kerlinger's theory, there have been several studies which have reported

evidence which appeared to support the theory (Sontag, 1968; Zak, 1973; Reid and Holley, 1974; Marjoribanks and Josefowitz, 1975; Zak and Birenbaum, 1980).

The vagueness of the results from the factor identification in social attitudes and the presence of negative correlations in factor analysis of Kerlinger's data would probably be insufficient evidence to cast doubt on the theory. Added to this, though, was the argument about limited populations and the broadening of conclusions drawn almost entirely from research on educational attitudes to general social attitudes. It was fortunate that Kerlinger's later studies have broadened the research base, not only to the general population but to populations of several different countries as well, and the results supported the earlier duality of social attitudes conclusions.

It was difficult to provide clear justification for the argument that Kerlinger's theory was merely a modification of Eysenck's (1944, 1976) theory of radicalism-conservatism (R) and toughmindedness-tendermindedness (T). It may indeed be that Eysenck's theory was a modification of Kerlinger's theory, since the two theories appeared to be very much alike in many ways, and they appeared to have been developed at approximately the same time or during the decade of the late 1940's and early 1950's.

In spite of these perceived weaknesses in certain parts of Kerlinger's theory, the theory provided a conceptual and methodological framework for this study. The criterial referents

used in this study are the characteristics of effective schools; these are abstract ideas and they fit the category of the social objects of attitudes part of the theory.

In this study an attempt is made to determine whether different constituencies or sub-publics have different attitudes concerning a group of criterial referents of effective schools; i.e., whether each sub-public has a different attitude structure with respect to the criterial referents of the effective school. Also investigated is whether different sub-publics define school effectiveness in different ways. For these reasons, the definition of social attitude used in Kerlinger's theory and the methodological part of the theory are well suited to the major focus of the study.

Considering all the arguments, there seems to be a substantial and growing body of empirical evidence in support of Kerlinger's theory. There seem to be no substantive arguments against the first, or methodological, part of the theory, and it is this part of the theory which will be utilized in this study. The position is that the theory should stand until further strong evidence is presented to refute it.

SUB-PUBLICS OF SCHOOLS

Schools as social organizations have several groups or constituencies who have a stake in the educational process and

are, therefore, concerned about, and have attitudes towards, the effectiveness of the school. Downey (1959) referred to these constituencies of schools as sub-publics, which for purposes of this study include parents, secondary-school students, teachers, principals and superintendents.

Clark (1987) gave the results of a survey of 1,712 high school seniors in 421 schools across the United States. It was found that high school seniors believed that the public schools in the United States were in trouble. Only 5.7% would give the schools a grade of A; almost 20% of nonpublic school seniors and 10% of public school seniors would give public school grades of D or F. The median grade was a C (p.505).

Most students gave the school they attended a good grade: fewer than 5% rated their school as below average. One-quarter of all students thought their school deserved an A. High school seniors believed that the trouble with public education was elsewhere (Clark, 1987, p.506). Specifically, the Clark survey found that:

- . racial problems were mentioned by 8% of the respondents
- . 13% of respondents noted serious teacher/pupil problems
- . a small number mentioned crowded or inadequate conditions
- . the most frequently mentioned curriculum problem was a too-narrow set of course offerings or the absence of a desired course of study

Bevan (1983) characterized schools as social systems that existed within a series of concentric and overlapping environments. There was first, the neighbourhood; then, the community or population centre; next, the geographical region and finally, the province. Each of these environments not only interacted with and have an impact on the school's environment, but there was an interaction between and among the external environments themselves. The success enjoyed by the school depended to a large extent upon its relationships with the various external environments (p.20). Bevan gave two conditions which must be present if schools were to enjoy harmonious relationships with their immediate environments. The first condition was a basic unity and coherence within the school itself, and the second was the gaining of community acceptance concerning its mode of operation (p.21). Basic unity and coherence within the school itself were not considered to be necessarily a measure of the school's success; rather, there must be certain basic givens before there can be harmonious relationships with the community. These relationships with the community will then enable the school to enjoy some measure of success (p.22).

Sikula (1981) suggested that the shielding of educational and sociological issues that confront schools out of fear of public reaction was a mistake. As the schools have moved toward a somewhat autonomous existence regarding their surrounding communities, it was suggested they may have discovered they need

community support to function effectively and progressively. The need was for a full support system which lay both within and outside the school walls (p.62). The only way to develop the full support system of the school was to begin by sampling the opinions or attitudes of the sub-publics of schools, including such groups as parents and superintendents who are, in one sense, outside the school, as well as students, teachers and principals who were inside the school. Cross-comparisons can then be made to determine similarities and differences between and among the opinions of the different sub-publics involved.

Wynne (1980) stated that, in eleven of the past twelve national Gallup polls on education conducted in the United States, (prior to 1980) the major concern of parents was student discipline. In 1971 the lack of proper financial support was considered to be the most important problem for parents (p.xvii). In the 18th annual Gallup poll conducted in 1986, for the first time, parents identified drug use by students as the most important problem facing the public schools. One might speculate that AIDS would be a major concern of parents in future polls in both Canada and in the United States.

It was clear that parents, high school students and the general public have views and concerns about the schools. It was likely that they would have opinions or attitudes concerning the way in which school effectiveness was defined and concerning the characteristics or criterial referents which made up an effective school.

Since teachers, principals and superintendents were directly employed as professionals within the school system, it was also to be expected that they too would have opinions and attitudes concerning the way in which school effectiveness was defined, and concerning the characteristics or criterial referents which made up an effective school.

SUB-PUBLICS AND SOCIAL ATTITUDES

In Kerlinger's (1984) terms, the social objects towards which attitudes of sub-publics (Downey, 1959, 1960) were directed were the criterial referents considered to be necessary to judge school effectiveness as derived from the literature.

For purposes of this research, the criterial referents of effective schools have been selected from a relatively large body of research reports, syntheses, editorials and the like. The objects of the opinions or attitudes of sub-publics (Downey, 1959, 1960) sampled in this research were the criterial referents (Kerlinger, 1984) identified from effective schools' research.

In Kerlinger's (1967a, 1984) Social Attitudes Theory, there was an attempt to explain how social attitudes were structured. The theory attempted to explain the structure of such attitudes by specifying the factors behind the responses to attitude scales and items, and also by specifying the relations among the factors. The assumption was that there was some finite number of

attitude factors that underlaid the responses of many individuals to attitudinal stimuli (p.28). Kerlinger considered these to be latent variables which presumably underlaid certain observed variables (or criteria). The actual meaning and naming of these latent variables was the responsibility of the researchers, and, for this research, it has involved the determination of attitude structures of sub-publics concerning the criterial referents and the definitions of effective schools.

STATEMENT OF THE PROBLEM

In the main study the attitude structures, or the nature of the attitudes, of five sub-publics, secondary-school students, parents, teachers, principals and superintendents, concerning the criterial referents of effective schools were determined and compared by administering a school effectiveness attitude scale developed for that purpose to the sub-publics.

The attitude structures of the five sub-publics concerning the definitions of an effective school were also determined in the main study by administering a separate definitions section of the school effectiveness attitude scale to the sub-publics. Comparisons were then made between these attitude structures for different sub-publics.

In this research a conceptual framework for effective schools has also been developed, based on the underlying factors

of the criterial referents of effective schools and their inter-relationships and the definitions of effective schools as derived from school effectiveness literature and other allied bodies of literature. The conceptual framework has been modified in light of data gathered in pilot studies one and two and the attitude structures of the five sub-publics.

SPECIFIC QUESTIONS OF THE STUDY

The specific questions of the study are as follows:

1. What are the criterial referents and the factors, identified in the literature, which constitute the conceptual framework of an effective school?
2. Can a reliable and valid instrument be developed to measure the attitude structure of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?
3. What are the differences in the attitude structures among sub-publics with respect to an effective school?
4. As a secondary but relevant interest, what are the differences among the sub-publics concerning the definition of an effective school?

CHAPTER 3

METHODS AND PROCEDURES

INTRODUCTION

In Chapters Two and the beginning of Chapter Three, the research question, "What are the criterial referents and the factors, identified in the literature, which constitute the conceptual framework of an effective school?" is addressed. In Chapter Three, the research question, "Can a reliable and valid instrument be developed to measure the attitude structures of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?" is addressed. In Chapter Three also the research question, "What are the differences in the attitude structures among sub-publics with respect to an effective school?", is addressed regarding pilot studies one and two.

The three phases involved in the development of the instrument to measure the attitude structures of the five sub-publics are described in Chapter Three. Selection of criterial referent items from the literature for use in the instrument by use of a Measurement Standard and a panel of experts is described first. Development of the first draft of the instrument, the School Effectiveness Attitude Scale I, and the use of the instrument in the first pilot study are described next. Finally,

development of the second draft of the instrument, the School Effectiveness Attitude Scale II, and the use of the instrument in the second pilot study are described. The validity and reliability of the instrument are addressed in the development process.

CRITERIAL REFERENTS VERSUS FULL STATEMENTS

Phase I of this study involved the determination of criterial referents, or specific characteristics of effective schools, as derived from the literature (Figure 1). Since modified criterial referents, rather than full statements, were used in the survey instruments of this research, it is important to distinguish between statements and criterial referents used in attitude instruments (Kerlinger, 1984). The statement item is the usual kind of complete declarative sentence in which an attitude-relevant proposition or statement is given and subjects must respond with varying degrees of approval or disapproval, support or no support, positive or negative feelings (p. 62).

Wilson and Patterson (1968) were two of the first to develop and introduce a new test which attempted to circumvent the perceived deficiencies of full-statement item attitude tests. They contended that items presented in the form of propositional statements can never provide an adequate basis for the measurement of attitudes. They considered that such statements, rather than clarifying an issue, tended to create in the respondent conflict

between rating the idiosyncrasies of the particular statement presented versus the more general issue which it is suspected the tester is broaching (p. 264). Further ambiguity is introduced when the point of emphasis of the statement is considered. The kind of complex thinking required to clearly understand a full statement item further clouds the issue (p. 265).

The solution Wilson and Patterson recommended was to abandon the propositional form of item in favour of brief labels or catch-phrases representing the general meaning. Wilson (1973) is credited with the introduction of referent items which are single attitude-related words or attitude-related short phrases or expressions. He claimed that they are both reliable and valid, in addition to being economical in space and time to administer.

With respect to the interpretability or ambiguity of such items, Kerlinger (1984) claimed that the reliabilities and item-total correlations have been mainly satisfactory, even highly satisfactory. It is believed that there is considerable consensus of subject interpretation over many people of such items (p. 63).

The items used in the survey scales developed for use in this study are considered to be modified criterial referents. They are neither full statements nor the typical brief one-to-five worded criterial referent items used in the REF-I and REF-IV social attitudes referent scales (Kerlinger, 1984, p. 261), but something in between these two.

LITERATURE DERIVATION OF CRITERIAL REFERENTS

Criterial referents were derived from a comprehensive survey of effective schools literature, including research studies, research syntheses, descriptions of "models" of effective schools, school improvement reports, editorials in journals, speeches and comparative study reports. Table 5 gives several examples from the literature. The examples have been untouched, without clarification or the elimination of redundant items.

The only stipulation in the selection process was that the criterial referents must have been listed in research studies, research syntheses, descriptions of "models" of effective schools, school improvement reports, editorials in journals, speeches or comparative study reports as characteristics of an effective school. No attempt was made to ensure that each criterial referent came from a valid and reliable research study, since this would have been impossible under the circumstances, especially for sources such as research syntheses. A total of 66 pieces of literature was examined (Appendix A) to derive a total of 245 criterial referents (Appendix B).

MEASUREMENT STANDARD AND SCHOOL EFFECTIVENESS ATTITUDE SCALE I

A Measurement Standard, by which to compare later results from factor analysis of criterial referents of effective schools,

Table 5: School Effectiveness Criterial Referents from the Literature.

- strong supportive school leadership*
- safe orderly climate*
- high expectations of students*
- clear goals and objectives*
- basic skills emphasis*
- careful monitoring of student achievement*
- individualized instruction*
- reading emphasis
- curriculum articulation
- effective instruction*
- coordinated instructional strategies*
- self-paced instruction*
- small-group assignments*
- child informed of learning expectations*
- building philosophy from school-based educators*
- grading philosophy*
- progress reports required*
- practices that promote achievement*
- clear curriculum objectives*
- state-of-the-art teaching methods
- positive attitudes induced towards learning*
- provision for continuous exposure to new knowledge*
- encouragement and sustained involvement in successful new knowledge and learning experiences*
- time on task*
- staff evaluations
- program evaluations
- teachers with high verbal/conceptual ability*
- teachers upgrade professional skills*
- quality of home environment
- more experienced/skilled teachers*
- increased social interaction among students
- development of more balanced curriculum
- school key organizational unit
- selection/deployment staff: school-level responsibility
- teachers treated as if must function collegially
- much budgetary authority given to school
- flexible teaching, learning and internal organization
- school improvements dynamic and cyclical*

* used as an attitude scale item in original or modified form

was considered necessary (Figure 1, Phase I and Appendix C). The Measurement Standard was derived by clumping or grouping the criterial referents of effective schools from the literature. The clumpings were carried out by means of two steps. The first step involved perceiving the recurrence of certain overarching common factors in the literature which would be used to group several other subordinate criterial referents. In the second step, a panel of eleven experts on effective schools (Appendix C) were asked to match each criterial referent from a complete list supplied by the researcher to one of the general factors from a list also supplied by the researcher. Certain redundancies, ambiguities and poor wording of criterial referents also were eliminated by this process.

The Measurement Standard was designed with 133 modified criterial referents and 18 school effectiveness factors (Appendix C). The modified criterial referents were selected from 245 criterial referents derived from 66 pieces of school effectiveness literature (Appendix A and B).

Following suggestions from two members of the judging panel, descriptor definitions were used with each of the 18 school effectiveness factors to ensure that all judges agreed on the definition of each factor (Appendix C). The judging panel were asked to match each modified criterial referent with one school effectiveness factor. They were also requested to make suggestions as to:

- 1) wording or re-wording of criterial referents or factors;
- 2) ambiguous or redundant items;
- 3) elimination/inclusion of criterial referents or factors;
- 4) specific details or difficulties in grouping certain criterial referents under one factor;
- 5) any additional comments or recommendations.

Agreement by seven of the eleven members of the judging panel (64%) was the criterion considered necessary to retain a particular criterial referent item under a specified school effectiveness factor for use in the School Effectiveness Attitude Scale I. Factors for which there were no clear matchings of modified criterial referents were eliminated. The results of the judging panel groupings of items with criterial referent factors of effective schools using the Measurement Standard instrument are given in Appendix D. Details of the development of the School Effectiveness Attitude Scale I are given in Appendix E. Criterial referents from the Measurement Standard which did not meet the 64% judging panel agreement criterion have not been included in the School Effectiveness Attitude Scale I (Appendix F).

Three definitions of an effective school, as derived from nine key studies of school effectiveness (Weber, 1971; Edmonds, 1979a, 1981, 1982; Teddie et. al., 1982-84; Brookover and Lezotte, 1979; Goodlad, 1976, 1984; Rutter et. al., 1979; Phi Delta Kappan, 1980; Wynne, 1980, 1981 and ILEA, 1986), were also included in the scale (Appendix F).

SUB-SCALES OF SCHOOL EFFECTIVENESS ATTITUDE SCALE I

Analysis of the data derived from the judging panel enabled the elimination of the factors POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS, STUDENT BEHAVIOUR and HIGH STUDENT EXPECTATIONS. Criterial referent items judged to relate to these were included (Appendix D) with another factor or the items were eliminated because of poor wording. As a result of this, the School Effectiveness Attitude Scale I has fifteen sub-scales as determined by the factors remaining from the analysis of data derived from the judging panel and the use of the Measurement Scale (Table 6). Items of the sub-scales were randomly distributed in constructing the attitude scale to permit it to be used in pilot study one.

It is thought that the research question, "What are the criterial referents, and the factors, identified in the literature, which constitute the conceptual framework of an effective school?", has now been addressed. Sub-scales of the School Effectiveness Attitude Scale I represent the conceptual categories or factors of an effective school from the literature as shown in the two left columns of Table 6.

PILOT STUDY ONE

The School Effectiveness Attitude Scale I was administered to 437 teachers, principals, secondary-school students, parents and

Table 6. Sub-Scales of School Effectiveness Attitude Scale I and Factors of Effective Schools (N = 437)

Sub-Scale*	Item and No. **	Factor	Item and No.**
STRONG SCHOOL LEADERSHIP	2. simple organization and lean management	STRONG SUPPORTIVE SCHOOL LEADERSHIP	3. whole staff involved with organized staff development (.48)***
	17. strong supportive school leadership		33. school spirit promoted (.70)
	21. principal works through and with people		38. extracurricular activities important to principal (.45)
	38. extracurricular activities important to principal		
	43. people in authority infect others with caring		
	60. instructionally focused organization		
	62. planning/effective control school operations by principal		
	69. principal visits classroom frequently		
DISTINCTIVE SCHOOL CLIMATE/CULTURE	1. individualized instruction that meets students needs	DISTINCTIVE SCHOOL CULTURE	4. safe orderly school environment (.4)
	4. safe orderly school environment		7. positive motivational strategies used by staff with students (.65)
			8. sufficient staff and resources (.78)
			11. staff open and receptive (.54)
			12. lesson goals explained (.50)
			14. collaboration among staff (.53)
			15. basic conduct rules understood/accepted (.65)
			16. careful monitoring student achievement (.4)
			17. strong supportive school leadership (.72)
			20. clear goals and objectives for school (.49)
	21. principal works through and with people (.33)		
	24. teachers have good rapport with students (.77)		

* See Sheet B (Key) (Appendix c)
 ** From School Effectiveness Attitude Scale I (Appendix F)
 (Ten items have been eliminated from factor groupings because they were unclear)
 *** Highest item loading on the factor

Table 6 (con't)

Sub-Scale	Item and No.	Factor	Item and No.
			26. teachers and students involved with problem solving together (.52)
			27. intellectually challenging teaching (.57)
			29. school board and superintendent understand/committed to school improvement (.50)
	32. good teacher/student relations		32. good teacher/student relations (.79)
	33. school spirit promoted		
			40. workable philosophy of education within school (.51)
			45. good home-school relations (.46)
			49. staff have healthy self concepts and high morale (.48)
	56. humanistic orientation in the school		
	72. strong sense of student identification/affiliation		72. strong sense of student identification/affiliation (.43)
			73. school learning problems handled effectively (.47)
CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES	15. basic conduct rules understood/accepted	CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	
	20. clear goals and objectives for school		46. staff meetings planned by teachers and administrators to solve problems (.37)
	40. workable philosophy of education within school		50. community resources/facilities used to enrich student learning (.53)
	51. clear curricular/instructional objectives		51. clear curricular/instructional objectives (.50)
			53. small-group student assignments (.73)
			54. teacher-design curriculum materials used (.54)
			61. staff development/inservice to realize school objectives (.47)
			65. provision for staff to have continuous exposure to new knowledge (.60)

Table 6 (con't)

Sub-Scale	Item and No.	Factor	Item and No.
ACADEMIC EMPHASIS	5. basic skills emphasis	ACADEMIC EMPHASIS, PARTICULARLY OF BASIC SKILLS	5. basic skills emphasis (.38)
	6. students informed of high expectations		
	22. report cards emphasize basic skills		22. report cards emphasize basic skills (.60)
	23. student have high academic expectations of themselves		
			35. direct instruction main teaching approach (.80)
			36. student have serious attitude towards test-taking (.65)
	68. academic priorities clear by time allocations		
	70. all staff recognize high academic expectations		
	71. academics recognized as primary purpose of school		
	DECENTRALIZED DECISION MAKING		26. teachers and students involved with problem solving together
46. staff meetings planned by teachers and administrators together			
55. decentralized decision making		55. decentralized decision making (.58)	
		56. humanistic orientation in the school (.55)	
		57. use of student assessments to improve instruction (.63)	
INSTRUCTIONAL STRATEGIES	7. positive motivational strategies used by staff with students	INSTRUCTIONAL STRATEGIES	
	12. lesson goals explained		
	27. intellectually challenging teaching		
	35. direct instruction main teaching approach		
			41. uniform subject time allocations (.46)
			48. record keeping part of teachers planning/assessments (.37)
	52. small-group assignments		
54. teacher-designed curriculum materials used			

Table 6 (con't)

Sub-Scale	Item and No.	Factor	Item and No.
POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	66. numbers of classroom groups for instruction reduced	POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL.	59. heterogeneous grouping within the school (.86)
	29. school board and superintendent understand/committed to school improvement		9. grading and reporting policy established (.39)
	39. district staff support and encouragement		13. trained local school board facilitators available for guidance of staff (.63)
			19. teachers upgrade professional skills (.58)
			42. special funding provided (.29)
GOOD HOME/SCHOOL/ COMMUNITY RELATIONS	10. regular attendance expectations communicated to parents	UNIDENTIFIED FACTOR (BECOMES GOOD HOME/SCHOOL COMMUNITY RELATIONS	
	18. teacher visits homes		18. teacher visits homes (.79)
	25. communication to and from environment		
	45. good home/school relations		31. more instructional time available (.37)
	50. community resources/ facilities used to enrich student learning		
	64. partnerships for education with business		
TEACHER CHARACTERISTICS AND BEHAVIOUR	11. staff open and receptive	UNIDENTIFIED FACTOR (BECOMES TEACHER CHARACTERISTICS AND BEHAVIOUR)	
	30. teachers on staff youngest and least experienced as compared with other staff		
	53. teachers with high verbal/ conceptual ability		58. less influence by staff in educational decisions affecting whole school (.50)
	63. teachers with greater experience/education/skills		63. teachers with greater experience/education/ skills (.76)

Table 6 (con't)

Sub-Scale	Item and No.	Factor	Item and No.
AVAILABILITY AND USE OF RESOURCES AND PERSONNEL	8. sufficient staff and resources	NO FACTOR IDENTIFIED	
	13. trained local school board facilitators available for guidance of staff		
	42. special funding provided		
	47. resources/facilities of minor importance in their effect on student outcomes		
HIGH STAFF MORALE	14. collaboration among staff	NO FACTOR IDENTIFIED	
	49. staff have healthy self concepts and high morale		
USE OF TIME	28. teachers emphasize time on the task of instruction	NO FACTOR IDENTIFIED	
	31. more instructional time available		
	34. less time managerial activities/record keeping by teachers		
	41. uniform subject time allocations		
STAFF PROFESSIONAL DEVELOPMENT	3. whole school involved with organized staff development	NO FACTOR IDENTIFIED	
	19. teacher upgrade professional skills		
	61. staff development/in-service to realize school objective		
	65. provision for staff to have continuous exposure new knowledge		
	67. change-inducing staff development		
MONITORING AND USE OF STUDENT ACHIEVEMENT	9. grading and reporting policy established	NO FACTOR IDENTIFIED	
	16. careful monitoring student achievement		
	36. students have serious attitude toward test-taking		
	48. record keeping part of teachers planning/assessments		
	57. use of student assessments to improve instruction		
SCHOOL ORGANIZATION	37. special student classroom pull-out used with discretion	NO FACTOR IDENTIFIED	
	44. reduced adult/child ratios		
	59. heterogeneous grouping within the school		
	73. school learning problems handled effectively		

Table 6 (con't)

Sub-Scale	Item and No.	Factor	Item and No.
NO SUB-SCALE IDENTIFIED		HIGH STUDENT EXPECTATIONS	6. students informed of high expectations (.53) 23. students have high academic expectations of themselves (.67) 70. all staff recognize high academic expectations (.56) 71. academics recognized as primary purpose of school (.56)
NO SUB-SCALE IDENTIFIED		POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS	1. individualized instruction that meets students needs (.47) 10. regular attendance expectations communicated to parents (.38) 37. special student classroom pull-out used with discretion (.64) 43. people in authority infect others with caring (.33) 69. principal visits classrooms frequently (.60)
NO SUB-SCALE IDENTIFIED		REDUCED CLASS NUMBERS FOR INSTRUCTION	44. reduced adult/child ratios (.50) 66. number of classroom groups for instruction reduced (.81)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	34. less time managerial activity/record keeping by teachers (.90)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	2. simple organization and lean management (.86)

superintendents in the Ottawa region of Ontario in the first pilot study. Sub-publics were asked to rate the criterial referent items using a Likert scale of 1 to 10, ranging from 'very strongly agree' to 'very strongly disagree' (Appendix F). There was a ratio of six to one between the number of individuals asked to complete the instrument and the number of items used in the instrument.

Sub-publics were also asked to rank order the three definitions of an effective school from 'most important' (1) to 'least important' (3) (Appendix F).

Appendix G gives the means and standard deviations for the 73 items of the School Effectiveness Attitude Scale I for data obtained from the 437 subjects.

Table 7 gives the number and percent of sub-publics in each of the five groups who responded to the School Effectiveness Attitude Scale I in the pilot study. It can be seen that teachers constituted the largest groups with 263 respondents (60.2%) and superintendents the smallest with 17 (3.9%) of the total.

FIRST-ORDER FACTORS

Principal components method of factor analysis and promax oblique rotation were used in factor extraction for data compiled in pilot study one by administering the School Effectiveness Attitude Scale I to 437 subjects (Table 6).

Table 7. Frequency and Percent of the Total of Five Sub-Publics Responding to the School Effectiveness Attitude Scale I in Pilot Study One (N = 437)

Sub-Public	Frequency	Percent	Cummulative Frequency	Cummulative Percent
Principals	27	6.2	27	6.2
Teachers	263	60.2	290	66.4
Secondary-School Students	64	14.6	354	81.0
Parents	66	15.1	420	96.1
Superintendents	17	3.9	437	100.0

The data commonly analyzed in factor analysis are correlation coefficients. The correlations among all the items (criterial referents) to be analyzed are calculated, and the resulting correlation matrix is then factored by any one of a number of methods (Kim and Mueller, 1978). It is a process of finding which criterial referents belong together, as determined by the magnitudes of the correlations among the criterial referents (Kerlinger, 1984, p. 246).

The purpose of principal components analysis is to determine factors (or principal components) in such a way as to explain as much of the total variance in the data as possible, with as few of the factors as possible (Kim and Mueller, 1978, p. 14).

Rotation of factors means rotation of the axes to which factor loadings are referred and on which they can be plotted (Mulaik, 1972, p. 13). The argument for rotation is based on invariance: that the same factors emerge with different samples and different measures of the same variables (Kerlinger, 1984, p. 248). Unrotated factors are not invariant. Rotation of factors was carried out in the analysis of data in this study.

The factors obtained from direct factor analysis of tests, scales, items and variables in general are called first-order factors. When a correlation matrix is factor analyzed in the usual way, the resulting factors, rotated or unrotated, are called first-order factors. When the first-order factors are further factored, the results are called second-order factors, or the latent

variables behind the factors. First-order factor analysis was used in this research.

The difficulty in determining the proper number of factors to extract is noted by Kerlinger (1984), who lists four criteria for determining the number of factors to extract:

- 1) An eigenvalue of 1 or greater associated with a factor;
- 2) Two or more factor loadings greater than or equal to .35 for orthogonal solutions and greater than or equal to .25 for oblique solutions recommended for consideration of a factor;
- 3) A relatively sharp break in the magnitudes of the eigenvalues, indicating a possible stopping point of factor extraction;
- 4) A "condition" that the variables, or items with substantial loadings on a given factor, substantially intercorrelate, and that there is agreement between the rotated factors and correlations from the correlation matrix.

(pp. 72-81).

Three of these criteria have been used to aid in factor extraction for data analysis of the first pilot study.

Table 6 gives factor arrays of criterial referents with factor loadings for 14 factors.

Table 8 gives the eigenvalues for the ten factors retained; the percent of variance explained by each factor, eliminating other factors; and the percent of variance explained by each factor, including other factors.

Fourteen factors were extracted with eigenvalues greater than 1; ten of the 14 factors were retained, since at least two items loaded on each of the ten factors with a value greater than .25 (Table 6); all eigenvalues of the correlation matrix associated

Table 8. For Pilot Study One Data, Eigenvalues, Proportions and:
 (A) Percent of Variance Explained by Each Factor Eliminating Other Factors;
 (B) Percent of Variance Explained by Each Factor Including Other Factors.

Factor	Eigenvalue	Proportion	(A)	(B)
1. DISTINCTIVE SCHOOL CULTURE	18.1952	0.2888	4.9046	15.1594
2. CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	3.1462	0.0499	1.9147	10.2000
3. STRONG SUPPORTIVE SCHOOL LEADERSHIP	2.4208	0.0384	2.2090	3.1052
4. ACADEMIC EMPHASIS	1.8810	0.0300	1.7111	8.5378
5. DECENTRALIZED DECISION MAKING AND COLLABORATION	1.7611	0.0280	1.8723	5.5461
6. HIGH STUDENT EXPECTATIONS	1.5988	0.0254	1.3838	3.4191
7. POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	1.3690	0.0217	1.5436	4.2445
8. TEACHER CHARACTERISTICS AND BEHAVIOUR	1.3018	0.0207	1.7763	1.8438
9. INSTRUCTIONAL STRATEGIES	1.2144	0.0192	1.4318	4.0677
10. GOOD HOME-SCHOOL-COMMUNITY RELATIONS	1.1797	0.0187	1.4562	2.4094

with a given factor were greater than 1 (Table 8) and factor intercorrelations for the ten factors were almost all low (Table 9). Except for two cases, all factor intercorrelations were below .24. This indicated that factor rotation was nearly orthogonal; i.e., the sub-scales were easier to interpret and the validity of the instrument was strengthened. Except between the factors, **DISTINCTIVE SCHOOL CULTURE** and **CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION**, where the eigenvalue difference was 15.05, there was no sharp break elsewhere in the magnitude of the eigenvalues. This criterion (Kerlinger, 1984, pp. 72-81) could not, therefore, be used as a means by which to determine when to stop factor extraction.

The lowest factor loading in the pilot study was for the item special funding provided which had a .29 loading on the factor **POSITIVE, SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL** (Table 6). The highest item loading was for less time managerial activity/record keeping with a .90 loading on one of the unidentified factors. This was the only item which loaded on this particular factor. The next highest loading was .86 for two items: **simple organization and lean management** which was the only item loading on another unidentified factor, and **heterogeneous grouping within the school**, loading on the factor **INSTRUCTIONAL STRATEGIES**.

A problem noted was that certain items loaded on more than one factor. For example, the item individualized instruction that meets students' needs had the highest loading at .47 on the factor POSITIVE MOTIVATIONAL RELATIONSHIPS BY STAFF WITH STUDENTS AND PARENTS; the same item loaded .35 on the factor DISTINCTIVE SCHOOL CULTURE and .29 on an unidentified factor (Table 6). Some rewording was necessary to use these kinds of items in a revised scale. Items which could not be salvaged by this means were discarded.

FIRST VERSION OF THE SCHOOL EFFECTIVENESS ATTITUDE SCALE

There were seven sub-scales of the School Effectiveness Attitude Scale I which could be equated with factors of effective schools from data analysis in pilot study one. Included were the sub-scales: DISTINCTIVE SCHOOL CLIMATE/CULTURE which was identified as the factor, DISTINCTIVE SCHOOL CULTURE (Table 6); STRONG SCHOOL LEADERSHIP which was identified as the factor, STRONG SUPPORTIVE SCHOOL LEADERSHIP; CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES which was identified as the factor, CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; INSTRUCTIONAL STRATEGIES which was identified as the factor, INSTRUCTIONAL STRATEGIES; DECENTRALIZED DECISION MAKING which was identified as the factor, DECENTRALIZED DECISION MAKING AND COLLABORATION; POSITIVE

RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL which was identified as the factor, POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL; and, ACADEMIC EMPHASIS which was identified as the factor, ACADEMIC EMPHASIS PARTICULARLY OF BASIC SKILLS.

The sub-scales: AVAILABILITY AND USE OF RESOURCES AND PERSONNEL, HIGH STAFF MORALE, USE OF TIME, STAFF PROFESSIONAL DEVELOPMENT, MONITORING AND USE OF STUDENT ACHIEVEMENT and SCHOOL ORGANIZATION (Table 6) were not evident in the factors derived by data analysis in pilot study one.

It should also be noted that several discrepancies exist between sub-scale items of the School Effectiveness Attitude Scale I, and the factor arrays for pilot study one. For example, the sub-scale, DISTINCTIVE SCHOOL CLIMATE/CULTURE, was identified as the factor, DISTINCTIVE SCHOOL CULTURE (Table 6); yet there were a large number of item differences recorded. The sub-scale, STRONG SCHOOL LEADERSHIP, had eight items in it; yet the factor, STRONG SUPPORTIVE SCHOOL LEADERSHIP, had only three items load on it, almost all different from the items in the sub-scale. Similar comparisons can be made for the other sub-scales and factors derived.

There were enough item differences recorded between the sub-scales of the School Effectiveness Attitude Scale I and the factors derived by analysis of data from pilot study one, that there appeared to be little correspondence between the two.

Considerable modification had to be made in the School Effectiveness Attitude Scale I as a result of this information.

Although data analysis in pilot study one did not clearly delineate these factors (Table 6); the sub-scales, GOOD HOME/SCHOOL/COMMUNITY RELATIONSHIPS and TEACHER CHARACTERISTICS AND BEHAVIOUR were identified as the school effectiveness factors, GOOD HOME/SCHOOL/COMMUNITY RELATIONS and TEACHER CHARACTERISTICS AND BEHAVIOUR respectively. The reasoning was that the two factors had been identified in the earlier literature review and in the work of the judging panel using the Measurement Standard (Appendix C).

Three other factors identified by data analysis in pilot study one included: HIGH STUDENT EXPECTATIONS, POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS and REDUCED CLASS NUMBERS FOR INSTRUCTION (Table 6). There were no sub-scales of School Effectiveness Attitude Scale I which corresponded with these three factors. Two factors were unidentified.

Respondents were asked to indicate items which they felt were unclear. Following data collection for pilot study one, but before factor analysis, ten of these items were omitted, since 8.68% or more of the total number of sub-publics indicated these items were unclear (Appendix H). It is likely that unclear and ambiguous wording may have been the major reasons for this. The use of educational jargon with sub-publics, some of whom were non-educators, probably also contributed to the problem.

Item 30, or teachers on staff youngest and least experienced as compared with other staff (Appendix I), was considered to be unclear by the largest number of sub-publics at 127 out of 437, or 29.06% of the total population sample (Appendix H). This item was considered to be unclear by the largest number of sub-publics for four out of the five sub-publics sampled. None of the superintendents considered this item to be unclear. Superintendents, however, constituted only 17 or 3.9% of the total population sample in the first pilot study (Table 7), none of whom considered any of the ten items to be unclear.

Item 64, or partnerships for education with business (Appendix I), was considered to be unclear by the smallest number of sub-publics at 38 out of 437, or 8.70% of the total sample (Appendix H). Superintendents did not consider this item to be unclear.

The ten unclear items reworded for use in a revised School Effectiveness Attitude Scale II (Appendix J).

MEASUREMENT CHARACTERISTICS OF SCHOOL EFFECTIVENESS ATTITUDE SCALE I

Table 10 gives a summary of factors of effective schools from Table 4, the Measurement Standard (Appendix C) and first-order factor analysis of attitudes data in the first pilot study (Table 6). Twelve factors of effective schools were derived, two of which are considered to be tentative factors retained from the literature.

Table 10. Summary of Factors of Effective Schools from Table 4, the Measurement Standard (Appendix C) and First-Order Factor Analysis of Data from Pilot Study One (Table 6).

From Table 4 (based on nine key studies)	From the <u>Measurement Standard</u> (based on 66 pieces of literature)	Pilot Study One Factors (from First-Order Factor Analysis)	Derived Factor
1. SAFE, ORDERLY SCHOOL & SPIRIT	DISTINCTIVE SCHOOL CLIMATE/CULTURE	SCHOOL CULTURE/ CLIMATE HIGH STAFF MORAL	DISTINCTIVE SCHOOL CLIMATE
COHERENCE & CONSISTENCY	SCHOOL ORGANIZATION APPEARANCE AND COMFORT		
2. GOALS, OBJECT- IVES, MISSION	CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES	CLEAR SCHOOL GOALS, OBJECTIVES, MISSION	CLEARLY ARTI- CULATED SCHOOL GOALS, OBJECTIVES, MISSION
3. ACADEMIC EMPHASIS	ACADEMIC EMPHASIS	EMPHASIS ON ACADEMICS (BASIC SKILLS)	ACADEMIC EMPHASIS
4. HIGH EXPECTATIONS STUDENT EVALUATIONS	HIGH STUDENT EXPECTATIONS MONITORING AND USE OF STUDENT ACHIEVEMENT	HIGH STUDENT EXPECTATIONS	HIGH STUDENT EXPECTATIONS
5. STRONG SCHOOL LEADERSHIP	STRONG SCHOOL LEADERSHIP	STRONG SCHOOL LEADERSHIP	STRONG SUPPORTIVE SCHOOL LEADERSHIP
6.	POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS	POSITIVE RELA- TIONSHPIS WITH STUDENTS AND PARENTS	POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS
7.	DECISION MAKING	DECENTRALIZED DECISION MAKING AND COLLABORATION	DECENTRALIZED DECISION MAKING AND COLLABORATION

Table 10 (Con't)

From Table 4 (based on nine key studies)	From the <u>Measurement Standard</u> (based on 66 pieces of literature)	Pilot Study One Factors (from First-Order Factor Analysis)	Derived Factor
8.	POSITIVE RELATION- SHIP WITH BOARD AND BOARD OFFICE PERSONNEL/AVAIL- ABILITY AND USE OF RESOURCES AND PERSONNEL	POSITIVE SUPPOR- TIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	POSITIVE SUP- PORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL
9. INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES USE OF TIME	INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES
10.		REDUCED CLASS NUMBERS FOR INSTRUCTION	REDUCED CLASS NUMBERS FOR INSTRUCTION
11. TEACHER POSITIVE ROLE MODEL	TEACHER CHARACTER- ISTICS & BEHAVIOUR	UNIDENTIFIED FACTOR	TEACHER CHARA-* CTERISTICS & BEHAVIOUR
12. GOOD HOME-SCHOOL RELATIONS	GOOD HOME/SCHOOL/ COMMUNITY RELATIONS	UNIDENTIFIED FACTOR	GOOD HOME-* SCHOOL-COMMUNITY RELATIONS
13.		UNIDENTIFIED FACTOR	
14. STUDENTS' SOCIO- ECONOMIC STATUS		UNIDENTIFIED FACTOR	
15.	STUDENT BEHAVIOUR		
16.	STAFF PROFESSIONAL DEVELOPMENT		

* Retained because the literature review indicated these are factors of an effective school.

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

The School Effectiveness Attitude Scale II (Appendix J) was developed from the School Effectiveness Attitude Scale I. This was necessary mainly because of the lack of correspondence between items of the sub-scales of School Effectiveness Attitude Scale I and items which loaded on factors of an effective school derived from data analysis in pilot study one. The second scale also contains 73 modified criterial referents and three definitions of school effectiveness. The criterial referent items used in the scale are given in Appendix E.

Space was also provided at the end of the first section of the School Effectiveness Attitude Scale II for sub-publics to write in any additional characteristic(s) of effective schools which they considered had been omitted.

The definitions of an effective school used in School Effectiveness Attitude Scale I were retained, unchanged, in the new scale. Spaces for write-in of any additional definition(s) of an effective school preferred by sub-publics were provided.

Changes to clarify the instructions of both sections of the School Effectiveness Attitude Scale II were made since some confusion of sub-publics completing the first scale in pilot study one was noted.

SUB-SCALES OF THE SCHOOL EFFECTIVENESS ATTITUDE SCALE II

Analysis of data from pilot study one and the sub-scale items of School Effectiveness Attitude Scale I (Table 6), enabled a number of changes to be made in the construction of School Effectiveness Attitude Scale II.

GOOD HOME-SCHOOL RELATIONS was not recognized as a factor of effective schools from analysis of attitudes data compiled from administering the School Effectiveness Attitude Scale I (Table 6). GOOD HOME-SCHOOL RELATIONS was recognized as a common factor of effective schools from the literature review (Table 4), and the Measurement Standard (Appendix C) includes GOOD HOME/SCHOOL/COMMUNITY RELATIONS. It was felt, therefore, that this factor should be addressed in the items of the new School Effectiveness Attitude Scale II. The following revised criterial referent items were, therefore, included from the original list of 245 (Appendix B) as part of this sub-scale (Table 11):

- teachers accept responsibility for student outcomes (Appendix B: 176)
- homework policy clearly explained to parents and students (Appendix B: 40)
- community accepts way school operates (Appendix B: 136 revised)
- student regular attendance expectations communicated to parents (Appendix B: 196 revised)
- parent volunteers and teacher aids assist teachers with large classes (Appendix B: 51 revised)

Table 11. Sub-scales of School Effectiveness Attitude Scale II and Factors of Effective Schools (N = 440)

Sub-Scale*	Item and No. **	Factor	Item and No.
STRONG SCHOOL LEADERSHIP	1. school safe and orderly	STRONG SUPPORTIVE SCHOOL LEADERSHIP	1. school safe and orderly (.85)***
	2. humanistic orientation in the school		2. humanistic orientation in the school (.49)
	3. principal shows strong supportive school leadership		3. principal shows strong supportive school leadership (.48)
	5. positive motivational strategies used by staff with students		5. positive motivational strategies used by staff with students (.50)
			9. clear goals and objectives for school (.46)
	10. teachers involved, responsible and have authority in the whole school		10. teachers involved, responsible and have authority in the whole school (.33)
	14. school administrators plan and control the operation of the school		14. school administrators plan and control the operation of the school (.52)
	15. basic conduct rules understood and accepted		15. basic conduct rules understood and accepted (.48)
	32. special student classroom pull-out used with discretion		
	45. extracurricular activities important to principal		
DISTINCTIVE SCHOOL CULTURE	26. principal promotes school spirit	DISTINCTIVE SCHOOL CULTURE	
	30. good relations between parents and school staff		30. good relationships between parents and school staff (.42)
	31. strong sense of student identification with the school		31. strong sense of student identification with the school (.32)
			38. principal visits classrooms frequently (.59)
	39. staff have healthy self concepts and high morale		39. staff have healthy self concepts and high morale (.37)
	46. people in authority, by their example, cause others to care		46. people in authority, by their example, cause others to care (.82)
	48. good teacher-student relations		48. good teacher-student relations
	58. teachers provide good role models for students		58. teachers provide good role models for students (.67)
	60. staff open and receptive		60. staff open and receptive (.82)
	71. widespread student praise and recognition		71. widespread student praise and recognition (.65)
	72. workable philosophy of education within school		

* Established after Pilot Study One and Data Analysis
 ** From School Effectiveness Attitude Scale II
 *** Highest item loading on the factor

Table 11 (con't)

Sub-Scale*	Item and No. **	Factor	Item and No.
CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES	9. clear goals and objectives	CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	
	29. instructional time for all subjects the same		
	65. teachers explain lesson goals-to-students		65. teachers explain lesson goals-to-students (.76)
	66. school objective to use community resources and facilities to enrich student learning		66. school objective to use community resources and facilities to enrich student learning (.61)
	67. teacher classroom strategies include small-group student work assignments (.76)		67. teacher classroom strategies include small-group student work assignments (.76)
	68. community involvement important to school		68. community involvement important in the school (.50)
	70. students given individualized instruction to suit needs		70. students given individualized instruction to suit needs (.63)
			72. workable philosophy of education within school (.43)
ACADEMIC EMPHASIS PARTICULARLY OF BASIC SKILLS	6. school organized to emphasize academic instruction	ACADEMIC EMPHASIS PARTICULARLY ON BASIC SKILLS	6. school organized to emphasize academic instruction (.79)
	8. students perceive teachers as pushing and helping academically		
	21. time devoted to academics in the school indicates their priority (.46)		21. time devoted to academics in the school indicates their priority (.46)
	25. all staff recognize high academic expectations		25. all staff recognize high academic expectations (.43)
	33. students have high academic expectations of themselves		
	42. reading, writing and arithmetic skills emphasized		42. reading, writing and arithmetic skills emphasized (.85)
	47. report cards emphasize basic skills		
56. school primary purpose is clearly academic	56. school's primary purpose is clearly academic (.46)		
DECENTRALIZED DECISION MAKING	4. staff input on decisions made in the school	DECENTRALIZED DECISION MAKING AND COLLABORATION	4. staff input on decisions made in the school (.69)
	12. decentralized decision making in the school		
	17. principal involves others in decision making within the school		17. principal involves others in decision-making within the school (.47)

Table 11 (con't)

Sub-Scale*	Item and No. **	Factor	Item and No.
	20. less influence by staff in school decision-making		20. less influence by staff in school decision-making (-.76)
	23. student opportunities for participation in school decision-making		
			28. homework policy clearly explained to parents (.39)
			53. staff development and in-service to realize school objectives (.25)
	69. staff meetings planned by teachers and administrators to effectively solve problems		69. staff meetings planned by teachers and administrators to effectively solve problems (.44)
INSTRUCTIONAL STRATEGIES	11. heterogeneous grouping within the school	INSTRUCTIONAL STRATEGIES	
	24. numbers of classroom groups for instruction reduced		
	27. student class sizes reduced for special needs		
	52. direct instruction is the main teaching approach		52. direct instruction is the main teaching approach (.64)
	54. multicultural literacy emphasized		54. multicultural literacy emphasized (.41)
	57. teachers use student records to help in planning of teaching		57. teachers use student records to help in planning of teachings (.36)
	59. students have serious attitude towards test-taking		59. students have serious attitude towards test-taking (.78)
POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	7. reduced adult/child ratios	POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	
	22. school objective to use teacher-designed curriculum materials		22. school objective to use teacher-designed curriculum materials (.28)
	37. clear board policy on student upgrading and reporting		33. students have high academic expectations of themselves (.42)
	49. special funding provided to assist school		49. special funding provided to assist school (.73)
	50. school district support and encouragement		50. school district support and encouragement (.47)
	51. trained local school board facilitators available for guidance of staff		51. trained local school board facilitators available for guidance of staff (.29)
	73. sufficient staff and resources provided by the board		73. sufficient staff and resources provided by the board (.46)

Table 11 (con't)

Sub-Scale*	Item and No. **	Factor	Item and No.
GOOD HOME/SCHOOL COMMUNITY RELATIONS	16. teachers accept responsibility for student outcomes	GOOD HOME-SCHOOL COMMUNITY RELATIONS	16. teachers accept responsibility for student outcomes (.35)
	28. homework policy clearly explained to parents and students		
	34. community accepts way school operates		
	43. student regular attendance expectations communicated to parents		
	44. teacher visits homes		44. teacher visits homes (.02)
	55. parent volunteers and teacher aids assist teachers with large classes		55. parent volunteers and teacher aids assist teachers with large class numbers (.58)
TEACHER CHARACTERISTICS AND BEHAVIOUR	13. teachers more task-oriented	TEACHER CHARACTERISTICS AND BEHAVIOUR	
	18. teachers upgrade professional skills		18. teachers upgrade professional skills (.76)
	19. teachers emphasize time for instructing students		19. teachers emphasize time for instructing students (.57)
			23. student opportunities for participation in school decision-making (.50)
	35. teacher with greater experience/education skills		
	40. school objective is to employ teachers with high verbal and conceptual ability		
			41. school objective is to continuously expose staff to new knowledge (.34)
STAFF PROFESSIONAL DEVELOPMENT	36. principal and staff together upgrade professional skills and knowledge	NO FACTOR IDENTIFIED	
	38. principal visits classrooms frequently		
	41. school objective is to continuously expose staff to new knowledge		
	53. staff development and in-service to realize school objectives		
HIGH STUDENT EXPECTATIONS	61. parents expect students to perform well academically	HIGH STUDENT EXPECTATIONS	61. parents expect students to perform well academically (.70)
	62. teachers have clear instructional objectives		62. teachers have clear instructional objectives (.41)
	63. students informed of high expectations		63. students informed of high expectations (.71)
	64. principal shows strong instructional leadership		64. principal shows strong instructional leadership (.33)

Table 11 (con't)

Sub-Scale*	Item and No. **	Factor	Item and No.
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	11. heterogeneous grouping within the school (.58) 12. decentralized decision making (.80)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	27. student class sizes reduced for special needs (.55) 34. community accepts way school operates (.72)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	29. instructional time for all subjects the same (.75) 40. school objective is to employ teachers with high verbal and conceptual ability (.27)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	43. student regular attendance expectations communicated to parents (.30) 45. extracurricular activities important to principal (.81)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	24. number of classroom groups for instruction reduced (.90)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	8. students perceive teachers as pushing and helping academically (.73) 37. clear board policy on student grading and reporting (-.48)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	47. report cards emphasize basic skills (.99)
NO SUB-SCALE IDENTIFIED		UNIDENTIFIED FACTOR	26. principal promotes school spirit (.38) 35. teacher with greater experience, education and skills (.76) 36. principal and staff together upgrade professional skills and knowledge (.65)

The item teacher visits homes had a .79 loading on an unidentified factor from the first-order factor analysis of attitudes data in the first pilot study (Table 6). This item was also included.

TEACHER POSITIVE ROLE MODEL was recognized as a common factor of effective schools from the literature review (Table 4), and the Measurement Standard (Appendix C) includes TEACHER CHARACTERISTICS AND BEHAVIOUR as a factor of effective schools. TEACHER CHARACTERISTICS AND BEHAVIOUR was not recognized as a factor of effective schools from analysis of attitudes data compiled from administering the School Effectiveness Attitude Scale I (Table 6). There was, however, some suggestion of this factor, since two items, less influence by staff in educational decisions affecting whole school and teachers with greater experience/education/skills, loaded .50 and .76 respectively on an unidentified factor (Table 6). One of these items, teachers with greater experience/education/skills, was included with the four additional items in the sub-scale, TEACHER CHARACTERISTICS AND BEHAVIOUR (Table 11), of the School Effectiveness Attitude Scale II (Appendix J). The item, less influence by staff in educational decisions affecting whole school, was included in another sub-scale.

Although only two items were included in the sub-scale, POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICER PERSONNEL, four other items actually appeared to load on this factor in pilot study one (Table 6). Some re-wording was done and three of these items were included with four additional items under the sub-

scale, **POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL**, of the School Effectiveness Attitude Scale II (Table 11).

STAFF PROFESSIONAL DEVELOPMENT was again retained as a sub-scale of the new attitude scale (Table 11), although it was not recognized as a factor of an effective school from analysis of pilot study one data (Table 6). The reasoning here was that it had been recognized as a school effectiveness factor in the Measurement Standard (Appendix C) by the panel of judges and it was a characteristic recognized in the school effectiveness literature (Appendix B). Four items were included under this sub-scale (Table 11).

A sub-scale called, **MONITORING AND USE OF STUDENT ACHIEVEMENT**, had been recognized as part of the School Effectiveness Attitude Scale I (Table 6). A school effectiveness factor called, **HIGH STUDENT EXPECTATIONS**, had been identified from factor analysis of data from pilot study one. Four items were, therefore, included under the sub-scale, **HIGH STUDENT EXPECTATIONS**, of the School Effectiveness Attitude Scale II (Table 11).

ACADEMIC EMPHASIS, a sub-scale of the School Effectiveness Attitude Scale I (Table 6), was modified to **ACADEMIC EMPHASIS PARTICULARLY OF BASIC SKILLS** as a sub-scale of School Effectiveness Attitude Scale II (Table 11). A number of changes were also made in the items of this sub-scale.

The sub-scales, **AVAILABILITY AND USE OF RESOURCES AND PERSONNEL**, **HIGH STAFF MORALE**, **USE OF TIME** and **SCHOOL ORGANIZATION**

(Table 6), were all eliminated from the new School Effectiveness Attitude Scale II. The items considered originally to constitute these as sub-scales of School Effectiveness Attitude Scale I were either eliminated as unsuitable items or modified and included under another sub-scale of the new attitude scale.

Although the factor, REDUCED CLASS NUMBER FOR INSTRUCTION, had two items which appeared to load heavily on it in pilot study one (Table 6) and it was listed as a derived factor (Table 10), the new attitude scale did not have a sub-scale to correspond with this factor (Table 11). The reasoning was that the item, number of classroom groups for instruction, could be included under the sub-scale, INSTRUCTIONAL STRATEGIES and the item, reduced adult/child ratios, should be included under the sub-scale, POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICER PERSONNEL (Table 11).

The sub-scales, STRONG SCHOOL LEADERSHIP, DISTINCTIVE SCHOOL CULTURE, CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES, INSTRUCTIONAL STRATEGIES and DECENTRALIZED DECISION MAKING were all retained as sub-scales of the new attitude scale and a number of modifications were made to the items of each sub-scale (Table 11).

The School Effectiveness Attitude Scale II, therefore, contains 11 sub-scales (Table 11) and 73 items (Appendix J).

PILOT STUDY TWO

The School Effectiveness Attitude Scale II was administered to 440 teachers, secondary-school students and parents in Newfoundland in the second pilot study (Appendix K and L and Table 12).

Sub-publics were asked to rate the criterial referent items using a Likert scale of 1 to 9, ranging from 'very strongly agree' to 'very strongly disagree' (Appendix J). There was a ratio of six to one between the number of items used in the instrument. Spaces were also provided for write-in's of additional items.

Sub-publics were also asked to rank order the three definitions of an effective school from 'most important' (1) to 'least important' (3) (Appendix J). Spaces were also provided for write-in's of additional definitions.

Appendix L gives the item means and standard deviations for the 73 items of the School Effectiveness Attitude Scale II for data obtained from the 440 sub-publics in the second pilot study.

FIRST ORDER FACTORS

Principal components method of factor analysis and promax oblique rotation were used in factor extraction for data compiled in the second pilot study by administering the School Effectiveness Attitude Scale II to 440 subjects (Table 12).

Table 12. Frequency and Percent of the Total of Three Sub-Publics Responding to the School Effectiveness Attitude Scale II in Pilot Study Two (N = 440).

Sub-Public Cumulative	Frequency	Percent	Cumulative	
			Frequency	Percent
Teachers	328	74.55	328	74.55
Secondary- School Students	98	22.27	426	96.82
Parents	14	3.18	440	100.00

Three of Kerlinger's (1984) four criteria for determining the number of factors to extract (pp. 72-81) were again used as a guide for factor extraction in the second pilot study.

Table 11 gives factor arrays of criterial referents with factor loadings for 10 factors.

Table 13 gives the eigenvalues and the percent of variance explained by each factor, eliminating other factors and the percent of variance explained by each factor, including other factors.

Eighteen factors were extracted with eigenvalues greater than 1; 10 of the 18 factors were retained. As for the first pilot study, a sharp break in eigenvalues could not be used as a means by which to determine when to stop factor extraction.

At least three items with a value of .25 or greater loaded on each of the ten factors retained (Table 11). Three items loaded on one unidentified factor with loadings of .38 or greater, but this factor could not be identified because of the diverse nature of the three items.

The lowest factor loading for the second pilot study was for the item, staff development and inservice to realize school objectives, which had a .25 loading on the factor DECENTRALIZED DECISION MAKING AND COLLABORATION (Table 11). The highest item loading was for report cards emphasize basic skills, with a .99 loading on an unidentified factor. This was the only item which loaded on this factor.

Table 13. For Pilot Study Two Data: Eigenvalues; Proportions; and

- (A) Percent of Variance Explained by Each Factor Eliminating Other Factors;
- (B) Percent of Variance Explained by Each Factor Including Other Factors.

Factor Number	Eigenvalue	Proportion	(A)	(B)
DISTINCTIVE SCHOOL CULTURE	15.3787	0.2197	2.2321	10.6074
CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	3.7310	0.0486	2.0383	8.3707
STRONG SUPPORTIVE SCHOOL LEADERSHIP	3.4013	0.0486	2.0654	7.4304
ACADEMIC EMPHASIS	2.1620	0.0309	1.8609	4.8547
DECENTRALIZED DECISION MAKING AND COLLABORATION	1.9200	0.0275	1.9423	7.2781
HIGH STUDENT EXPECTATIONS	1.7324	0.0247	1.7105	4.5206
POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	1.5602	0.0223	1.8666	4.3405
TEACHER CHARACTERISTICS AND BEHAVIOUR	1.4372	0.0205	1.6134	4.9072
INSTRUCTIONAL STRATEGIES	1.3970	0.0200	1.9117	2.5945
GOOD HOME-SCHOOL-COMMUNITY RELATIONS	1.3500	0.0193	1.5295	5.2620

For identified factors, the highest loading items were school safe and orderly on the factor STRONG SUPPORTIVE SCHOOL LEADERSHIP (.85), and reading, writing and arithmetic skills emphasized on the factor ACADEMIC EMPHASIS PARTICULARLY OF BASIC SKILLS (.85). Except for two cases, factor intercorrelations for the ten factors extracted in pilot study two were again below .24 (Table 14). This strengthens the conclusions from pilot study one that factor rotation was nearly orthogonal, sub-scales were distinct and the validity of the instrument was strengthened.

It was difficult to satisfy criterion number four, or the condition that items with substantial loadings on a given factor should be substantially intercorrelated (Appendix M). It was found that there were substantial intercorrelations between items loading on factors 1 and 2, ranging from .23 to .60. For factor 3 the lowest item intercorrelation was .14, between item two and item fourteen. There were low intercorrelations between item fourteen and each of the other items loading on factor 3 ranging from .14 to .23. Item fourteen, therefore, may not clearly relate to factor 3. The five items which loaded on factor 4 had intercorrelations ranging from .22 to .44 (Appendix M).

For factor 5, the range of item correlations for the five items loading on this factor was -.18 to -.52 (Appendix M). Several negative intercorrelations between items loading on this factor were noted apparently because of the wording of the items involved. For example, it is understandable that an item intercorrelation of -.52 would occur between item four, staff input on

decisions made in the school, and item twenty, less influence by staff in school decision-making. Although one relatively low intercorrelation of $-.18$ was recorded between items twenty and fifty-three, the other intercorelations were $-.26$ or higher.

For factor 6 there was a narrow range of item intercorrelations from $.32$ to $.48$ (Appendix M).

The range of item intercorrelations for factor 7 was $.13$ to $.51$. Most of the low intercorrelations, however, were between item twenty-two and items thirty-three, forty-nine, fifty, fifty-one and seventy-three (Appendix M). Item twenty-two, therefore, may not clearly relate to factor 7. The other item intercorrelations for factor 7 ranged from $.21$ to $.51$.

The lowest intercorrelation for factor 8 was $.09$ between item nineteen; teachers emphasize time for instructing students, and item twenty-three, student opportunities for participation in school decision-making (Appendix M). A relatively high intercorrelation was recorded between item nineteen and item forty-one, school objectives is to continuously expose staff to new knowledge. Relatively high intercorrelations were also recorded between item eighteen and nineteen, twenty-three and forty-one at $.33$, $.26$ and $.33$ respectively.

For the four items loading on factor 9, low intercorrelations were recorded between item fifty-two and fifty-seven at $.12$ and between fifty-nine and fifty-seven at $.17$ (Appendix M). The range for all other intercorrelations was $.19$ to $.30$.

For factor 10, a relatively high item intercorrelation of .33 was recorded between item forty-four, teacher visits homes, and item fifty-five, parent volunteers and teacher aids assist teachers with large class numbers (Appendix M). The intercorrelations between item sixteen, teachers accept responsibility for student outcomes, and item forty-four and fifty-five were .11 and .07 respectively. Item sixteen, therefore, may not clearly relate to factor 10. Items forty-four and fifty-five, are intercorrelated at .33 and both loaded substantially on factor 10 at .82 and .58 respectively (Table 11).

In the first pilot study, it was noted that certain items loaded on more than one factor. This was not entirely absent in the second pilot study, but the problem was not nearly as severe, since the instrument had been revised in an attempt to address this problem.

SUB-SCALES OF THE SCHOOL EFFECTIVENESS ATTITUDE SCALE II AND FACTORS OF EFFECTIVE SCHOOLS

Ten of the eleven sub-scales of the School Effectiveness Attitude Scale II could be equated with factors of effective schools from data analysis in pilot study two (Tables 11). Only the sub-scale, STAFF PROFESSIONAL DEVELOPMENT, could not be equated with a factor of effective schools and it was eliminated.

All items of the sub-scale, HIGH STUDENT EXPECTATIONS,

loaded on the factor, HIGH STUDENT EXPECTATIONS (Table 11). No other items loaded on this factor. For each of the other nine sub-scales some differences were noted between items of the sub-scale and items which loaded on the corresponding factor; but, generally, there was a relatively good match between items of the sub-scale and factors of an effective school extracted in pilot study two.

The differences were mainly in terms of fewer items loading on the factor than were actually included in the sub-scale or one or two additional items loading on the factor. For example, the factor DISTINCTIVE SCHOOL CULTURE had eight of the ten items of the sub-scale, DISTINCTIVE SCHOOL CULTURE (Table 11), load on it. One additional item, principal visits classrooms frequently, also loaded on the factor. The factor, TEACHER CHARACTERISTICS AND BEHAVIOUR, had two of the five items of the sub-scale, TEACHER CHARACTERISTICS AND BEHAVIOUR (Table 11), load on it. Two additional items, student opportunities for participation in school decision-making and school objective is to continuously expose staff to new knowledge, also loaded on the factor.

Items which did not load on one of the identified factors of effective schools, loaded on one of the eight unidentified factors (Table 11), or the items were eliminated from the data analysis as unclear items.

The three items, 7, 13 and 32, were omitted from factor analysis of data compiled from School Effectiveness Attitude Scale II in the second pilot study, since 13.41% or more of sub-publics

in the total sample (440) indicated these items were unclear (Appendix N). It was felt that the items were considered to be unclear because they were not properly understood by sub-publics.

Item 32, or special student classroom pull-out used with discretion (Appendix O), was considered to be unclear by the largest number of sub-publics at 96, or 21.82% of the total. Item 13, or teachers more task-oriented, was considered to be unclear by the smallest number of sub-publics at 59, or 13.41% of the total.

MEASUREMENT CHARACTERISTICS OF SCHOOL EFFECTIVENESS ATTITUDE SCALE II

Table 15 gives a final summary of factors of effective schools from Table 10, and first-order factor analysis of attitudes data in the second pilot study (Table 11). Ten factors were derived. These ten factors were considered to be valid bases to constitute the sub-scales of the School Effectiveness Attitude Scale II instrument.

The two factors, POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS and GOOD HOME-SCHOOL-COMMUNITY RELATIONS, (Table 15) were combined to become GOOD HOME-SCHOOL-COMMUNITY RELATIONS, as a final retained factor of an effective school. The factor REDUCED CLASS NUMBERS FOR INSTRUCTION was not identified among the factors derived in the second pilot study and, it was omitted from the final list of factors of an effective school.

Table 15. Summary of Factors of Effective Schools From Table 10 and First-Order Factor Analysis of Data from Pilot Study Two.

Derived Factor*	Pilot Study Two Factors (From First-Order Factor Analysis)**	Factors of an Effective School
1. DISTINCTIVE SCHOOL CLIMATE	DISTINCTIVE SCHOOL CULTURE	DISTINCTIVE SCHOOL CULTURE
2. CLEARLY ARTICULATED SCHOOL GOALS, OBJECTIVES, MISSION	CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION
3. STRONG SUPPORTIVE SCHOOL LEADERSHIP	STRONG SUPPORTIVE SCHOOL LEADERSHIP	STRONG SUPPORTIVE SCHOOL LEADERSHIP
4. ACADEMIC EMPHASIS	ACADEMIC EMPHASIS	ACADEMIC EMPHASIS
5. DECENTRALIZED DECISION MAKING AND COLLABORATION	DECENTRALIZED DECISION MAKING AND COLLABORATION	DECENTRALIZED DECISION MAKING AND COLLABORATION
6. HIGH STUDENT EXPECTATIONS	HIGH STUDENT EXPECTATIONS	HIGH STUDENT EXPECTATIONS
7. POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL
8. TEACHER CHARACTERISTICS AND BEHAVIOUR	TEACHER CHARACTERISTICS AND BEHAVIOUR***	TEACHER CHARACTERISTICS AND BEHAVIOUR***

* From Table 10

** From Table 11

*** Considered to be tentative factors because of inconclusive evidence.

Table 15 (con't)

Derived Factor*	Pilot Study Two Factors (From First- Order Factor Analysis)**	Factors of an Effective School
9. INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES***	INSTRUCTIONAL STRATEGIES***
10. POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS		
GOOD HOME-SCHOOL- COMMUNITY RELATIONS	GOOD HOME-SCHOOL- COMMUNITY RELATIONS***	GOOD HOME-SCHOOL- COMMUNITY RELATIONS***
11. REDUCED CLASS NUMBERS FOR INSTRUCTION	UNIDENTIFIED	UNIDENTIFIED

To determine the internal consistency of the instrument, Guttman Split-Half and Alpha Split-Half Part 1 and 2 correlations were calculated for test-retest data for the ten factors of an effective identified in the second pilot study (Table 16).

It can be seen that for factors 1 to 7, the range of split-half correlations was 0.4208 to 0.8882 (Table 16). Correlations for the seven factors were almost all above 0.51. Considering correlations of this magnitude and the additional evidence presented above, it is likely that the first seven factors derived (Table 15) can be considered to be factors of effective schools which can reliably be expected to be derived from such attitudes data over time using the School Effectiveness Attitude Scale II. The evidence presented, however, for factors 8, 9 and 10 is less conclusive.

Guttman Split-Half correlations for factors 8 and 9 for test and retest data were all less than 0.5 (Table 16). The Alpha Split-Half correlations for Part 1 for factor 8, on the other hand, were above 0.5. The Alpha Split-Half correlations for Part 2 for the same factor were 0.1901 and 0.3695 respectively. The reverse was shown for factor 9 where the Alpha Split-Half correlations for Part 2 were 0.4255 and 0.3477 respectively and the Alpha Split-Half correlations for Part 1 were 0.0735 and 0.2353, respectively.

Table 16. Internal Consistency for the Ten Factors of Effective Schools with Test versus Retest Data.

Factor Number	Item Numbers	Guttman Split-Half	Alpha For Part 1	Alpha For Part 2
			(5 items)	(4 items)
1*	30,31,38,39,46,48,58,60,71	0.8882**	0.8008	0.8352
	30,31,38,39,46,48,58,60,71	0.7776***	0.7200	0.5981
			(3 items)	(3 items)
2	65,66,67,68,70,72	0.8255	0.6222	0.7353
	65,66,67,68,70,72	0.8021	0.6302	0.5749
			(4 items)	(4 items)
3	1,2,3,5,9,10,14,15	0.7658	0.8075	0.5842
	1,2,3,5,9,10,14,15	0.7116	0.7556	0.5329
			(3 items)	(2 items)
4	6,21,25,42,56	0.6995	0.6448	0.4787
	6,21,25,42,56	0.7730	0.7111	0.6030
			(3 items)	(3 items)
5	4,17,20,28,53,69	0.7543	0.6853	0.5484
	4,17,20,28,53,69	0.6233	0.6261	0.4208
			(2 items)	(2 items)
6	61,62,63,64	0.7667	0.6366	0.6642
	61,62,63,64	0.7044	0.6585	0.6165

* See Table 15 for factor titles
 ** Test
 *** Retest

Table 16 (con't)

Factor Number	Item Numbers	Guttman Split-Half	Alpha For Part 1	Alpha For Part 2
			(3 items)	(3 items)
7	22,23,49,50,51,73	0.8035	0.5108	0.7537
	22,23,49,50,51,73	0.6515	0.4329	0.7725
			(2 items)	(2 items)
8	18,19,23,41	0.4881	0.5696	0.1901
	18,19,23,41	0.4457	0.5196	0.3695
			(2 items)	(2 items)
9	52,54,57,59	0.4840	0.0735	0.4255
	52,54,57,59	0.4242	0.2353	0.3477
			(2 items)	(1 item)
10	16,44,55	0.7345	0.1329	-
	16,44,55	0.6339	0.3058	-

The Alpha Split-Half correlations for Part 1 for factor 10 were low at 0.1329 and 0.3058 respectively, while the Guttman Split-Half correlations were relatively high at 0.7345 and 0.6339 respectively (Table 16).

Internal consistency using test - retest data for factors 8, 9 and 10, therefore, provided inconclusive evidence to clearly identify these as factors of effective schools.

To determine the reliability of the School Effectiveness Attitude Scale II over time, a total of 150 teachers and principals in Newfoundland were asked to complete the scale in September, 1988; the same subjects were asked to again complete the instrument in November or eight weeks later (Appendix K). A total of 120 teachers and principals actually complied with the request.

Pearson correlation coefficients were calculated for data for each item of the School Effectiveness Attitude Scale II for test and retest means (Table 17). An over-all correlation coefficient (r_{tt}) was calculated to be 0.7673.

It was found that the correlation between the means for test and retest data for items 1 to 73 of the attitude scale ranged from a low of 0.3177 to a high of 0.7255 (Table 17).

The probability of a significant difference between the means for test and retest means was primarily 0.0001, although a small number of items showed a slightly higher probability of significant difference between the means (Table 17).

Table 17. Summary of Pearson Correlation Coefficients for 73 Items of School Effectiveness Attitude Scale II for Test and Retest Data (N = 120 for both Test and Retest Samples)

Item No.	Pearson Correlation Coefficient	p - prob.
1	0.4912	0.000* *
2	0.3844	0.000
3	0.6149	0.000
4	0.5883	0.000
5	0.5341	0.000
6	0.5881	0.000
7*		
8	0.5747	0.000
9	0.4829	0.000
10	0.5160	0.000
11	0.6166	0.000
12	0.4712	0.000
13*		
14	0.5203	0.000
15	0.4803	0.000
16	0.4833	0.000
17	0.3475	0.000
18	0.5336	0.000
19	0.4099	0.000
20	0.5490	0.000
21	0.5178	0.000
22	0.5998	0.000
23	0.7133	0.000
24	0.4313	0.000
25	0.4919	0.000
26	0.4410	0.000
27	0.6010	0.000
28	0.5985	0.000
29	0.6044	0.000
30	0.7028	0.000
31	0.7225	0.000
32*		
33	0.4660	0.000
34	0.4979	0.000
35	0.4563	0.000

* eliminated from analysis because > 13.41% of sub-publics indicated items were unclear
 * * values truncated at the third decimal

Table 17 (con't)

Item No.	Pearson Correlation Coefficient	p - prob.
36	0.4416	0.000
37	0.3799	0.000
38	0.6298	0.000
39	0.5251	0.000
40	0.4707	0.000
41	0.4438	0.000
42	0.4729	0.000
43	0.4863	0.000
44	0.5410	0.000
45	0.5870	0.000
46	0.3208	0.000
47	0.3377	0.000
48	0.4959	0.000
49	0.4058	0.000
50	0.5834	0.000
51	0.4781	0.000
52	0.4678	0.000
53	0.4516	0.000
54	0.4658	0.000
55	0.6911	0.000
56	0.4841	0.000
57	0.5743	0.000
58	0.4574	0.000
59	0.3223	0.000
60	0.4820	0.000
61	0.5039	0.000
62	0.4440	0.000
63	0.5350	0.000
64	0.5644	0.000
65	0.5958	0.000
66	0.5354	0.000
67	0.4663	0.000
68	0.4916	0.000
69	0.5147	0.000
70	0.3177	0.000
71	0.6060	0.000
72	0.5236	0.000
73	0.6892	0.000

No attempt was made in test-retest data analysis to compare responses of sub-publics on the definitions part of the School Effectiveness Attitude Scale II (Appendix K).

Based on the analysis of test-retest data obtained, it was thought that the School Effectiveness Attitude Scale II was a reliable instrument to test the attitudes over time of sub-publics towards the characteristics of an effective school.

It is thought that the research question, "Can a reliable and valid instrument be developed to measure the attitude structures of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?" has now been addressed.

DEFINITIONS

In pilot study one, sub-publics were asked to rank order the three definitions of effective schools as extracted from the nine key studies (Weber, 1971; Edmonds, 1979a, 1981, 1982; Teddie et al., 1982-84; Brookover and Lezotte, 1979; Goodlad, 1976, 1984; Rutter et al., 1979; Phi Delta Kappan, 1980; Wynne, 1980, 1981 and ILEA, 1986) (Appendix F). The three definitions were ranked as follows: 1. most important; 2. moderately important; and 3. least important.

A total of 126 definition responses, or 28.83% out of the total sample of 437 in pilot study one, were made without

following the directions of the School Effectiveness Attitude Scale I (Appendix P). For the remaining 311 definition responses, the preferred rank order of definitions was 3, 1, 2 at 141 out of 311, or 45.34% of the total (Table 18). This means that definition B (Appendix F), dealing with student achievement, behaviour, delinquency and attitudes, was preferred by 45.34% of the 311 respondents. A preferred rank order of 3, 1, 2 actually means that the first choice of a definition of an effective school for 45.34% of the population sample of sub-publics was:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour.

The second choice was:

An effective school is one where students develop good character, as defined by manners, kindness, tact, honesty and the like.

The third choice was:

An effective school is one where student academic achievement is high.

The preferred rank order of definitions by principals, who constituted 6.2% of the total sample in pilot study one (Table 7), was 3, 1, 2; 3.86% out of the total of 45.34% of sub-publics who preferred this rank order consisted of principals (Table 18). Teachers, who constituted 60.2% of the total sample, preferred the 3, 1, 2 rank order of definitions; 26.69% out of the total of

Table 18. Rank Order of Three Definitions of Effective Schools by Sub-Public in Pilot Studies One (N = 311) and Two (N =399) (Percentages)

Sub-Public	3, 2, 1*	2, 3, 1	2, 1, 3	3, 1, 2	1, 3, 2	1, 2, 3
1. Supt.	0.32 ---	0.00 ---	1.29 ---	0.96 ---	0.00 ---	0.32
2. Student	20.58** 4.76***	3.22 3.76	2.57 5.01	5.47 6.77	1.61 1.00	0.96 1.50
3. Teacher	2.89 7.52	0.96 1.75	9.32 22.56	26.69 39.60	1.29 1.75	0.64 0.75
4. Parent	2.57 0.25	0.00 0.25	2.89 0.25	8.36 2.51	0.32 0.00	0.00 0.00
5. Principal	0.96 ---	0.00 ---	1.29 ---	3.86 ---	0.64 ---	0.00
TOTAL	27.33 12.53	4.18 5.76	17.36 27.83	45.34 48.88	3.86 2.75	1.92 2.25

* Rank ordered on the basis of first, second, third choice of definition (School Effectiveness Attitude Scale I and II)
 ** From Pilot Study One
 *** From Pilot Study Two

45.34% of sub-publics who preferred this rank order consisted of teachers. Secondary-school students with 14.6% of the total sample preferred the 3, 1, 2 rank order of definitions; 5.47% out of the total of 45.34% of sub-publics who preferred this rank order consisted of students. Parents, who constituted 15.1% of the total sample, preferred the 3, 1, 2 rank order of definitions; 8.36% out of the total of 45.34% of sub-publics preferred this rank order. Superintendents with only 3.9% of the total sample did not prefer the 3, 1, 2 rank order of definitions; 0.96% out of the total of 45.34% of sub-publics who preferred this rank order consisted of superintendents.

The next highest ranking of definitions in pilot study one was 3, 2, 1 with 27.33% of sub-publics sampled preferring this ranking (Table 18). This means that 27.33% of all sub-publics sampled placed as their first choice the definition:

An effective school is one where students develop good character as defined by manners, kindness, tact, honesty and the like.

Superintendents were the only sub-public who preferred a rank order of 2, 1, 3 which means that they placed the definition dealing with good student character third (Table 18). The significance of this choice of rank order was not great, since only 1.29% out of the total of 17.36% of sub-publics preferring this rank order consisted of superintendents. A total of 17.36% of sub-publics sampled preferred the rank order of 2, 1, 3 (Table 18).

In pilot study two, sub-publics were again asked to rank order 1, 2, 3 the three definitions of an effective school as extracted from the nine key studies (Weber, 1971; Edmonds, 1979a, 1981, 1982; Teddie et. al., 1982-84; Brookover and Lezotte, 1979; Goodlad, 1976, 1984; Rutter et. al., 1979; Phi Delta Kappan, 1980; Wynne, 1980, 1981 and ILEA, 1986) (Appendix J). The three definitions were again ranked as follows: 1. most important; 2. moderately important; and 3. least important. Results of the six possible combinations of the three possible choices of definitions of an effective school are given in Table 18.

The preferred rank order of definitions, as for the first pilot study, was 3, 1, 2, at 195 out of 399 definition responses retained as good data, or 48.88% of the total (Table 18). The first choice for 48.88% of sub-publics was:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

The second choice was:

An effective school is one where students develop good character, as defined by manners, kindness, tact, honesty and the like.

The third choice was:

An effective school is one where student academic achievement is high.

Teachers, who constituted 74.55% of the total sub-publics sampled in the second pilot study (Table 12), preferred the 3, 1, 2 rank order of definitions: 158, or 39.60%, made this choice (Table 18). A total of 90, or 22.56%, chose a 2, 1, 3 ranking of definitions; i.e., student character development was ranked third among the definitions, and student academic achievement was ranked second for teachers who chose this ranking.

Secondary-school students chose 3, 1, 2 as a preferred rank order of definitions: 27, or 6.77% made this choice (Table 18). Twenty, or 5.01% chose a 2, 1, 3 ranking of definitions. Students constituted 22.27% of the total sub-publics sampled in the second pilot study (Table 12).

Parents constituted only 3.18% of the total sub-publics sampled in the second pilot study (Table 12). Ten, or 2.51% of these preferred the 3, 1, 2 rank order of definitions (Table 18).

Choices of definitions which were different from the rank orderings given in Table 18 are listed in Appendix P. These choices account for 7.21% of the total choices made.

MAIN STUDY POPULATION AND SAMPLES

The following five sub-publics constituted the populations sampled in the main study: secondary-school students (grades seven to twelve), parents, teachers, principals and superinten-

dents. Correspondence with sub-publics began in the summer of 1987 (Appendix Q).

Secondary-school students: A total of 150 secondary-school students were selected from six geographical locations in Newfoundland (Appendix R) in urban and rural areas. School personnel were asked to select 'average' ability-level classes in which to administer the School Effectiveness Attitude Scale II. A total of 141 students, or 94%, returned completed attitude scales (Table 19).

Principals: A total of 193 elementary and secondary principals were randomly selected from the Newfoundland and Labrador Department of Education Directory of schools and school and board personnel. Schools selected represented a variety of sizes and types from rural and urban areas. A total of 98 principals, or 50.8%, returned completed attitude scales (Table 19).

Parents: Ninety-six of the 193 principals were each asked to randomly distribute the School Effectiveness Attitude Scale II to three parents in their area, and then return. Out of a possible 288 returns from parents, 112, or 38.9%, returned completed scales (Table 19) from a random selection of rural and urban areas in Newfoundland.

Teachers: Ninety-seven of the 193 principals were asked to randomly distribute the School Effectiveness Attitude Scale II to three teachers on their staff, and then return. Out of a possible

Table 19. Percent Return of School Effectiveness Attitude Scale II for Five Sub-Publics: Secondary-School Students, Parents, Teachers, Principals and Superintendents in the Main Study.

Sub-Public	No. Instruments Sent	No. Instruments Returned	Percent Return
Secondary-School Students	150	141	94%
Principals	193	98	50.8%
Parents	288*	112	38.9%
Teachers	291**	127	43.6%
Superintendents	97	90	92.8%

* Number determined by finding the product of the number of principals asked to contact parents (96) by the number of parents each principal was asked to contact (3).

** Number determined by finding the product of the number of principals asked to contact teachers (97) by the number of teachers each principal was asked to contact (3).

291 returns from teachers, 127, or 43.6%, returned completed attitude scales (Table 19) from a random selection of sizes and types of school in rural and urban areas.

Superintendents: A total of 97, or the total population of superintendents in Newfoundland, were asked to complete the School Effectiveness Attitude Scale II. Included in this group were superintendents and assistant superintendents. A total of ninety superintendents, or 92.8%, returned completed scales (Table 19).

The total sample from five sub-publics in Newfoundland was 568.

MAIN STUDY DATA ANALYSIS

Comparisons will be made between the ratings of factors of effective schools by the five sub-publics using item means and standard deviations. It is thought that obvious differences could be determined in this way.

A one-way analysis of variance will be used to test the hypothesis that there was a significant difference between the item means for each of the five sub-public respondents (the independent variable with five levels: superintendents, principals, teachers, parents and students) for each of the ten factors of effective schools (the dependent variables).

If global differences are detected, post hoc analysis using Sheffe's technique will be used to localize the differences.

Although the comparisons to be made are not complex, the reason for choosing Sheffe's technique is that the sample sizes were unequal ranging from 97 for superintendents to 141 for students.

Sub-publics were again asked to rank each of three definitions of an effective school on a scale of 'most important' (1) to 'least important' (3). Wording of the definitions was as follows:

An effective school is one where student academic achievement is high.

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

An effective school is one where students develop good character, as defined by manners, kindness, tact, honesty and the like.

Comparisons will be made between sub-publics in the main study with respect to preferred definitions of an effective school, as well as for second and third choices. Comparisons will also be made between data from pilot studies one and two and the main study with respect to first, second and third choices of definitions of an effective school.

Sub-publics will be asked to provide write-in's of additional characteristics of an effective school and definitions of an effective school using the School Effectiveness Attitude Scale II (Appendix J). As in pilot study two (Appendix S and

T), comparisons will be made between sub-publics with respect to write-in's of additional characteristics and definitions of an effective school.

The theoretical framework for the attitude structures of an effective school will be analyzed and criticised in light of the results obtained from the main study.

CHAPTER 4

RESULTS

INTRODUCTION

In chapter four the research question, "What are the differences in the attitude structures among sub-publics with respect to an effective school?" is addressed. In the latter part of chapter three and in chapter four the research question, "As a secondary but relevant interest, what are the differences among the sub-publics concerning the definition of an effective school?" is addressed.

Descriptive statistics, including means and standard deviations for ratings of each of the ten factors of an effective school by five sub-publics, are given. A summary of analysis of variances for the five sub-public ratings of the ten factors of an effective school is given. A summary of contrasts using Scheffe's technique for variable differences to localize the ratings of the ten factors of an effective school by sub-public is also given.

Results of choices of the definition of an effective school in the main study are given.

Write-in's data for characteristics and definitions of an

effective school are also given, and the conceptual framework for an effective school is modified in light of these characteristics and definitions.

A COMPARISON OF FACTOR RATINGS FOR DIFFERENT SUB-PUBLICS

Students rated most factors lower than other sub-publics; only two factors were rated at or above 7.00 (Table 20).

Superintendents rated most factors higher than other sub-publics; eight out of the ten factors were rated at or above 7.01.

The lowest rated factor for most sub-publics was factor nine, INSTRUCTIONAL STRATEGIES.

The highest rated factor for most sub-publics was factor three, STRONG SUPPORTIVE SCHOOL LEADERSHIP.

DATA ANALYSIS FOR FACTORS OF EFFECTIVE SCHOOLS IN THE MAIN STUDY

Table 21 gives a summary of the one-way analysis of variance for sub-publics sample means for the ten factors of effective schools in the main study. An alpha level of significance at 0.05 was selected because of precedents set in the literature for such situations.

Table 20. Descriptive Statistics for the Factors of an Effective School for Five Sub-Publics (Item Means)

Factor	Principals (N = 98)		Teachers (N = 127)		Students (N = 141)		Parents (N = 112)		Supts. (N = 90)		Total (N = 568)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. DISTINCTIVE SCHOOL CULTURE	7.91	0.09	7.62	0.88	6.66	1.10	7.69	0.77	8.02	0.50	7.53	1.00
2. CLEARLY ARTICULATE GOALS, OBJECTIVES, MISSION	7.73	0.93	7.47	1.01	6.87	1.13	7.57	0.89	7.73	0.69	7.45	1.00
3. STRONG SUPPORTIVE SCHOOL LEADERSHIP	7.90	0.95	7.83	0.87	6.75	0.99	7.82	0.66	7.86	0.61	7.61	0.95
4. ACADEMIC EMPHASIS	6.83	0.98	6.60	1.18	6.02	1.22	7.01	0.90	6.82	1.15	6.62	1.16
5. DECENTRALIZED DECISION MAKING AND COLLABORATION	7.79	0.93	7.63	0.92	6.71	1.13	7.65	0.80	7.76	0.62	7.49	0.99
6. HIGH STUDENT EXPECTATIONS	7.89	0.94	7.63	1.04	6.84	1.14	7.71	0.86	8.04	0.69	7.57	1.06
7. POSITIVE SUPPORTIVE EXTERNAL RELATIONS WITH BOARD AND BOARD OFFICE PERSONNEL	7.16	0.97	7.27	1.11	6.91	1.00	7.43	0.89	7.01	0.77	7.16	0.98
8. TEACHER CHARACTERISTICS AND BEHAVIOUR	6.98	1.01	6.85	0.85	7.00	1.14	7.17	0.88	7.25	0.84	7.04	0.97
9. INSTRUCTIONAL STRATEGIES	6.12	1.04	5.89	1.22	6.27	1.23	6.34	1.43	6.14	1.07	6.15	1.22
10. GOOD HOME-SCHOOL-COMMUNITY RELATIONS	7.50	1.06	7.42	1.11	7.19	1.20	7.53	0.98	7.37	0.97	7.59	1.08

Table 21. Summary of the Analysis of Variances in the Main Study for Five Sub-Publics (N = 568)

Factor	Degrees of Freedom	Mean Square	F value	p - prob.
1. DISTINCTIVE SCHOOL CULTURE	4	35.2082	47.38*	0.0001
2. CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION	4	18.9510	20.99*	0.0001
3. STRONG SUPPORTIVE SCHOOL LEADERSHIP	4	27.5362	41.17*	0.0001
4. ACADEMIC EMPHASIS	4	16.7716	14.19*	0.0001
5. DECENTRALIZED DECISION MAKING AND COLLABORATION	4	23.2878	27.41*	0.0001
6. HIGH STUDENT EXPECTATIONS	4	27.0256	28.82*	0.0001
7. POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	4	5.9921	6.70*	0.0001
8. TEACHER CHARACTERISTICS AND BEHAVIOUR	4	3.5135	3.79*	0.0047
9. INSTRUCTIONAL STRATEGIES	4	2.5693	1.85	0.1176
10. GOOD HOME-SCHOOL-COMMUNITY RELATIONS	4	2.4220	2.15	0.0738

* Level of significance alpha = 0.05

Since the F value was relatively large, with a 0.0001 P-probability level for the factors 1, 2, 3, 4, 5, 6 and 7 (Table 21); the research question was rejected for each of these factors. The research question was also rejected at the 0.0047 level of significance for factor 8. The population means were distinct for factors 1 to 8; there existed differences in the ratings of these factors of an effective school for the five sub-publics. Included were the factors: 1. DISTINCTIVE SCHOOL CULTURE; 2. CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; 3. STRONG SUPPORTIVE SCHOOL LEADERSHIP; 4. ACADEMIC EMPHASIS; 5. DECENTRALIZED DECISION MAKING AND COLLABORATION; 6. HIGH STUDENT EXPECTATIONS; 7. POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL; and 8. TEACHER CHARACTERISTICS AND BEHAVIOUR.

The research question was not rejected at the 0.1176 and 0.0738 levels of significance for factors 9 and 10 respectively (Table 21); the population means were not distinct for these two factors. Differences did exist in the ratings of the factors 9 and 10 of an effective school for five sub-publics. Included were the factors: 9. INSTRUCTIONAL STRATEGIES; and 10. GOOD HOME-SCHOOL-COMMUNITY RELATIONS.

Since the results of the analysis of variance for sub-public population means for factors 1 to 8 were global, further more specific contrasts were necessary. A summary of contrasts using Scheffe's technique for variable differences for factors 1 to 10 are given in Table 22. Details of application of Scheffe's technique for eight factors are given in Appendix U.

Table 22. Summary of Contrasts Using Scheffe's Technique for Variable Differences for Factors 1 to 10 for Five Sub-Publics in the Main Study (N = 568)

Factors	Comparisons									
	1-2**	1-3	1-4	1-5	2-3	2-4	2-5	3-4	3-5	4-5
1. DISTINCTIVE SCHOOL CULTURE			*	*			*		*	*
2. CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION				*			*		*	*
3. STRONG SUPPORTIVE SCHOOL LEADERSHIP				*			*		*	*
4. ACADEMIC EMPHASIS				*			*		*	*
5. DECENTRALIZED DECISION MAKING AND COLLABORATION				*			*		*	*
6. HIGH STUDENT EXPECTATIONS				*			*		*	*
7. POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL									*	*
8. TEACHER CHARACTERISTICS AND BEHAVIOUR			*							
9. INSTRUCTIONAL STRATEGIES										
10. GOOD HOME-SCHOOL-COMMUNITY RELATIONS										

* Significant at the 0.05 level

** 1. Superintendents; 2. Principals; 3. Parents
4. Teachers; 5. Students

It can be seen that comparisons significant at the .05 level existed among the attitude structures of the five sub-publics concerning the factors of an effective school (Table 22). Significant differences were found between student and all other sub-public ratings of the factors: **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; DECENTRALIZED DECISION MAKING AND COLLABORATION; and HIGH STUDENT EXPECTATIONS.** A significant difference was found between student and parent ratings and between student and teacher ratings of the factor, **POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICER PERSONNEL.** Significant differences were also found between teacher and superintendent ratings of the factors, **DISTINCTIVE SCHOOL CULTURE and TEACHER CHARACTERISTICS AND BEHAVIOUR.**

DEFINITIONS OF AN EFFECTIVE SCHOOL

Results of the six possible combinations of the three possible choices of definitions of an effective school, made by each of the five sub-publics (Appendix J), are given in Table 23.

Combinations of choices outside of the six possible combinations are given in Appendix V. Combinations of choices made in this way; i.e., without following the directions of the School Effectiveness Attitude Scale II, or omitting to choose any

Table 23. Rank Order of Three Definitions of an Effective School by Sub-Public in the Main Study (N = 499) (Percentages)

Sub-Public	Rank Order					
	3,2,1*	2,3,1	2,1,3	3,1,2	1,3,2	1,2,3
1. Supt.	2.00	1.00	4.61	10.02	0.00	0.00
2. Student	2.20	0.40	6.21	14.03	0.40	0.40
3. Teacher	6.21	2.81	4.00	8.82	1.40	0.40
4. Parent	2.20	0.20	8.42	7.41	0.60	0.00
5. Principal	1.00	0.20	0.62	5.41	0.00	0.00
TOTAL	13.61	4.61	32.87	45.69	2.40	0.80

* Rank ordered on the basis of first, second, third choice of definition (School Effectiveness Attitude Scale II)

definition, account for 12.15% of the total responses from sub-publics.

The preferred rank order of definitions in the main study was 3, 1, 2 at 228 out of 499 definition responses retained, or 45.69% of the total (Table 23); i.e., the first choice of a definition of an effective school for 45.69% of sub-publics providing definition responses was B:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

The second choice was C:

An effective school is one where students develop good character, as defined by manners, kindness, tact, honesty and the like.

The third choice was A:

An effective school is one where student academic achievement is high.

The highest number of sub-publics who chose the 3, 1, 2 ranking of definitions was students; seventy out of 499 or 14.03% chose this ranking. The lowest number of sub-publics making the 3, 1, 2 selection was 27, or 5.41% of the total for principals.

The least popular ranking of definitions of an effective school was 1, 2, 3, with only two sub-publics (a total of four respondents), or 0.80%, making this choice (Table 23).

**WRITE-IN'S ON SCHOOL EFFECTIVENESS ATTITUDE SCALE II
FOR FIVE SUB-PUBLICS**

Table 24 gives the number of sub-publics who completed write-in's of additional characteristics of an effective school, additional definitions of an effective school and both characteristics and definitions in the main study. Percentages given are percentages of the total number of the particular sub-public who completed attitude scales. 36.62% of the 568 sub-publics who returned completed attitude scales provided write-in's of characteristics or definitions of an effective school or both.

FACTORS OF AN EFFECTIVE SCHOOL FROM WRITE-IN'S

Teachers provided characteristics of an effective school in write-in's (Appendix W) which could be grouped into seven factors of an effective school, and one grouping of MISCELLANEOUS CHARACTERISTICS, which could not be grouped into any specific factor (Table 25).

As for the second pilot study, five of the factors identified by groupings of effective school characteristics provided by teachers had been identified as common factors of an effective school by analysis of data collected in both pilot studies: STRONG SUPPORTIVE SCHOOL LEADERSHIP, GOOD HOME-SCHOOL-COMMUNITY RELATIONS, DECENTRALIZED DECISION MAKING AND COLLABORATION,

Table 24. Write-In's on School Effectiveness Attitude Scale II For Five Sub-Publics in the Main Study

	1*	2	3	4	5	Total
Characteristics Only	12	27	11	15	6	71
Definitions Only	14	16	11	13	11	65
Both Characteristics and Definitions	9	35	12	8	8	72
Total	35	78	34	36	25	208
Percent of Sub-Public Total Number Completing Attitude Scale	38.89	55.32	26.77	32.14	25.51	36.62

- * 1. Superintendents (90)
 2. Students (141)
 3. Teachers (127)
 4. Parents (112)
 5. Principals (98),.

** Percent of the total number of sub-publics who provided completed attitude scales (568)

Table 25. Factors of an Effective School from Write-in's on School Effectiveness Attitude Scale II by Five Sub-Publics in the Main Study.

Factor	Teachers	Students	Parents	Principals	Supts.
STRONG SUPPORTIVE SCHOOL LEADERSHIP	*	*		*	*
DECENTRALIZED DECISION MAKING AND COLLABORATION	*				*
POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL	*			*	*
TEACHER CHARACTERISTICS AND BEHAVIOUR	*	*	*		*
DISTINCTIVE SCHOOL CULTURE		*	*	*	*
GOOD HOME-SCHOOL-COMMUNITY RELATIONS	*	*	*		
CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION		*		*	*
INSTRUCTIONAL STRATEGIES		*			
SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS	*	*	*	*	*
STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR		*			
TREATMENT OF STUDENTS		*	*		

Table 25 (con't)

Factor	Teachers	Students	Parents	Principals	Supts.
EMPHASIS ON STUDENT ACTIVITIES		*			
POSITIVE STAFF- STUDENT RELATIONS TO MEET STUDENT NEEDS	*			**	
CURRICULUM AND CO-CURRICULUM			*		
THE CURRICULUM AND INSTRUCTIONAL STRATEGIES					*
MISCELLANEOUS CHARACTERISTICS		*			

POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL, and TEACHER CHARACTERISTICS AND BEHAVIOUR (Table 25). Two factors identified were new: SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS and POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS. A small number of MISCELLANEOUS CHARACTERISTICS could not be grouped.

Secondary-school students named characteristics of an effective school in write-ins (Appendix W) which could be grouped into ten factors (Table 25). Six of the ten factors had been identified previously as common factors of an effective school: DISTINCTIVE SCHOOL CULTURE; TEACHER CHARACTERISTICS AND BEHAVIOUR; INSTRUCTIONAL STRATEGIES; STRONG SUPPORTIVE SCHOOL LEADERSHIP; GOOD HOME-SCHOOL-COMMUNITY RELATIONS; and CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION. Four new factors were identified: EMPHASIS ON STUDENT ACTIVITIES; STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR; TREATMENT OF STUDENTS; and SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS.

Parents named characteristics of an effective school in write-in's (Appendix W) which could be grouped into six factors (Table 25). Three of the six factors had been identified previously as common factors of an effective school: DISTINCTIVE SCHOOL CULTURE; TEACHER CHARACTERISTICS AND BEHAVIOUR; and GOOD HOME-SCHOOL-COMMUNITY RELATIONS. Three factors were new: TREATMENT OF STUDENTS; CURRICULUM AND CO-CURRICULUM; and SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS.

Principals named characteristics of an effective school in write-in's (Appendix W) which could be grouped into six factors (Table 25). Four of the six factors had been identified previously as common factors of an effective school: **DISTINCTIVE SCHOOL CULTURE; STRONG SUPPORTIVE SCHOOL LEADERSHIP; POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL;** and **CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION.** Two factors were new: **POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS** and **SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS**

Superintendents named characteristics of an effective school in write-in's (Appendix W) which could be grouped into eight general factors (Table 25). Six of the eight factors had been identified previously as common factors of an effective school: **DISTINCTIVE SCHOOL CULTURE; STRONG SUPPORTIVE SCHOOL LEADERSHIP; TEACHER CHARACTERISTICS AND BEHAVIOUR; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL;** and **DECENTRALIZED DECISION MAKING AND COLLABORATION.** Two factors were new: **THE CURRICULUM AND INSTRUCTIONAL STRATEGIES** and **SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS.**

CATEGORIES OF DEFINITIONS OF AN EFFECTIVE SCHOOL FROM WRITE-IN'S

Teachers in the main study provided definitions of an effective school in write-in's (Appendix X) which could be grouped

into five categories as in the second pilot study: student potential, social and cultural, academic, school personnel and comprehensive (Table 26). For teachers, 13 of the 16 definitions provided in write-in's could be grouped under two categories: student potential and comprehensive.

For secondary-school students, definitions could be grouped into four categories (Table 26); there were no definitions which could be grouped into the school personnel category. The largest category was the social and cultural, with 32 out of 48 definitions provided in write-in's.

Principals provided definitions which could be grouped into the same five categories as for teachers (Table 26). School personnel and social and cultural were the two categories with the largest number of definitions, at four and five respectively, but, as for superintendents, there was close to an even distribution of definitions into the five categories.

Parents grouped definitions into four categories only (Table 26); there were no definitions which could be grouped into the academic category. Except for the category, school personnel, which had two definitions, there was close to an even distribution of definitions into the three categories: student potential, social and cultural and comprehensive.

Superintendents provided definitions which could be grouped into the same five categories as for teachers (Table 26). There was close to an even distribution of definitions into the five

Table 26. Categories of Definitions of an Effective School from Write-In's on School Effectiveness Attitude Scale II by Five Sub-Publics in the Main Study*

Sub-Public	Category	No. of Definitions
Teachers	Student Potential	6
	Social and Cultural	1
	Academic	1
	School Personnel	1
	Comprehensive	7
Students	Student Potential	7
	Social and Cultural	32
	Academic	4
	School Personnel	0
	Comprehensive	5
Parents	Student Potential	4
	Social and Cultural	5
	Academic	0
	School Personnel	2
	Comprehensive	4
Principals	Student Potential	3
	Social and Cultural	5
	Academic	3
	School Personnel	4
	Comprehensive	2
Superintendents	Student Potential	5
	Social and Cultural	4
	Academic	3
	School Personnel	2
	Comprehensive	4

* Appendix X gives the wording of specific definitions.

categories, and the category having the largest number of definitions was student potential, with five definitions.

It is thought that the research question, "As a secondary but relevant interest, what are the differences among the sub-publics concerning the definition of an effective school?" has now been addressed.

CHAPTER 5

DISCUSSION

ATTITUDE SCALE RETURNS

In spite of the considerable differences in percentage returns obtained from the five sub-publics in the main study, it is felt that the samples obtained were a fair representation of the five sub-public populations. In all cases, except for superintendents, 98 or more members of each sub-public returned completed attitude scales. Since, in the case of superintendents, 90 of the 97 total population, or 93%, returned completed attitude scales; this is considered to be a very representative sample of the total population.

THE FACTORS OF AN EFFECTIVE SCHOOL

The refinement process used in this research to identify the factors of an effective school has included a search of the school effectiveness literature, the use of the Measurement Standard and a panel of judges; and the use of principal components analysis and promax oblique rotation to analyse attitudes data from two

pilot studies. The result of this process was that ten common school effectiveness factors have been identified and shown to be significantly different, except in the case of factor 8, TEACHER CHARACTERISTICS AND BEHAVIOUR; factor 9, INSTRUCTIONAL STRATEGIES; and factor 10, GOOD HOME-SCHOOL-COMMUNITY RELATIONS. These three factors were considered to be tentative factors because the data collected in this study failed to clearly delineate these as factors of an effective school. They are, however, recognized in the literature and they were considered in the early stages of the factor refinement process. More research is needed.

If we consider the content features of Purkey and Smith (1983) and the similar organizational variables of Fullan (1985) as one category of effective schools factors, and the process variables as another (Brookover and Lezotte, 1979; Rutter et. al., 1979 and Fullan, 1985); we could construct two groups of school effectiveness factors from the data of this study.

The process variables or factors of an effective school included: CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; DECENTRALIZED DECISION MAKING AND COLLABORATION; and HIGH STUDENT EXPECTATIONS (Purkey and Smith (1983). The process factors were considered to define the general concept of school culture and climate (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979; Brookover and Lezotte, 1979 and Rutter et. al., 1979).

DISTINCTIVE SCHOOL CULTURE was the first and, apparently, the most important factor of an effective school to be extracted from

the data in both pilot studies since a relatively large number of items loaded on it. Using this reasoning, the three process factors listed above were considered as sub-sets, or subsumed under the process factor DISTINCTIVE SCHOOL CULTURE.

The organizational variables (Fullan, 1985) or factors included: STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; TEACHER CHARACTERISTICS AND BEHAVIOUR; INSTRUCTIONAL STRATEGIES; GOOD HOME-SCHOOL-COMMUNITY RELATIONS; and POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL.

A DISTINCTIVE SCHOOL CULTURE AND THE PROCESS FACTORS

Recognizing the importance of a DISTINCTIVE SCHOOL CULTURE, the other three process factors listed above were considered to be subordinate, but independent, process factors which are characteristic of an effective school and, in combination, help to define the culture of the school.

A DISTINCTIVE SCHOOL CULTURE was clearly of major importance as a school effectiveness factor. It was the factor mentioned in write-in's on the School Effectiveness Attitude Scale II by two out of three sub-publics in the second pilot study and by four out of five sub-publics in the main study.

In the school effectiveness studies examined, school culture was referred to in a variety of ways, including "atmosphere" (Weber, 1971 and Rutter et al., 1979); "climate" (Edmonds, 1979;

Teddie et. al., 1982-84 and ILEA, 1986) and a "controlled school environment" (Phi Delta Kappan, 1980). The term "culture" within a school, however, appears to encompass more than just the positive feelings associated with a positive climate or atmosphere. A DISTINCTIVE SCHOOL CULTURE is a factor which involves, in addition to a positive climate or atmosphere, a set of meanings or beliefs, and the symbols which are associated with these beliefs and give meaning to the school itself.

In the literature review, two common factors were identified which, together, may be considered to largely describe a school culture: A SAFE, ORDERLY SCHOOL CLIMATE/SPIRIT and COHERENCE AND CONSISTENCY. In the final analysis, these two factors have been merged into a DISTINCTIVE SCHOOL CULTURE.

Purkey and Smith (1983) listed four process variables: collaborative planning and collegial relationships; a sense of community; clear goals and high student expectations commonly shared; and order and discipline (p. 441). Purkey and Smith considered these variables to be the dynamics of the school which seem to be responsible for increased student achievement. Fullan (1985) also related process variables in a school to the dynamics of the organization. He listed, in addition to the four process variables listed above, which were considered to be fundamental, the three additional process variables of a feel for the improvement process by the leadership; a guiding value system; and intense interaction and communication.

The process factor, **CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION**, was an important factor of an effective school. In the first pilot study, this factor had the second largest number of items loading on it, and in pilot study two it was surpassed only by **STRONG SUPPORTIVE SCHOOL LEADERSHIP** and **DISTINCTIVE SCHOOL CULTURE** in terms of items loading on it. It was mentioned near the top of the list as a characteristic of an effective school in several of the school effectiveness studies (Rutter et. al., 1979; Wynne, 1980 and ILEA, 1986). Even in school effectiveness studies where there was no direct mention of goals or objectives (Weber, 1971 and Edmonds, 1979a), or where only planning was mentioned (Teddie et. al., 1982-84), this factor was implied by other descriptors.

DECENTRALIZED DECISION MAKING AND COLLABORATION, a process variable mentioned by Fullan (1985), was another important process factor. This factor implies that personnel within effective schools are given opportunities to share decision making and to collaborate with the administrators of the schools. This, apparently, has an effect on the outcome of effective schools as they relate to students. This factor also addresses the loosely coupled nature of schools as shown in more recent studies of educational organizations (March and Olson, 1972, and Weick, 1976). Effective schools appear to be paradoxical in that they are both tightly coupled around certain organizational themes, such as the emphasis on academics, and loosely coupled and decentralized in decision making in most other areas (Sergiovanni,

1984). This is similar to the situation found in effective corporations (Peters and Waterman, 1982).

HIGH STUDENT EXPECTATIONS was a process variable which was also identified as a factor of an effective school in this study. It, too, has been identified as a characteristic of an effective school in many of the school effectiveness studies (Weber, 1971; Edmonds, 1979a, 1981, 1982; Rutter et. al., 1979; Brookover and Lezotte, 1979; Phi Delta Kappan, 1980; Teddie et. al., 1982-84; and ILEA, 1986).

THE ORGANIZATIONAL FACTORS

The organizational factors of a school, as articulated by Fullan (1985) and identified in this study, included: STRONG SUPPORTIVE SCHOOL LEADERSHIP, ACADEMIC EMPHASIS, TEACHER CHARACTERISTICS AND BEHAVIOUR, INSTRUCTIONAL STRATEGIES, GOOD HOME-SCHOOL-COMMUNITY RELATIONS, and POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL.

STRONG SUPPORTIVE SCHOOL LEADERSHIP, particularly by the principal, was listed at or near the top of the characteristics of an effective school in several of the school effectiveness studies (Weber, 1971; Brookover and Lezotte, 1979; Rutter et. al., 1979; Edmonds, 1979a; Phi Delta Kappan, 1980; and ILEA, 1986). Although the data of this research seemed to indicate that this factor was important, it was not categorized at the top. If the number of

items loading on it can be used as an approximate indicator of importance, this factor would be surpassed in importance in an effective school by a **DISTINCTIVE SCHOOL CULTURE** in both pilot studies.

Another organizational variable, **ACADEMIC EMPHASIS**, was found in this research to be an important factor of an effective school. Other school effectiveness studies examined have also supported this notion (Webber, 1976; Rutter et. al., 1979; Brookover and Lezotte, 1979; Edmonds, 1979a; Teddie et. al., 1982-84; and ILEA, 1986). Earlier school effectiveness studies have been criticised because the sole method of evaluating students, for most studies, has been by use of standardized achievement tests which emphasize academics.

TEACHER CHARACTERISTICS AND BEHAVIOUR was identified in this study as a tentative factor of an effective school. This factor appeared in different forms in a number of earlier representative school effectiveness studies. For example, the Phi Delta Kappan (1980) study referred to it as "professional characteristics", including empathy, interest, concern and action orientation. The Rutter et. al. (1979) study referred to it as the teacher's positive role model, which included immediate, concerned, restrained use of physical punishment, easy access by students, and the students being given responsibility. This factor was questionable, however, as a clearly distinct factor of an effective school because of inconclusive data analysis results in this research. More research is needed to clarify this.

The organizational variable, **INSTRUCTIONAL STRATEGIES**, was identified in this study as a tentative factor of an effective school. This factor also appeared in different forms in a number of earlier representative school effectiveness studies. Webber (1971) referred to the factor as "individualized instruction"; Edmonds (1979a) referred to it as "attention to the quality of instruction"; and the ILEA (1986) study called it "intellectually challenging teachings". This factor may also be questionable as a clearly distinct factor of an effective school because of inconclusive data analysis results in this research. It could, perhaps, be part of another factor such as **TEACHER CHARACTERISTICS AND BEHAVIOUR**. More research is needed to clarify this.

The organizational variable, **GOOD HOME-SCHOOL-COMMUNITY RELATIONS**, was another tentative factor identified from the data collected in this study. This factor was not identified in all earlier representative school effectiveness studies. It did appear in selected studies in different formats, such as "positive and supportive parent involvement" (Phi Delta Kappan, 1980), the "instituting of partnerships with business" (Goodlad, 1979, 1984) and "more parent-initiated contact and involvement" (Brookover and Lezotte, 1979). It is interesting to note that, in the first pilot study, this factor was not identified in the factors extracted by principal components method of factor analysis, even though a number of criterial referents meant to address the factor were included as items of the School Effectiveness Attitude Scale I. The factor, **POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS**

AND PARENTS, was identified; however, and it was later subsumed under the general factor, GOOD HOME-SCHOOL-COMMUNITY RELATIONS. This factor may also be questionable as a clearly distinct factor of an effective school because of inconclusive data analysis results in this research. It could also be part of another, more important factor. More research is needed to clarify this.

Using Fullan's (1985) categories, a final organizational variable was POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL. It, also, was identified in this study as a factor of an effective school. It was not identified as a factor of an effective school in the nine representative school effectiveness studies described earlier (Weber, 1971; Edmonds, 1979a, 1981, 1982; Phi Delta Kappan, 1980; Teddie et. al., 1982-84; Goodland, 1976, 1984; Rutter et. al., 1979; Brookover and Lezotte, 1979; ILEA, 1986; and Wynne, 1980, 1981). Fullan (1985), however, identified this factor as district support, and referred to it as an organizational variable which, with others, was common to many school effectiveness studies.

Using the factors identified in this study, therefore, an effective school can be described in organizational terms as follows: It is a school where there is academic emphasis, particularly of basic skills; the administration provides strong and supportive leadership, particularly in the instructional area; teachers model good behaviour in the school in a way which is acceptable and emulated by students; and instructional strategies are designed to accomplish desired outcomes. The school does not

operate in isolation: frequent and sustained communications and interaction take place between the school and the home and frequent home contacts are made by the school. There is a positive and supportive relationship established with the board and board office personnel for the successful accomplishment of the mission of the school.

The school also has a set of clearly articulated and understood goals and objectives which are the mission of the school. The principal is given considerable autonomy to make decisions within the school, and this decision making autonomy is extended to the teaching staff, once the mission of the school has been internalized by all. Students are expected and encouraged to perform to the extent of their ability, and those who have difficulty are given help. The school is recognized, both within and outside the immediate school environment, as having a distinctively warm atmosphere where everyone is welcome, and as having a clearly recognized set of values and meanings, which together articulate a unique school culture.

DEVELOPMENT OF AN INSTRUMENT TO MEASURE ATTITUDE STRUCTURES

In addition to identification of the factors of an effective school, a major focus of this research has been used to develop a reliable and valid instrument to measure attitude structures of five sub-publics concerning an effective school. The five sub-

publics were students, teachers, parents, principals and superintendents. The attitude structures have been developed concerning the factors and definitions of an effective school, although primary emphasis in the development process has been with the former.

The conceptual basis for development of the School Effectiveness Attitude Scale ~~API~~ has been Kerlinger's Social Attitudes Theory (1956, 1958, 1967a, 1967b, 1970, 1972, 1980, 1984). Kerlinger developed similar scales for measurement of the social and educational attitudes including the Education Scale VI, the Education Scale VII, the REF-IX and the REF-X (pp. 254-263). Full statement and criterial referent items (Wilson, 1973) were used in Kerlinger's scales; modified criterial referent items only have been used in the School Effectiveness Attitude Scale II. Criterial referent items were considered to be quite suitable for use in the research since similar factors of an effective school emerged in both pilot studies with groups of sub-publics in Ontario and in Newfoundland.

First order factor analysis of attitudes data has been used in this research, whereas Kerlinger (1984) used both first and second order factor analysis in his research.

The School Effectiveness Attitude Scale II instrument development began with identification of specific school effectiveness characteristics from the literature. The first draft of the instrument was developed after a panel of expert judges used a Measurement Standard to group criterial referent items with

factors of an effective school; i.e., to establish sub-scales. A relatively poor fit between sub-scales of the instrument and the factors derived from pilot study one data was rectified with modification of the first draft of the instrument.

There was a relatively good fit between sub-scales of the School Effectiveness Attitude Scale II and the factors derived from pilot study two data. Based on this information and the extensive process used to develop the instrument, it was felt that the School Effectiveness Attitude Scale II was a valid instrument for measurement of attitude structures of sub-publics concerning an effective school. Low factor intercorrelations for data from both pilot studies indicated that factor rotation was nearly orthogonal and that the sub-scales of the instrument were distinct. This added strength to the argument for validity of the instrument.

Split-half correlations were calculated for test-retest data. These provided evidence for internal consistency of the instrument for seven of the ten factors of an effective school. As a result of this information, three of the factors have been considered tentative factors of an effective school until more research evidence has been presented.

It was determined from test-retest data collected over an eight week period that the School Effectiveness Attitude Scale II was a reliable instrument for measurement of attitude structures of sub-publics concerning an effective school.

SUB-PUBLIC'S PERCEPTIONS OF THE FACTORS OF AN EFFECTIVE SCHOOL

In a global sense, there were significant differences in sub-public ratings of all the process factors identified in this research, **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; DECENTRALIZED DECISION MAKING AND COLLABORATION; and HIGH STUDENT EXPECTATIONS.** There were significant differences in sub-public ratings for the organizational factors: **STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL; and TEACHER CHARACTERISTICS AND BEHAVIOUR.** There were no significant differences in sub-public ratings of two other organizational factors identified in this research: **INSTRUCTIONAL STRATEGIES; and GOOD HOME-SCHOOL-COMMUNITY RELATIONS.**

Schools exist for students. It is clear, however, that students have distinctly different perceptions of most of the generally recognized factors of an effective school relative to other sub-publics who have a stake in the effective operation of it. Students rate these factors lower than other sub-publics. A clearer view as to what students consider to be important in a school may be gleaned if write-in's of characteristics of an effective school are examined.

Students and parents both mentioned characteristics which could be grouped as **TREATMENT OF STUDENTS.** Two new factors identified as unique to students were: **EMPHASIS ON STUDENT**

ACTIVITIES and STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR. It was not surprising that these three humanistic factors would be of concern to students and their parents, since they probably are instrumental in shaping the opinions of these two groups towards school.

Superintendents rated most factors higher than other sub-publics. In particular, superintendents rated the factors, DISTINCTIVE SCHOOL CULTURE and TEACHER CHARACTERISTICS AND BEHAVIOUR, higher than did teachers. It was not surprising that teachers would de-emphasize their own particular characteristics and behaviour as a factor of an effective school and that superintendents would emphasize this. It was also likely that the culture of the school as a whole would have less significance for teachers, who are most concerned about their particular classrooms, than it would for superintendents who perceive this as one manifestation of the effectiveness of a school.

Principals in write-in's were concerned about a new factor which has been called, POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS. It is likely that much of the energy expended by principals goes into promoting this factor within their schools for the benefit of all students in their care. It is also likely that they resent the time taken to deal with the negative side of this: student misbehaviour and poor staff-student relations. Teachers were the only other sub-public concerned about this factor.

The one new factor identified from write-in's of school effectiveness factors in this study which applied universally to all five sub-publics was, **SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS**. It appeared that in Newfoundland schools and school districts this clearly was of major concern to the sub-publics surveyed. It may be that, until we reach at least minimum standards of school buildings, facilities and working conditions for all school personnel and students in the province, this factor may continue to stand out, as perceived, to be an important factor of an effective school.

A broader perception of an effective school, therefore, might be to include not only the common or fundamental organizational factors and process factors as identified by Brookover and Lezotte (1979); Rutter et. al., (1979); Purkey and Smith (1983); Fullan (1985) and others; and as identified in this study, but to look at additional factors from write-in's as well. It should be remembered that students appeared to rate most of the common school effectiveness factors lower than did all other sub-publics. Both students and parents appeared to be concerned more with new humanistic factors or factors which are rarely mentioned in school effectiveness literature in this form: **TREATMENT OF STUDENTS, EMPHASIS ON STUDENT ACTIVITIES and STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR**. These factors could obviously have profound influences on the attitudes of students towards school and learning generally. These factors could also influence the attitudes of parents towards their children's school and teachers

and their level of comfort and feeling of acceptance within the school.

Principals and teachers listed staff-student relationships as an important additional factor of an effective school, since, depending upon whether these were good or bad, the goals or mission of the school may or may not be accomplished. It appeared to be true also, that both principals and teachers were in relative agreement with the common, or fundamental, process and organizational factors of an effective school, as identified in the literature and in this research. This is understandable, since it is likely that the majority of school effectiveness studies used primarily these two sub-publics as subjects.

One additional factor, dealing with the school building, facilities and working conditions in the school, has been recognized and emphasized by all five sub-publics in this study. The message here may be that in this province, where we have much catching up to do with respect to minimum national standards of buildings, facilities and working conditions, before we can begin to address school improvement in more common or fundamental areas as recognized in effective schools research, we may have to address these more basic local concerns first.

THE DEFINITION OF AN EFFECTIVE SCHOOL

The mission of a school serves to define its intended outcomes, usually in terms of students. It is evident, from the three definitions presented to sub-publics in this study, that the preferred definition by most sub-publics was:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

The mission of school, therefore, has been expanded beyond student achievement to include attendance, delinquency rates and good behaviour, as well as good attitudes. This is the preferred definition of an effective school by more than 45% of sub-publics surveyed in the two pilot studies and in the main study.

Write-in's of additional definitions have enabled the creation of five categories of definitions to be derived from these data: student potential, social and cultural, academic, school personnel and comprehensive.

It should be noted that teachers preferred definitions of an effective school which dealt with the potential of students, and comprehensive definitions dealing with more holistic aspects of education. The outcomes of effective schools for teachers, therefore, related less to humanistic, affective, social, cultural and academic aspects of education and more to the development of the full potential of the whole child. Teachers' emphasis on, and

comfort with, the broader common factors of an effective school, rather than on the more humanistic and social aspects, appeared to support these preferred definitions of an effective school.

Students, on the other hand, tended to select the more socially and culturally oriented definitions of an effective school. They tended to de-emphasize other more academic, whole-child development and comprehensive outcomes. This, again, seemed to agree with their preferred humanistic and affective factors of an effective school. Although there appeared to be similarities between students' and parents' preferred factors of an effective school in write-in's, this similarity was not evident in their preferred definitions of an effective school. This may have been related to the smaller number of write-in's supplied by parents in the main study.

Principals and superintendents appeared to have no preference for a particular category of definition of an effective school from the five categories recognized from write-in's.

CHAPTER 6

SUMMARY AND CONCLUSIONS

FACTORS OF AN EFFECTIVE SCHOOL AND INSTRUMENT DEVELOPMENT

Eleven common factors of an effective school have been identified from the literature review conducted in this study and by us of the Measurement Standard. Included were: STRONG SCHOOL LEADERSHIP; SAFE, ORDERLY SCHOOL CLIMATE AND SPIRIT; COHERENCE AND CONSISTENCY; HIGH EXPECTATIONS; GOALS, OBJECTIVES, MISSION; ACADEMIC EMPHASIS; STUDENT EVALUATIONS; INSTRUCTIONAL STRATEGIES; GOOD HOME-SCHOOL RELATIONS; TEACHERS' POSITIVE ROLE MODEL; and STUDENTS' SOCIOECONOMIC STATUS (Table 27). The last factor, STUDENTS' SOCIOECONOMIC STATUS, has been omitted because it had been derived from criterial referents identified in one study only (Teddie et al., 1982-84).

It appeared that the way in which an effective school was defined determined somewhat the common factors which have been recognized in the literature as characteristic of an effective school. Alternatively, there seemed to be a relationship between the common factors identified in an effective school and the way by which an effective school was defined. Research studies seemed

Table 27. Final Summary of Factors of an Effective School

From Literature Review & Measurement Standard	Factors Derived From Pilot Study One	Factors Derived From Pilot Study Two
COHERENCE AND CONSISTENCY		
SAFE, ORDERLY SCHOOL CLIMATE AND SPIRIT	DISTINCTIVE SCHOOL CULTURE	DISTINCTIVE SCHOOL CULTURE
GOALS, OBJECTIVES, MISSION	CLEARLY ARTICULATED SCHOOL GOALS, OBJECTIVES, MISSION	CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION
STRONG SCHOOL LEADERSHIP	STRONG SUPPORTIVE SCHOOL LEADERSHIP	STRONG SUPPORTIVE SCHOOL LEADERSHIP
ACADEMIC EMPHASIS	ACADEMIC EMPHASIS	ACADEMIC EMPHASIS
STUDENT EVALUATIONS		
HIGH EXPECTATIONS	HIGH STUDENT EXPECTATIONS	HIGH STUDENT EXPECTATIONS
	DECENTRALIZED DECISION MAKING AND COLLABORATION	DECENTRALIZED DECISION MAKING AND COLLABORATION
	POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICER PERSONNEL	POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL
TEACHERS' POSITIVE ROLE MODEL	TEACHER CHARACTERISTICS AND BEHAVIOUR	TEACHER CHARACTERISTICS AND BEHAVIOUR*
INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES*
	POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS	

* Tentative Factors

Table 27 (con't)

From Literature Review & Measurement Standard	Factors Derived From Pilot Study One	Factors Derived From Pilot Study Two
GOOD HOME-SCHOOL RELATIONS	GOOD HOME-SCHOOL- COMMUNITY RELATIONS	GOOD HOME-SCHOOL- COMMUNITY RELATIONS*
	REDUCED CLASS SIZE	
STUDENTS' SOCIOECONOMIC STATUS		

to show that, if an effective school was defined in terms of academic achievement only, the factors associated with the school tended to relate more to monitoring of student achievement and high expectations of students in academics.

Individual criterial referents or characteristics of an effective school, which together constitute the common factors of an effective school, have been used in this study to develop a School Effectiveness Attitude Scale, the sub-scales of which were meant to correspond to each common factor. To determine the attitudes of five sub-publics, parents, secondary-school students, superintendents, principals and teachers, Kerlinger's (1976a, 1984) Social Attitudes Theory has been used.

In Kerlinger's (1984) terms, the social object towards which attitudes of sub-publics (Downey, 1959, 1960) were directed were the criterial referents or characteristics considered to be necessary to judge school effectiveness as derived from the literature. Since three definitions of effective schools, as derived from school effectiveness research, have also been used in the attitude scale developed in this study, the definitions may also be considered to be criterial referents.

In the Social Attitudes Theory of Kerlinger (1976a, 1984), there was an attempt to explain how social attitudes were structured. The Theory attempted to explain the structure of social attitudes by specifying the factors behind the responses of large groups of people to attitude scale items, and also by specifying the relations among the factors. The assumption was

that there was some finite number of attitude factors that underlay the responses of many individuals to attitudinal stimuli. The actual meaning and naming of the factors was the responsibility of the researcher.

In the first pilot study, which was conducted in the Ottawa region, 437 secondary-school students, parents, superintendents, teachers and principals were surveyed using the first draft of the School Effectiveness Attitude Scale I. From analysis of the attitudes data collected, using principal components and promax oblique rotation, twelve common school effectiveness factors were derived. Included were: **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED SCHOOL GOALS, OBJECTIVES, MISSION; ACADEMIC EMPHASIS; HIGH STUDENT EXPECTATIONS; STRONG SUPPORTIVE SCHOOL LEADERSHIP; POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS AND PARENTS; DECENTRALIZED DECISION MAKING AND COLLABORATION; POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL; INSTRUCTIONAL STRATEGIES; REDUCED CLASS SIZE; TEACHER CHARACTERISTICS AND BEHAVIOUR; and GOOD HOME-SCHOOL-COMMUNITY RELATIONS (Table 27).**

There was not a good match between sub-scales of the attitude scale in pilot study one and factors derived. It was also noted that certain items loaded on more than one factor and other factors were considered to be unclear by sub-publics. A substantial revision of the scale was conducted because of these differences.

A positive feature of the School Effectiveness Attitude Scale I was that factor intercorrelations were almost all below .24. This indicated that factor rotation was nearly orthogonal; i.e., the sub-scales of the instrument were distinct and the validity of the instrument was strengthened.

A total of 440 teachers, secondary-school students and parents were surveyed in Newfoundland in the second pilot study using a substantially revised, second draft of the School Effectiveness Attitude Scale II. The sub-scales of the revised scale corresponded generally to the school effectiveness factors derived in the first pilot study. From analysis of the attitudes data collected, using principal components and promax oblique rotation, it was found that seven common school effectiveness factors were derived. Included were: DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; DECENTRALIZED DECISION MAKING AND COLLABORATION; HIGH STUDENT EXPECTATIONS; and POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL (Table 27). TEACHER CHARACTERISTICS AND BEHAVIOUR; INSTRUCTIONAL STRATEGIES; and GOOD HOME-SCHOOL-COMMUNITY RELATIONS were considered to be tentative factors because of inconclusive data analysis results in this research.

Factor intercorrelations using the School Effectiveness Attitude Scale II were again almost all below .24. Factor rotation was, therefore, nearly orthogonal; sub-scales of the instrument were distinct and the instrument was considered to be

valid. In pilot study two, there was also a good match between sub-scales of the instrument and the factors derived.

Test-retest data collected over eight weeks indicated an over-all correlation coefficient of 0.7673 and a correlation coefficient range of 0.3177 to 0.7225 for items 1 to 73 of the School Effectiveness Attitude Scale II.

Since the split-half correlations derived using test-retest data were all above 0.51 for seven factors, the internal consistency of the scale for the seven factors was considered to be reasonable. Because of inconclusive results from internal consistency tests, the factors, **TEACHER CHARACTERISTICS AND BEHAVIOUR, INSTRUCTIONAL STRATEGIES and GOOD HOME-SCHOOL-COMMUNITY RELATIONS**, were considered to be tentative factors.

THE MAIN STUDY

The School Effectiveness Attitude Scale II was used to survey the attitudes of 568 teachers, secondary-school students, parents, principals and superintendents in the main study. Significant differences between population means were found for students and all other sub-publics in ratings of the factors, **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; DECENTRALIZED DECISION MAKING AND COLLABORATION; and HIGH STUDENT EXPECTATIONS**. A significant difference was found between student

and parent ratings and between student and teacher ratings of the factor, **POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL**. Significant differences were also found between teacher and superintendent ratings of the factors, **DISTINCTIVE SCHOOL CULTURE** and **TEACHER CHARACTERISTICS AND BEHAVIOUR**.

Write-in's of characteristics of effective schools by sub-publics using the School Effectiveness Attitude Scale II showed, by groupings, that six common factors were again identified. Seven of the factors identified by groupings of characteristics from write-in's by all sub-publics, were new. Only principals and teachers identified the new factor, **POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS**. Only parents and students identified the new factor, **TREATMENT OF STUDENTS**. Only students identified the new factors, **EMPHASIS ON STUDENT ACTIVITIES** and **STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR**. Only parents identified the new factor, **CURRICULUM AND CO-CURRICULUM**. Only superintendents identified the new factor, **THE CURRICULUM AND INSTRUCTIONAL STRATEGIES**. All sub-publics identified and strongly endorsed the new factor, **SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS**, since a large number of characteristics from write-in's were grouped into this category.

DEFINITION OF AN EFFECTIVE SCHOOL

The three dominant definitions of an effective school from the literature were:

An effective school can be defined in terms of the degree to which student achievement is maintained and increased (Weber, 1971; Edmonds, 1979a, 1981 and 1982; Phi Delta Kappan, 1980; Teddie et. al., 1982-84 and Goodlad, 1976, 1984).

An effective school can be defined in terms of the degree to which student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behaviour and attitudes (Rutter et.al., 1979; Brookover and Lezotte, 1979 and ILEA, 1986).

An effective school can be defined in terms of student character development, including manners, diligence, kindness, tact, honesty, obedience and the like (Wynne, 1980, 1981).

Sub-publics were asked in pilot studies one and two and the main study, to rank the definitions (Appendix J) as: 1. most important; 2. moderately important; and 3. least important.

The preferred rank order of definitions in the first pilot study was 3, 1, 2, at 141 out of 311 sub-publics surveyed, or 45.34% of the total (Table 28) Therefore,, the first choice of a definition of an effective school by 45.34% of sub-publics was:

An effective school can be defined in terms of the degree to which student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behaviour and attitudes.

Table 28. A Comparison of Rank Orders of Three Definitions of an Effective School by Sub-Public in Pilot Studies One and Two and the Main Study (Percentages)

Sub-Public	3,2,1	2,3,1	2,1,3	3,1,2	1,3,2	1,2,3
1. Superintendent	0.32 --- 2.00	0.00 --- 1.00	1.29 --- 4.61	0.96 --- 10.02	0.00 --- 0.00	0.32 --- 0.00
2. Student	20.58 4.76 2.20	3.22 2.76 0.40	2.57 5.01 6.21	5.47 6.77 14.03	1.61 1.00 0.40	0.96 1.50 0.40
3. Teacher	2.89 7.52 6.21	0.96 1.75 2.81	9.32 22.56 4.00	26.69 39.60 8.82	1.29 1.75 1.40	0.64 0.75 0.40
4. Parent	2.57 0.25 2.20	0.00 0.25 0.20	2.89 0.25 8.42	8.36 2.51 7.41	0.32 0.00 0.60	0.00 0.00 0.00
5. Principal	0.96 --- 1.00	0.00 --- 0.20	1.29 --- 0.62	3.86 --- 5.41	0.64 --- 0.00	0.00 --- 0.00
TOTAL	27.33 12.53 13.61	4.18 5.76 4.61	17.36 27.83 32.87	45.34 48.88 45.69	3.86 2.75 2.40	1.92 2.25 0.80

The preferred rank order of definitions in pilot study two was 3, 1, 2, at 195 out of 399 sub-publics surveyed, or 48.88% of the total (Table 28). The first choice of a definitions of an effective school preferred by 48.88% of sub-publics was again:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

The preferred rank order of definitions in the main study was 3, 1, 2, at 228 out of 499 sub-publics, or 45.69% of the total (Table 28). The first choice of a definition of an effective school preferred by 45.69% of sub-publics was again:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

Write-in's of definitions of effective schools by sub-publics on the School Effectiveness Attitude Scale II were grouped into five categories: student potential, social and cultural, academic, school personnel and comprehensive. Teachers seemed to prefer definitions which could be categorized as student potential and comprehensive; students seemed to prefer definitions which could be categorized as social and cultural. No particular preference of definition was noted for superintendents, principals and parents from write-in's.

RESEARCH QUESTIONS

To address the research question, "What are the criterial referents and the factors, identified in the literature, which constitute the conceptual framework of an effective school?" reference must be made to the process whereby this research was conducted. The final set of seven common and three tentative factors of an effective school must also be considered.

The first step in the process was to examine 66 pieces of literature and to identify 245 criterial referents or characteristics of effective schools as listed in the literature (Appendix B). By use of a Measurement Standard and a panel of experts, this number was reduced to 73 criterial referents which became items of the School Effectiveness Attitude Scale I (Appendix F).

If only the literature search of this study were considered, the criterial referents or characteristics of an effective school would be the 245 originally identified by a representative sample of the school effectiveness literature and given in Appendix B. If the refinement process of the Measurement Standard, the judging panel of experts and pilot studies one and two were considered, the criterial referents or characteristics of an effective school would be the 73 criterial referent items used in the School Effectiveness Attitude Scale II (Appendix J).

The final set of seven common and three tentative factors of an effective school (Table 27) were as follows:

DISTINCTIVE SCHOOL CULTURE

CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION

HIGH STUDENT EXPECTATIONS

DECENTRALIZED DECISION MAKING AND COLLABORATION

POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL

STRONG SUPPORTIVE SCHOOL LEADERSHIP

ACADEMIC EMPHASIS

TEACHER CHARACTERISTICS AND BEHAVIOUR

INSTRUCTIONAL STRATEGIES

GOOD HOME-SCHOOL-COMMUNITY RELATIONS

The first four of these were regarded as process variables or factors (Brookover and Lezotte, 1979; Rutter, et. al., 1979 and Fullan, 1985). The factor, **DISTINCTIVE SCHOOL CULTURE**, was considered to be an overarching general process factor, which includes the other process factors given. An alternative view would be to consider the other three process factors in their own right, which together help to define and delineate a **DISTINCTIVE SCHOOL CULTURE**.

The latter six were regarded as content, or organizational, variables or factors of an effective school (Purkey and Smith, 1983 and Fullan, 1985). The last three were also considered to be

tentative factors of an effective school because of inconclusive data analysis results in this research.

To address the research question, "Can a reliable and valid instrument be developed to measure the attitude structures of the five sub-publics; i.e., students, parents, teachers, principals and superintendents, concerning an effective school?" reference must be made to the literature and to pilot studies one and two.

A total of 245 criterial referents or characteristics of an effective school were derived from the literature. By use of a Measurement Standard and a panel of experts, the number of criterial referent items was reduced to 73. These constituted fifteen sub-scales, but the items were randomly distributed to construct the first draft of the instrument, the School Effectiveness Attitude Scale I. The instrument was used to measure the attitude structures of five sub-publics in pilot study one.

Low factor intercorrelations indicated that factor rotation was nearly orthogonal in pilot study one; i.e., the sub-scales of the instrument were distinct and the instrument was judged to be valid. There was, however, a poor match between sub-scales and the factors derived. Ten items were considered to be unclear by sub-publics and certain items loaded on more than one factor. In light of this information, the instrument was modified considerably for use in pilot study two.

Low factor intercorrelations indicated that the validity of the School Effectiveness Attitude Scale II was maintained in pilot

study two. There was also a good match between sub-scales and the factors derived in pilot study two; three items only were considered unclear by sub-publics, and very few items loaded on more than one factor.

Although the instrument appeared to lack internal consistency using split-half correlations with test-retest data for three of the ten factors derived in pilot study two, there was an over-all correlation coefficient of 0.7673 for test-retest data. The range of correlation coefficients for items 1 to 73 for test-retest data was 0.3177 to 0.7225. Based on this information, the instrument was considered to be reliable.

The final draft of the instrument, the School Effectiveness Attitude Scale II, contains 73 criterial referent items in 11 sub-scales. It is considered to be both valid and reliable. The instrument was not modified for use in the main study.

To address the research question "What are the differences in the attitude structures among sub-publics with respect to an effective School?", data from the main study must be considered.

Significant differences were found between student and all other sub-public ratings of the factors: **DISTINCTIVE SCHOOL CULTURE; CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION; STRONG SUPPORTIVE SCHOOL LEADERSHIP; ACADEMIC EMPHASIS; DECENTRALIZED DECISION MAKING AND COLLABORATION; and HIGH STUDENT EXPECTATIONS.** A significant difference was found between student and teacher ratings of the factor, **POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL.** Significant differences

were also found between teacher and superintendent ratings of the factor, **DISTINCTIVE SCHOOL CULTURE** and **TEACHER CHARACTERISTICS AND BEHAVIOUR**.

Among the new factors of effective schools from write-in's, students and parents identified **TREATMENT OF STUDENTS**; students only identified **EMPHASIS ON STUDENT ACTIVITIES** and **STUDENT DRESS CODE, APPEARANCE AND BEHAVIOUR**.

Principals and teachers listed characteristics in write-in's which could be grouped into the factor **POSITIVE STAFF-STUDENT RELATIONS AND BEHAVIOUR**.

A surprisingly strong emphasis was placed by all five sub-publics on characteristics of an effective school which could be grouped into a factor called **SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS**. It seems clear that, in Newfoundland, sub-publics who have a stake in education regard this factor as a first pre-requisite or requirement before other factors of an effective school can be properly addressed. It may be that, until we reach at least minimum standards of school buildings, facilities and working conditions, this factor may over-ride efforts to address school improvement, using school effectiveness research finding in other areas.

To address the research question, "Are there differences in the attitude structures of different sub-publics concerning the definitions of an effective school?", data gathered from the literature search, the two pilot studies and the main study must be addressed.

It was found that the literature search revealed three dominant definitions of an effective school:

1. An effective school can be defined in terms of the ~~degree to which student achievement is maintained and~~ increased.
2. An effective school can be defined in terms of the degree to which student achievement is maintained and increased and students demonstrate high attendance rates, low delinquency rates and generally good behaviour and attitudes.
3. An effective school can be defined in terms of student character development, including manners, diligence, kindness, tact, honesty, obedience and the like.

In both pilot studies, and in the main study, the preferred rank order of definitions for 45% or more of sub-publics in each case was 2, 1, 3; i.e., the preferred definition of an effective school for the highest percentage of sub-publics was:

An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes.

If write-in's of additional definitions of an effective school in the second pilot study and the main study are considered, five categories of definitions have been derived: student potential, social and cultural, academic, school personnel and comprehensive.

Teachers, in write-in's of additional definitions of an effective school, seemed to prefer definitions that related more to development of the full potential of the whole child.

Students, on the other hand, showed a preference for definitions which were more socially and culturally oriented, and they tended to de-emphasize other more academic, whole-child development and comprehensive outcomes.

Parents, principals and superintendents seemed not to prefer any particular category of definitions of an effective school from write-in's.

LIMITATIONS

A substantial body of literature dealing with school effectiveness now exists. In the development of the conceptual framework for the effective school, an attempt has been made to examine as much as possible of this literature by means of manual and computer searches, but it is realized that this really only represents a portion of what exists. There may be characteristics of effective schools omitted because of the limited nature of the literature search, thus making the conceptual framework limiting as well.

Conclusions which have been drawn about the attitude structures of sub-publics have been limited by size of the samples, except in the case of superintendents where almost the whole population was surveyed. The percentage of the total population sampled was low for sub-publics such as parents and

students, although efforts were made to ensure representativeness by careful random selection.

- The process by which the items were selected for the School Effectiveness Attitude Scale II was essentially one of distillation of factors essential for formulating judgments about school effectiveness. This was done by literature review, expert judgment and factor analysis of many criteria. Any process dependent upon such subjective judgments is subject to error, no matter how carefully the judges are chosen or the process is conducted.

In the case of students, it would be difficult to generalize results to all students, since only secondary-school students were sampled.

There are also limits to the collection of data on perceptions, or attitudes, utilizing only one form of data collection instrument.

CONTRIBUTION


It is thought that a major contribution of this study is that the attitude structures of sub-publics, such as parents and students, who are normally not surveyed concerning the characteristics and definitions of effective schools, have been compared with the attitude structures of teachers, principals and superintendents, who are often included in such surveys of effective schools.

It is considered that another contribution of this study is in the development of a comprehensive conceptual framework of school effectiveness, as derived from the literature. An important dimension of this process was that this conceptual framework was compared with the attitude structures concerning school effectiveness of various groups of sub-publics who have a stake in the effectiveness of schools. The attitude structures were compared with the conceptual framework, both on an individual group and collective basis. In this way, part of Kerlinger's Social Attitude Theory was evaluated. It also permitted the conceptual framework of school effectiveness to be modified in light of study results.

The practical contribution of this research was in the development of a comprehensive school effectiveness attitude scale based on a substantial review of literature on the effective school and a rigorous distillation process to ensure that only the best items have been included. A school effectiveness assessment scale can now be constructed for use in school effectiveness assessments. This will be of considerable value to school, board and ministry educators who are engaged in school assessments. Considering the current shortage of good, reliable and valid school effectiveness assessment instruments, this will be a valuable contribution in its own right.

The fact that the attitude scale utilizes criterial referents, rather than full statements, as attitude objects makes it parsimonious in time and space, and the first of its kind known

to the researcher. The use of this scale was a further test of Kerlinger's Social Attitudes Theory.



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APPENDIX A

REFERENCES USED AS SOURCES

FOR CRITERIAL REFERENTS

1. Squires, Huitt and Segars (1981)*
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17. Dobry (1985)
18. Rutter et al. (1979)
19. Madaus et al. (1979)
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21. Stevens (1985)
22. Robinson (1985)
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25. Finn (1983)
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39. Wood, Freeland and Szabo (1985)
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48. Marzano (1984)
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51. Murphy et al. (1985)
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54. Sampone (1983)
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56. Dunlop (1982)
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58. Everson (1985)
59. Sanders et al. (1985)
60. Thompson (1986)
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62. Renihan and Renihan (1984)
63. Deal (1985)
64. Murphy and Pruyn (1983)
65. Hersh (1982)
66. Villanova (1984)

APPENDIX B

CRITERIAL REFERENTS AND LITERATURE SOURCES

**(NUMBERS LISTED TO THE RIGHT INDICATE
REFERENCE NUMBERS FROM APPENDIX A)**

1.	strong supportive school leadership*	1 4 5 6 7 8 9 10 13 15 16 20 21 22 23 25 26 27 28 30 31 32 33 34 38 39 40 42 43 45 46 49 50 51 52 53 54 55 57 59 60 62 63 64 65 66	15.	building philosophy from school-based educators*	43
2.	safe orderly climate*	4 7 9 10 13 15 18 20 22 23 27 30 31 34 35 38 40 42 43 44 46 48 50 51 52 53 54 55 56 57 59 60 61 62 63 64 66	16.	grading policy*	44
3.	high expectations of students*	4 6 7 10 13 14 15 18 21 22 23 25 26 28 31 33 34 37 38 40 41 42 45 46 50 51 52 53 54 56 57 59 60 61 62 64 65 66	17.	progress reports required*	44
4.	clear goals and objectives*	1 5 8 10 15 17 18 19 25 27 29 31 32 33 34 36 38 40 41 43 44 46 50 51 53 54 55 56 59 60 61 62 64 65 66	18.	practices that promote achievement*	44
5.	basic skills emphasis*	2 4 6 7 14 18 19 20 23 26 28 35 38 42 43 44 45 56 60 62	19.	clear curriculum objectives*	45
6.	careful monitoring student achievement*	7 9 13 14 15 26 33 34 38 40 41 42 43 44 50 51 52 53 55 56 57 60 61 64 65 66	20.	state-of-the-art teaching methods	45
7.	individualized instruction*	5 13 32 56	21.	use of test results to improve instruction*	45
8.	reading emphasis	13	22.	school-wide staff development*	(source not avail.)
9.	curriculum articulation	46 57	23.	comprehensive change (occurs in the school)	49
10.	effective instruction*	20 39 44 51 54 65	24.	school-site responsibility and authority	49
11.	coordinated instructional strategies*	4 14 21 41 64	25.	collaboration among staff*	49
12.	self-paced instruction*	17	26.	teachers engaged and successful in classroom	48
13.	small-group assignments*	17	27.	lesson goals explained*	48
14.	child informed of learning expectations*	17	28.	more managerial activities by teachers	48
			29.	less time managerial activities by teachers*	48
			30.	grouping practices*	47
			31.	classroom behavior	47
			32.	teachers-principal understanding*	47
			33.	perceived administrative support*	47
			34.	cooperative learning	46
			35.	teacher-designed instruction*	46
			36.	local examples used*	17

* used as attitude scale item in original or modified form

37. all children called upon	17	58. effective supervision	1 8 36
38. homework twice per week	17	59. teacher behaviors	(source not avail.)
39. parents help at homework	17	60. student behaviors	1 28
40. homework policy clearly explained parents/ students*	17	61. instructional focus*	(source no avail.)
41. improved homework quality	8	62. new basic skills emphasis	2
42. homework policy	41 44	63. media & telecommunications literacy	2
43. homework completed	17 44	64. multicultural literacy*	2
44. students given praise/ rewards*	17	65. multinational literacy	2
45. teacher visits homes*	17	66. technological literacy	2
46. emphasis on positive behaviors	16	67. civic literacy	2
47. problem solving (in school) focuses on causes*	16	68. aesthetic literacy	2
48. school place to experience success*	16	69. creative and critical thinking	2
49. faculty and students involved with problem solving*	16	70. career literacy	2
50. teacher involvement (in whole school)*	15	71. work, study and service - after age 16	3
51. good home-school relations*	4 5 6 8 15 21 22 24 30 32 34 35 37 38 41 46 50 51 52 54 55 57 59 64 66	72. schooling three phases: four years per phase	3
52. positive teacher role model*	18	73. heterogeneous grouping*	3 44 46
53. good teacher-student relations*	(source not avail.)	74. concepts, skills, values - means for goals accomplishment	3
54. reduced child/adult ratios*	5 23 32	75. more instructional time*	3
55. decentralized decision making*	3 6 8 28 30 33 53 54	76. uniform time allocations per subject*	3
56. district staff support and encouragement*	33 46 49	77. effective communication - all personnel	3
57. sufficient staff and resources*	8	78. head teachers with doctorates/successful teaching experience	3
		79. schooling period: age four to sixteen	3
		80. partnerships for education with business*	3
		81. collaborative planning (planning involves whole school staff)*	3 46 57 64

82. staff acceptance of accountability*	(source not avail.)	103. fewer classroom groups for instruction*	9
83. staff dissatisfied with status quo	3	104. close to students	12
84. structured learning environment*	5 30 32 41	105. open working relationship fostered between teachers and pupils*	(source not avail.)
85. special funding*	5 32	106. principals work through and with people*	12
86. staff development and inservice to realize objectives*	5	107. simple organizational form and lean management staff*	12
87. resources/facilities insufficient to affect outcomes	5 32	108. socioeconomic status	14
88. personnel with greater experience and more pertinent education*	6	109. special needs programs*	14
89. teachers more satisfied	6	110. classroom feedback: immediate praise and approval*	18 21 22 28
90. teachers more free to experiment	6	111. instructionally focussed organization*	20
91. curriculum/instruction aligned to improve instruction	8 65	112. change-inducing staff development	20 32
92. learning problems handled effectively*	(source not avail.)	113. positive attitudes induced towards learning*	20
93. minimal record keeping by teachers*	(source not avail.)	114. provision for continuous exposure to knowledge	20
94. improved homework quality	8	115. encouragement of sustained involvement in successful learning experiences*	20
95. teachers more task-oriented*	(source not avail.)	116. time on task*	9 21 22 34 41 44 50 59 64 66
96. greater student effort	9	117. (effective) staff evaluations	22
97. happier students	9	118. (effective) program evaluations	22
98. more time social studies/ less math. & phys.ed.	9 47 48	119. teachers with high verbal and conceptual ability*	22
99. support personnel effectively used	9	120. teachers upgrade professional skills*	22 35 54
100. access to "outside classroom materials"	9	121. quality of home environment	23 31
101. less influence by staff in educational decisions*	9	122. more experience and skilled teachers	23 33
102. district administration support service highly rated	9		

123. student motivation*	23	144. maximum communication between teachers and principals*	30
124. school with more humanistic orientation*	1	145. record keeping part of teachers' planning and assessment*	30
125. more flexibility in scheduling'	24	146. planning and effective control of school operations	31
126. increased social interaction among students	24	147. staff open and receptive	31
127. development of more balanced curriculum	24	148. healthy self concepts*	31
128. school key organizational unit	25	149. high morale*	31
129. selection and deployment of staff school-level responsibility	25	150. school organization targeted to high performance and goals attainment*	31
130. teachers treated as if must function collegially	25	151. logical and orderly relationships*	31
131. much budgetary authority given to school	25	152. (administrative) reliance on formative assessment	31
132. flexible teaching, learning and internal organization	25	153. principal not confused over instructional and administrative roles	31
133. school improvement dynamic and cyclical	25	154. school "ethos" - norms and values agreed on by all	33 63
134. school organization*	28	155. student participation	33
135. appearance and comfort of school*	28 33 40	156. engages external agent(s)	33
136. community acceptance mode of school operation*	29	157. student personal development enhanced	35
137. communication to and from environment*	29	158. collegial relationships*	33
138. goals/objectives/mission subject public scrutiny* (source not avail.)		159. community involvement and coverage favorable*	29 35 39 54
139. involvement of vice-principal	30	160. decreased discipline problems	35
140. consistency	30 33	161. high staff morale*	35
141. intellectually challenging teaching*	30	162. coherence-goodness pervasive*	36
142. work-centred environment*	30	163. students accept philosophy/expectations/rules*	36
143. limited focus - one curriculum area per session	30		

164. careful hiring practices*	36	184. high level professional collegiality among staff*	41
165. symbols-incentives for learning	36	185. recognition of personal and academic excellence*	41
166. extracurricular activities important*	36	186. grade level expectations	41
167. school spirit promoted*	36 54	187. standards in reading, mathematics, language	41
168. student discipline	36	188. academic priority evidenced by increased allocated time*	41
169. teachers teach one grade only	37	189. key instructional behaviors identified	41
170. students have high expectations of themselves*	37	190. direct instruction main pedagogical approach*	41
171. more time on reading and mathematics	37	191. accelerated learning - more than one year's in one year growth	41
172. students perceive teachers as pushing and helping academically*	37	192. begin at kindergarten reading, mathematics, instruction in language	41
173. principal visits classrooms frequently*	37	193. classroom pull-out for instruction used with discretion*	41
174. teachers youngest and least experienced*	37	194. serious attitude towards test-taking*	41
175. principals have major input hiring staff	37	195. (students possess) test-taking preparation skills*	41
176. teachers accept responsibility for student outcomes*	37	196. emphasis on regular attendance*	41
177. systematic (school) improvement process in place	39	197. attendance expectations communicated to parents*	41
178. trained local facilitators available for guidance*	39	198. community services reinforce learning*	41
179. school board understands/committed school improvement*	39	199. precise, informative report cards*	41
180. superintendent understands/committed school improvement*	39	200. report cards emphasize basic skills*	41
181. student opportunities for participation in decision making	33 40 51 63 64	201. staff believes all children can learn	43
182. staff accept philosophy/expectations/rules*	40 44	202. conditions (in class) such that necessary work can proceed*	43
183. strong sense student identification/affiliation*	41		

203. program appropriate to the setting	43	223. comprehensive curriculum program in operation	54
204. people in authority infect others with caring*	43 65	224. humanism principle in operation	54 -
205. basic rules of conduct understood and accepted*	65	225. administration/teacher support systems	54
206. curriculum materials chosen to match student activities*	65	226. effective supervision, appraisal and evaluation	54
207. school-wide staff development*	(source not avail.)	227. sufficient opportunity for learning*	55 64
208. tightly coupled curriculum	51	228. instructional support*	57
209. opportunities (provided) to learn*	51	229. teacher's management of academic learning*	58
210. structured staff development*	51 64	230. meeting instructional needs*	58
211. widespread student rewards and recognition*	51	231. diagnosing student learning needs	58
212. collaborative organic processes*	51	232. assessments used (to improve instruction)*	59
213. student and staff cohesion and support*	51	233. recognition of academic success*	59
214. agreeable and workable discipline policy*	52	234. behavior code*	59
215. productive method of curriculum evaluation	52	235. conditions and resources* (source not avail.)	
216. efficient methods evaluating teacher performance	52	236. (staff demonstrate) resiliency and problem-solving aptitude*	61
217. extensive and adequate student activities program	52	237. (staff show) commitment to educate each student as completely as possible	61
218. significant student services	52	238. specific reason for each student to go to school	61
219. workable philosophy of education (within school)*	52	239. sense of community*	61
220. staff training on school-wide basis*	46 49 53	240. positive motivational strategies (used)*	62
221. good discipline*	53	241. teachers as role models*	63
222. high staff morale promoted in school*	54	242. instructional goals*	63
		243. (staff with) strong beliefs about teaching and learning	63

244. effective meetings 63
planned jointly to solve
problems*

245. cohesion and support* 64

h

APPENDIX C

- MEASUREMENT STANDARD INSTRUMENT
- PANEL OF EXPERTS
- CRITERIA FOR SELECTION OF PANEL OF EXPERTS

MEASUREMENT STANDARD

INSTRUCTIONS TO JUDGING PANEL

The larger group of items given on Sheet A for purposes of this research are called school effectiveness modified criterial referents. They are individual specific criteria which have been identified by researchers as characteristics of effective schools. They have been derived from effective schools literature as well as from other allied bodies of literature including school improvement, change and implementation.

Sheet B gives eighteen factors of effective schools. They represent clusters or groupings of modified criterial references as more general characteristics of effective schools. They have been identified according to the evidence presented in the literature and the obvious clusterings which the criterial referents seem to present.

Using Sheet B as your key you are asked to please check under the appropriate letter of Sheet A (or the "answer sheet") to indicate with which factor each modified criterial referent should be placed. Please group all modified criterial referents or give rationale for not doing so in "comments".

Also, please make suggestions in comments as to:

- 1) wording or re-wording of criterial referents or factors;
- 2) ambiguous or redundant items;
- 3) elimination/inclusion of criterial referents or factors;
- 4) specific details re difficulties in grouping certain criterial referents under one factor;
- 5) any additional comments or recommendations.

It is realized that it will take forty minutes or more to complete this instrument especially if you take time to add comments - something as important as the groupings themselves. I am very much appreciative of your taking time from your personal schedule to do this. Thank you.


Don Downer

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
99. work-centred environment																		
100. decentralized decision making																		
101. humanistic orientation in the school																		
102. use of student assessments to improve instruction																		
103. effective teacher supervision/evaluations																		
104. more managerial activities by teachers																		
105. less influence by staff in educational decisions																		
106. heterogeneous grouping																		
107. school norms/values agreed on by all																		
108. instructionally focused organization																		
109. extensive student activities program																		
110. students perceive teachers as helping/pushing academically																		
111. staff development/inservice to realize school objectives																		
112. planning/effective control school operations																		
113. teachers with greater experience/conceptual ability																		
114. limited focus: one curriculum area per session																		

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SCHOOL EFFECTIVENESS FACTORS

- A. **STRONG SCHOOL LEADERSHIP:** leadership in instructional as well as in administrative areas by school administrators
- B. **DISTINCTIVE SCHOOL CLIMATE/ CULTURE:** overall feeling or atmosphere of the school which is distinct and identifiable
- C. **CLEARLY ARTICULATED SCHOOL GOALS AND OBJECTIVES:** the specific guiding principles of the school communicated to and understood by all
- D. **POSITIVE MOTIVATIONAL RELATIONSHIPS WITH STUDENTS:** good relationships between school staff and students which promote best efforts
- E. **INSTRUCTIONAL STRATEGIES:** teachers' methods of instructing students
- F. **DECISION MAKING:** within the school
- G. **POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL:** including elected/appointed members of the school board and board office professional personnel
- H. **STUDENT BEHAVIOUR:** including student behaviour both in class and throughout the school
- I. **AVAILABILITY AND USE OF RESOURCES AND PERSONNEL:** including resources from science equipment to special funding as well as all professional staff within the school
- J. **GOOD HOME/SCHOOL/COMMUNITY RELATIONS:** two-way communication and involvement of the school with parents and community members and organizations
- K. **HIGH STAFF MORALE:** high morale of the principal and teachers
- L. **USE OF TIME:** would include scheduling of instructional activities as well as efficient use of time by staff and students in class and in school
- M. **TEACHER CHARACTERISTICS AND BEHAVIOUR:** would include teacher experience, education and background as well as school behaviour excluding instructional strategies
- N. **HIGH STUDENT EXPECTATIONS:** primarily academic performance expectations communicated to students
- O. **ACADEMIC EMPHASIS:** primarily emphasis on basic skills
- P. **STAFF PROFESSIONAL DEVELOPMENT:** ways by which the staff attempt or are encouraged to upgrade and improve professionally
- Q. **MONITORING AND USE OF STUDENT ACHIEVEMENT:** primarily the evaluation of academic achievement performance by teacher-made and standardized tests
- R. **SCHOOL ORGANIZATION, APPEARANCE AND COMFORT:** primarily the physical organization and appearance of the school with a view to comfort of staff and students

COMMENTS: _____

PANEL OF EXPERTS

three professors (education)

one doctoral student (educational
administration)

one doctoral student (measurement)

two school administrators

three teachers

one ministry official

CRITERIA FOR SELECTION OF PANEL

- some familiarity with effective schools
literature and/or allied bodies of literature
- involvement with teaching and schools in some
capacity
- some familiarity with measurement techniques
in education and/or the social sciences
generally

APPENDIX D

RESULTS OF JUDGING PANEL
GROUPINGS OF CRITERIAL REFERENT ITEMS
WITH FACTORS OF EFFECTIVE SCHOOLS
USING THE MEASUREMENT STANDARD INSTRUMENT

	**																	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1.*individualized instruction meets student needs		8	1	1													1	
2. grading and reporting policy established	2		1												1		7	
4. simple organizational form and lean management style	9		1															1
5. regular attendance expectations communicated parents			1					3		7								
7. school-wide structured staff development***	1	1														10		
9. safe orderly climate		7	1					1			1							3
10.basic skills emphasis															10	1	1	
11.students informed of high expectations															11			
12.less time managerial activities/record keeping by teachers											1			10				
13.staff open and receptive		3											7		1			
15.lesson goals explained			1		8													
16.sufficient staff and resources										10								1
17.district staff support and encouragement							9				11							
18.collaboration among staff									1	9	2							

* Numbers refer to original item numbers of Measurement Standard Instrument (Appendix C)

** Letters refer to factors of Measurement Standard Instrument

*** In cases where the number of judges totals more or less than 11, it means that something other than one factor was selected for a particular item by one or more judges.

**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
82.resources/facilities insufficient to affect outcomes		1							9									
83.record keeping part of teachers' planning/assessments					1							2	1				8	
86.staff have healthy self concepts and high morale		*									11							
90.community services reinforce learning									2	9								
91.clear curricular/instructional objectives	2		9		1													
93.small-group assignments					11													
94.state-of-the-art teaching methods					9											2		
96.teacher-designed instruction and local examples used				1	9				1									
100.decentralized decision making	1						10											
101.humanistic orientation in the school		8		2	1													
102.use of student assessments to improve instruction					1												11	
105.less influence by staff in educational decisions						10	1											
106.heterogeneous grouping	2			1														8



**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
108.instructionally focused organization	7		1	1								2						
111.staff development/ inservice to realize school objectives			1													10		
112.planning/effective control school operations	7		2									2						
113.teachers with greater experience/ conceptual ability											1		9	1				
115.teachers more satisfied											11							
116.learning problems handled effectively					2				1								1	7
118.partnerships for education with business	1									10								
119.provision for continuous exposure new knowledge		1			3											8		
120.class conditions permit necessary work					1							1						7
122.fewer classroom groups for instruction					9				1			1						
125.coherence: goodness pervasive	1	7	1	1									1					
126.change-inducing staff development															1	8	1	

APPENDIX E

DEVELOPMENT OF

SCHOOL EFFECTIVENESS ATTITUDE SCALE I

AND

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

A. SCHOOL EFFECTIVENESS ATTITUDE SCALE I:

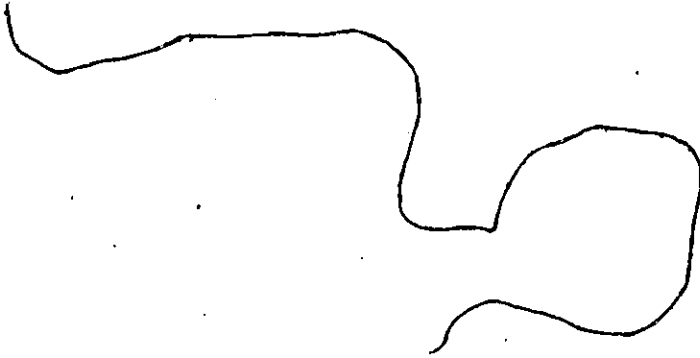
- . 77 criterial referents retained from Measurement Standard (Appendix C);
- . Items 27, 33, 35, 55, 61, 74, 94, 115, 120 and 125 omitted (Appendix D);
- . Items 12, 24, 31, 70 and 71 added (Appendix E);
- . 73 items in total retained (Appendix E).

B. SCHOOL EFFECTIVENESS ATTITUDE SCALE II:

- . 27 items unchanged from School Effectiveness Attitude Scale I (Appendix E: 6, 7, 11, 13, 15, 18, 19, 20, 22, 23, 35, 36, 37, 38, 40, 44, 45, 46, 49, 55, 56, 59, 61, 63, 66, 69 and 70);
- . 28 items revised from School Effectiveness Attitude Scale I (Appendix E: 1, 3, 4, 5, 8, 9, 10, 12, 14, 16, 17, 21, 24, 25, 32, 33, 41, 42, 43, 48, 50, 51, 52, 53, 54, 58, 71 and 72);
- . 5 items revised from the unclear items of School Effectiveness Attitude Scale I (Appendix E: 28, 39, 60, 62 and 67);
- . 13 items revised from the Measurement Standard (Appendix C) and the original list of 245 criterial referents of effective schools (Appendix B);
- . 73 items in total retained (Appendix K).

APPENDIX F

SCHOOL EFFECTIVENESS ATTITUDE SCALE I



SCHOOL EFFECTIVENESS ATTITUDE SCALE I

	DISAGREE VERY STRONGLY	1	2	3	4	5	6	7	8	9	10	AGREE VERY STRONGLY	STATEMENT IS UNCLEAR
23. students have high academic expectations of themselves		1	2	3	4	5	6	7	8	9	10		
24. teachers have good rapport with students		1	2	3	4	5	6	7	8	9	10		
25. communication to and from environment		1	2	3	4	5	6	7	8	9	10		
26. teachers and students involved with problem solving together		1	2	3	4	5	6	7	8	9	10		
27. intellectually challenging teaching		1	2	3	4	5	6	7	8	9	10		
28. teachers emphasize time on the task of instruction		1	2	3	4	5	6	7	8	9	10		
29. school board and superintendent understand/committed to school improvement		1	2	3	4	5	6	7	8	9	10		
30. teachers on staff youngest and least experienced as compared with other staffs		1	2	3	4	5	6	7	8	9	10		
31. more instructional time available		1	2	3	4	5	6	7	8	9	10		
32. good teacher/student relations		1	2	3	4	5	6	7	8	9	10		
33. school spirit promoted		1	2	3	4	5	6	7	8	9	10		
34. less time managerial activity/record keeping by teachers		1	2	3	4	5	6	7	8	9	10		
35. direct instruction main teaching approach		1	2	3	4	5	6	7	8	9	10		
36. students have serious attitude towards test-taking		1	2	3	4	5	6	7	8	9	10		
37. special student classroom pull-out used with discretion		1	2	3	4	5	6	7	8	9	10		
38. extracurricular activities important to principal		1	2	3	4	5	6	7	8	9	10		
39. district staff support and encouragement		1	2	3	4	5	6	7	8	9	10		
40. workable philosophy of education within school		1	2	3	4	5	6	7	8	9	10		
41. uniform subject time allocations		1	2	3	4	5	6	7	8	9	10		
42. special funding provided		1	2	3	4	5	6	7	8	9	10		
43. people in authority infect others with caring		1	2	3	4	5	6	7	8	9	10		
44. reduced adult/child ratios		1	2	3	4	5	6	7	8	9	10		
45. good home-school relations		1	2	3	4	5	6	7	8	9	10		
46. staff meetings planned by teachers and administrators to effectively solve problems		1	2	3	4	5	6	7	8	9	10		
47. resources/facilities of minor importance in their effect on student outcomes		1	2	3	4	5	6	7	8	9	10		
48. record keeping part of teachers' planning/assessments		1	2	3	4	5	6	7	8	9	10		
49. staff have healthy self concepts and high morale		1	2	3	4	5	6	7	8	9	10		
50. community resources/facilities used to enrich student learning		1	2	3	4	5	6	7	8	9	10		
51. clear curricular/instructional objectives		1	2	3	4	5	6	7	8	9	10		
52. small-group student assignments		1	2	3	4	5	6	7	8	9	10		
53. teachers with high verbal/conceptual ability		1	2	3	4	5	6	7	8	9	10		

SCHOOL EFFECTIVENESS ATTITUDE SCALE I

	DISAGREE VERY STRONGLY	1	2	3	4	5	6	7	8	9	10	AGREE VERY STRONGLY	STATEMENT IS UNCLEAR
54. teacher-designed curriculum materials used		1	2	3	4	5	6	7	8	9	10		
55. decentralized decision making		1	2	3	4	5	6	7	8	9	10		
56. humanistic orientation in the school		1	2	3	4	5	6	7	8	9	10		
57. use of student assessments to improve instruction		1	2	3	4	5	6	7	8	9	10		
58. less influence by staff in educational decisions affecting whole school		1	2	3	4	5	6	7	8	9	10		
59. heterogeneous grouping within the school		1	2	3	4	5	6	7	8	9	10		
60. instructionally focused organization		1	2	3	4	5	6	7	8	9	10		
61. staff development/in-service to realize school objectives		1	2	3	4	5	6	7	8	9	10		
62. planning/effective control school operations by principal		1	2	3	4	5	6	7	8	9	10		
63. teachers with greater experience/education/skills		1	2	3	4	5	6	7	8	9	10		
64. partnerships for education with business		1	2	3	4	5	6	7	8	9	10		
65. provision for staff to have continuous exposure to new knowledge		1	2	3	4	5	6	7	8	9	10		
66. numbers of classroom groups for instruction reduced		1	2	3	4	5	6	7	8	9	10		
67. change-inducing staff development		1	2	3	4	5	6	7	8	9	10		
68. academic priorities clear by time allocations		1	2	3	4	5	6	7	8	9	10		
69. principal visits classrooms frequently		1	2	3	4	5	6	7	8	9	10		
70. all staff recognize high academic expectations		1	2	3	4	5	6	7	8	9	10		
71. academics recognized as primary purpose of school		1	2	3	4	5	6	7	8	9	10		
72. strong sense of student identification/affiliation		1	2	3	4	5	6	7	8	9	10		
73. school learning problems handled effectively		1	2	3	4	5	6	7	8	9	10		

Three ways of defining a good or effective school have developed over the past fifteen years. Please rank the following definitions as follows:

1. most important
2. moderately important
3. least important

A. An effective school is one where student academic achievement is high. _____

B. An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour. _____

C. An effective school is one where students develop good character as defined by manners, kindness. _____

APPENDIX G

MEANS AND STANDARD DEVIATIONS
FROM 437 SUBJECT OBSERVATIONS:

DATA FROM

SCHOOL EFFECTIVENESS ATTITUDE SCALE I

COLLECTED IN PILOT STUDY ONE

Means and Standard Deviations from 437 Observations*

	Mean	Standard Deviation		Mean	Standard Deviation
1	8.31465	1.612	42	7.33945	1.9756
2	6.57735	2.11436	43	8.32902	1.58527
3	7.64126	1.80675	44	7.94535	2.2684
4	8.58009	1.47091	45	8.40533	1.75652
5	7.95643	1.77097	46	8.03538	1.83087
6	7.98989	1.77778	48	7.17778	1.82437
7	8.69611	1.44808	49	8.5865	1.50916
8	8.92151	1.68267	50	8.07048	1.6536
9	8.26865	1.50261	51	8.31872	1.43084
10	7.95744	1.89328	52	7.40565	1.89559
11	8.8541	1.43092	53	7.5011	1.77925
12	8.00247	1.54824	54	7.33419	1.74498
13	7.27441	1.98405	55	7.07094	1.83964
14	8.43808	1.39065	56	8.10957	1.82854
15	8.61144	1.46135	57	7.377721	2.03762
16	8.22842	1.67086	58	3.76119	2.25096
17	8.84087	1.48625	59	6.50174	2.05183
18	3.65263	2.16601	61	7.40005	1.80119
19	7.40709	1.8623	63	6.91037	2.05582
20	8.27936	1.65654	65	8.1762	1.44465
21	8.63881	1.56729	66	7.34886	2.36829
22	7.1622	1.95213	69	6.57952	2.57183
23	7.75561	1.74978	70	7.81803	1.87439
24	8.91217	1.31921	71	6.43799	2.19827
26	8.13501	1.61187	72	8.01913	1.59308
27	8.20963	1.61521	73	8.72128	1.4374
29	8.12963	1.84041			
31	6.35233	1.99913			
32	8.85584	1.3202			
33	8.39719	1.56392			
34	7.00883	2.07656			
35	5.27222	2.30564			
36	6.70087	2.08916			
37	7.21922	1.71791			
38	7.42737	2.04746			
40	8.10114	1.53079			
41	5.3459	2.36374			

* Items number 25, 28, 30, 39, 47, 60, 62, 64, 67 and 68 have been omitted since 8.68% of sub-publics or more indicated that they are unclear.

APPENDIX H

SCHOOL EFFECTIVENESS ATTITUDE SCALE I

ITEMS OMITTED FROM ANALYSIS

BECAUSE 8.68% OR MORE OF THE

TOTAL NUMBER OF SUB-PUBLICS INDICATED

THEY WERE UNCLEAR

<u>Item No.</u>	<u>Criteria Referent</u>
25.*	communication to and from environment
28.	teachers emphasize time on the task of instruction
30.	teachers on staff youngest and least experienced as compared with other staffs
39.	district staff support and encouragement
47.	resources/facilities of minor importance in their affect on student outcomes
60.	instructionally focused organization
62.	planning/effective control school operations by principal
64.	partnerships for education with business
67.	change-inducing staff development
68.	academic priorities clear by time allocations

* Item No. of the School Effectiveness Attitude Scale I
(Appendix F).

APPENDIX I

FREQUENCY AND PERCENT OF FIVE SUB-PUBLICS WHO
INDICATED SCHOOL EFFECTIVENESS ATTITUDE SCALE I
ITEMS WERE UNCLEAR IN PILOT STUDY ONE FROM
A TOTAL POPULATION SAMPLE OF 437

Sub-Public	Item Number***									
	25	28	30	39	47	60	62	64	67	68
1*	Freq. 3	** 3	5	1	2	0	2	2	1	1
	Percent 0.69	0.69	1.14	0.23	0.46	0	0.46	0.46	0.23	0.23
2	Freq. 48	53	80	42	45	38	40	32	38	26
	Percent 10.98	12.13	18.31	9.61	10.30	8.70	9.15	7.32	8.70	5.95
3	Freq. 8	3	11	3	12	6	5	1	17	14
	Percent 1.83	0.69	2.52	0.69	2.75	1.37	1.14	0.23	3.89	3.20
4	Freq. 12	11	31	6	9	13	5	3	14	13
	Percent 2.75	2.52	7.09	1.37	2.06	2.97	1.14	0.69	3.20	2.97
5	Freq. 0	0	0	0	0	0	0	0	0	0
	Percent 0	0	0	0	0	0	0	0	0	0
Total	Freq. 71	70	127	52	68	57	52	38	70	54
	Percent 16.25	16.02	29.06	11.90	15.56	13.04	11.90	8.70	16.02	12.36

- * 1. Principals
- 2. Teachers
- 3. Secondary-School Students
- 4. Parents
- 5. Superintendents

** Percent of the total population sample (437)

*** See Appendix F

APPENDIX J

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

SCHOOL EFFECTIVENESS ATTITUDE SCALE 11

	DISAGREE VERY STRONGLY									AGREE VERY STRONGLY	STATEMENT IS UNCLEAR
23. student opportunities for participation in school decision-making	1	2	3	4	5	6	7	8	9		
24. numbers of classroom groups for instruction reduced	1	2	3	4	5	6	7	8	9		
25. all staff recognize high academic expectations	1	2	3	4	5	6	7	8	9		
26. principal promotes school spirit	1	2	3	4	5	6	7	8	9		
27. student class sizes reduced for special needs	1	2	3	4	5	6	7	8	9		
28. homework policy clearly explained to parents and students	1	2	3	4	5	6	7	8	9		
29. instructional time for all subjects the same	1	2	3	4	5	6	7	8	9		
30. good relations between parents and school staff	1	2	3	4	5	6	7	8	9		
31. strong sense of student identification with the school	1	2	3	4	5	6	7	8	9		
32. special student classroom pull-out used with discretion	1	2	3	4	5	6	7	8	9		
33. students have high academic expectations of themselves	1	2	3	4	5	6	7	8	9		
34. community accepts way school operates	1	2	3	4	5	6	7	8	9		
35. teachers with greater experience, education and skills	1	2	3	4	5	6	7	8	9		
36. principal and staff together upgrade professional skills and knowledge	1	2	3	4	5	6	7	8	9		
37. clear board policy on student grading and reporting	1	2	3	4	5	6	7	8	9		
38. principal visits classrooms frequently	1	2	3	4	5	6	7	8	9		
39. staff have healthy self concepts and high morale	1	2	3	4	5	6	7	8	9		
40. school objective is to employ teachers with high verbal and conceptual ability	1	2	3	4	5	6	7	8	9		
41. school objective is to continuously expose staff to new knowledge	1	2	3	4	5	6	7	8	9		
42. reading, writing and arithmetic skills emphasized	1	2	3	4	5	6	7	8	9		
43. student regular attendance expectations communicated to parents	1	2	3	4	5	6	7	8	9		
44. teacher visits homes	1	2	3	4	5	6	7	8	9		
45. extracurricular activities important to principal	1	2	3	4	5	6	7	8	9		
46. people in authority, by their example, cause others to care	1	2	3	4	5	6	7	8	9		
47. report cards emphasize basic skills	1	2	3	4	5	6	7	8	9		
48. good teacher-student relations	1	2	3	4	5	6	7	8	9		
49. special funding provided to assist school	1	2	3	4	5	6	7	8	9		
50. school district support and encouragement	1	2	3	4	5	6	7	8	9		
51. trained local school board facilitators available for guidance of staff	1	2	3	4	5	6	7	8	9		
52. direct instruction is the main teaching approach	1	2	3	4	5	6	7	8	9		
53. staff development and inservice to realize school objectives	1	2	3	4	5	6	7	8	9		
54. multicultural literacy emphasized	1	2	3	4	5	6	7	8	9		
55. parent volunteers and teacher aids assist teachers with large class numbers	1	2	3	4	5	6	7	8	9		

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

	DISAGREE VERY STRONGLY	1	2	3	4	5	6	7	8	9	AGREE VERY STRONGLY	STATEMENT IS UNCLEAR
56. school's primary purpose is clearly academic		1	2	3	4	5	6	7	8	9		
57. teachers use student records to help in planning of teaching		1	2	3	4	5	6	7	8	9		
58. teachers provide good role models for students		1	2	3	4	5	6	7	8	9		
59. students have serious attitude towards test-taking		1	2	3	4	5	6	7	8	9		
60. staff open and receptive		1	2	3	4	5	6	7	8	9		
61. parents expect students to perform well academically		1	2	3	4	5	6	7	8	9		
62. teachers have clear instructional objectives		1	2	3	4	5	6	7	8	9		
63. students informed of high expectations		1	2	3	4	5	6	7	8	9		
64. principal shows strong instructional leadership		1	2	3	4	5	6	7	8	9		
65. teachers explain lesson goals to students		1	2	3	4	5	6	7	8	9		
66. school objective to use community resources and facilities to enrich student learning		1	2	3	4	5	6	7	8	9		
67. teacher classroom strategies include small-group student work assignments		1	2	3	4	5	6	7	8	9		
68. community involvement important to the school		1	2	3	4	5	6	7	8	9		
69. staff meetings planned by teachers and administrators to effectively solve problems		1	2	3	4	5	6	7	8	9		
70. students given individualized instruction to suit needs		1	2	3	4	5	6	7	8	9		
71. widespread student praise and recognition		1	2	3	4	5	6	7	8	9		
72. workable philosophy of education within school		1	2	3	4	5	6	7	8	9		
73. sufficient staff and resources provided by the board		1	2	3	4	5	6	7	8	9		

In the spaces below, please write in any additional characteristic(s) of an effective school which you feel has (have) been omitted. If more space is needed, please use the bottom or back of sheets.

74. _____

75. _____

76. _____

Three ways of defining a good or effective school have developed over the past fifteen years. Please rank the following definitions as follows:

1. most important
2. moderately important
3. least important

For example, if you believe C. definition below is "most important", B. definition is "moderately important" and A. definition is "least important", you would rank the definitions as follows:

- A. $\frac{3}{}$
- B. $\frac{2}{}$
- C. $\frac{1}{}$

- A. An effective school is one where student academic achievement is high. _____
- B. An effective school is one where student academic achievement is high and students have high attendance rates, low delinquency rates and generally good behaviour and attitudes. _____
- C. An effective school is one where students develop good character as defined by manners, kindness, tact, honesty and the like. _____

After you have ranked the three definitions, in the spaces below please write in any additional definition(s) of an effective school which you feel has (have) been omitted. If more space is needed, please use the bottom or back of sheets.



APPENDIX K



CORRESPONDENCE PERTAINING TO PILOT STUDY TWO



155 West Valley Road
Corner Brook, NF
A2H 2Y2

August 23, 1987

Mr. Wm. Coates
Superintendent
Bay of Islands - St. George's
Integrated School Board
Corner Brook, NF
A2H 6C7

Dear Mr. Coates:

As you are aware, I am currently engaged in a doctoral program at the University of Ottawa. To validate a school effectiveness attitude scale developed for use in my research, it is requested that you permit the administering of the scale to all teachers and principals in the school district.

It is also requested that you permit the administering of the scale to 150 teachers and principals in the school district, first in September and again in October in a test for reliability over time. A copy of the School Effectiveness Attitude Scale II is enclosed.

Please be assured that information collected will be kept strictly confidential and used only for research purposes. Any general information requested from the thesis would be made available to the district.

Sincerely,

DON DOWNER

155 West Valley Road
Corner Brook, NF
A2H 2Y2

September 12, 1987

Mr. Leo Whelan
Superintendent
Humber St. Barbe - Roman Catholic School Board
P.O. Box 368
Corner Brook, NF
A2H 6G9

Dear Mr. Whelan:

With respect to research I am conducting dealing with effective schools and referred to in a letter dated August 15, this is a further request for your assistance. It has become necessary to conduct a second pilot study in Newfoundland to properly validate the school effectiveness attitude scale which is being developed. It will be required to secure approximately 100 teacher and principal subjects in addition to subjects available within the Bay of Islands - St. George's Integrated School Board. Permission is, therefore, requested to contact schools within the Corner Brook area and to ask staffs to complete the attitude scale (enclosed). I shall arrange for delivery and pick-up of materials.

Sincerely,

Don Downer

To determine the reliability of this attitude scale, it is necessary to administer it in September and again later in October to a group of 150 teachers. Since it is necessary to compare your individual results on the scale now with your results later, it is important that completed forms be identified by name. As indicated, the scale is not an assessment of a particular school or individual but simply an opportunity for you to express your opinion about school effectiveness generally. Please be assured, however, that information collected will be kept strictly confidential and will be used only for my personal research at Ottawa University. Thank you for your cooperation. I look forward to talking with you during the coming weeks.

Sincerely,

Don Downer

NAME:

YEARS OF EXPERIENCE:

SECONDARY: _____ ELEMENTARY: _____

155 West Valley Road
Corner Brook, NF
A2H 2Y2

December 20, 1987

Principals and Staffs
Bay of Islands - St. George's Integrated School Board

This is to thank you sincerely for taking the time from your schedule to complete the attitude scale which you received during the fall (which, in some cases, you received twice!). The research could not have been completed without such cooperation and it is appreciated.

Sincerely,

Don Downer

APPENDIX L

MEANS AND STANDARD DEVIATIONS

FROM 440 SUB-PUBLICS:

DATA FROM

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

COLLECTED IN PILOT STUDY TWO

Means and Standard Deviations from 440 Observations in Pilot Study II*

	Mean	Standard Deviation		Mean	Standard Deviation
1	8.02727	1.21463	38	5.88611	2.08056
2	7.59818	1.35774	39	7.85877	1.3151
3	8.20182	1.13571	40	6.35375	1.75379
4	7.69523	1.24619	41	7.06459	1.55403
5	7.84886	1.25476	42	7.12786	1.6539
6	7.12436	1.42806	43	7.67591	1.42328
			44	3.12539	2.10501
8	6.49773	1.75783	45	7.24364	1.59596
9	7.90114	1.21189	46	7.562	1.35592
10	7.38018	1.59888	47	8.23864	1.24982
11	6.66405	1.94749	48	8.24145	1.04827
12	6.53255	1.62032	49	7.26409	1.70732
			50	7.68668	1.42974
14	6.682	1.88515	51	7.07582	1.68983
15	7.85159	1.24215	52	5.33098	2.17618
16	5.66902	2.00171	53	7.16836	1.40983
17	7.72998	1.23736	54	5.69243	1.88176
18	7.48391	1.2991	55	5.73686	2.46651
19	7.19302	1.2729	56	5.69682	2.10286
20	3.11582	2.05406	57	6.31718	1.87025
21	6.4735	1.73285	58	7.70205	1.38374
22	5.738	1.60983	59	2.09316	1.70238
23	5.93361	1.98346	60	7.81332	1.25903
24	6.1	2.1006	61	7.5425	1.34483
25	7.18282	1.59908	62	7.85091	1.11248
26	8.02277	1.22034	63	7.42464	1.38739
27	7.78209	1.58459	64	7.73736	1.31233
28	7.41095	1.66159	65	7.44977	1.41292
29	3.60455	2.46801	66	7.42009	1.51733
30	7.66516	1.57267	67	7.23268	1.58258
31	7.66132	1.26264	68	7.28511	1.4638
			69	7.67964	1.25292
33	7.43782	1.45613	70	7.55709	1.51385
34	7.17664	1.5402	71	7.64682	1.4331
35	7.05795	1.67971	72	7.60182	1.30456
36	7.27186	1.44127	73	8	1.58581
37	7.41293	1.60898			

* Items number 7, 13 and 32 have been omitted since 13.8% of subjects indicated that they are unclear.

APPENDIX M

ITEM INTERCORRELATIONS FOR PILOT STUDY TWO,

DELETING ITEMS 7, 13 AND 32 OF

SCHOOL EFFECTIVENESS ATTITUDE SCALE II

AND REPLACING UNCLEAR STATEMENTS AND BLANKS WITH MEANS (SAS)

A. Factor 1: DISTINCTIVE SCHOOL CULTURE

Item No.	Item No.								
	30	31	38	39	46	48	58	60	71
30	1.00	.51	.42	.50	.39	.51	.52	.52	.44
31		1.00	.26	.48	.35	.33	.43	.47	.44
38			1.00	.38	.33	.40	.38	.33	.33
39				1.00	.43	.40	.48	.58	.43
46					1.00	.37	.50	.54	.39
48						1.00	.47	.52	.43
58							1.00	.60	.48
60								1.00	.50
71									1.00

B. Factor 2: CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION

Item No.	Item No.					
	65	66	67	68	70	72
65	1.00	.38	.37	.23	.38	.32
66		1.00	.56	.56	.47	.42
67			1.00	.49	.44	.31
68				1.00	.41	.35
70					1.00	.46
72						1.00

C. Factor 3: STRONG SUPPORTIVE SCHOOL LEADERSHIP

		Item No.							
		1	2	3	5	9	10	14	15
I t e m N o	1	1.00	.33	.40	.41	.42	.33	.23	.47
	2		1.00	.35	.40	.32	.20	.14	.18
	3			1.00	.46	.34	.44	.23	.37
	5				1.00	.50	.40	.23	.36
	9					1.00	.41	.17	.38
	10						1.00	.19	.43
	14							1.00	.30
	15								1.00

D. Factor 4: ACADEMIC EMPHASIS

		Item No.				
		6	21	25	42	56
I t e m N o	6	1.00	.36	.38	.44	.37
	21		1.00	.36	.29	.26
	25			1.00	.28	.22
	42				1.00	.25
	56					1.00

E. Factor 5: DECENTRALIZED DECISION MAKING AND COLLABORATION

		Item No.					
		4	17	20	28	53	69
I t e m N o .	4	1.00	.39	-.52	.35	.30	.43
	17		1.00	-.26	.22	.30	.33
	20			1.00	-.35	-.18	-.38
	28				1.00	.32	.34
	53					1.00	.45
	69						1.00

F. Factor 6: HIGH STUDENT EXPECTATIONS

		Item No.			
		61	62	63	64
I t e m N o .	61	1.00	.35	.48	.32
	62		1.00	.43	.40
	63			1.00	.41
	64				1.00

G. Factor 7: POSITIVE SUPPORTIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL

		Item No.					
		22	33	49	50	51	73
I t e m N o .	22	1.00	.14	.21	.22	.22	.13
	33		1.00	.32	.43	.21	.42
	49			1.00	.50	.34	.40
	50				1.00	.51	.50
	51					1.00	.25
	73						1.00

H. Factor 8: TEACHER CHARACTERISTICS AND BEHAVIOUR

		Item No.			
		18	19	23	41
I t e m N o .	18	1.00	.33	.26	.33
	19		1.00	.09	.30
	23			1.00	.18
	41				1.00

I. Factor 9: INSTRUCTIONAL STRATEGIES

		Item No.			
		52	54	57	59
I t e m N o .	52	1.00	.19	.12	.30
	54		1.00	.22	.24
	57			1.00	.17
	59				1.00

J. Factor 10: GOOD HOME-SCHOOL-COMMUNITY RELATIONS

		Item No.		
		16	44	55
I t e m N o .	16	1.00	.11	.07
	44		1.00	.33
	55			1.00

APPENDIX N

SCHOOL EFFECTIVENESS ATTITUDE SCALE II ITEMS
OMITTED FROM ANALYSIS IN PILOT STUDY TWO BECAUSE
13.41% OR MORE OF THE TOTAL NUMBER OF SUB-PUBLICS
INDICATED THEY WERE UNCLEAR

Item No. *

- 7. reduced adult/child ratios
 - 13. teachers more task-oriented
 - 32. special student classroom pull-out used with discretion
-

* Item No. of the School Effectiveness Attitude Scale II
(Appendix K)

APPENDIX O

FREQUENCY AND PERCENT OF THREE SUB-PUBLICS WHO INDICATED
SCHOOL EFFECTIVENESS ATTITUDE SCALE II ITEMS WERE
UNCLEAR IN PILOT STUDY TWO FROM A TOTAL POPULATION
SAMPLE OF 440

Sub-Public		7*	13	32
1**	Freq.	2	1	3
	Percent	0.45***	0.23	0.69
2	Freq.	34	49	61
	Percent	7.73	11.14	13.86
3	Freq.	29	9	32
	Percent	6.54	2.04	7.27
TOTAL	Freq.	65	59	96
	Percent	14.77	13.41	21.82

* Item No. of the School Effectiveness Attitude Scale II
(Appendix K)

** 1. Teacher
2. Secondary-School Student
3. Parent

*** Percent of the total population sample (440)

APPENDIX P

RANK ORDER OF THREE DEFINITIONS OF EFFECTIVE SCHOOLS
BY SUB-PUBLIC RESPONDENT
IN PILOT STUDY ONE (N = 126)
AND IN PILOT STUDY TWO (N = 31),
SELECTIONS MADE WITHOUT FOLLOWING DIRECTIONS
(PERCENTAGES)

Definition Rank Order	Supt.	Student	Sub-Public Teacher	Parent	Principal	Total
1*	----** ----***	--- 9.68	--- 0.00	--- 0.00	--- ---	9.68 ---
5	--- ---	--- 2.23	--- 0.00	--- 0.00	--- ---	--- 3.23
1,1,1	0.79 ---	5.56 19.36	1.59 0.00	3.17 3.23	2.38 ---	13.49 22.58
1,1,2	0.79 ---	1.56 6.45	0.00 0.00	0.00 0.00	0.00 ---	2.38 6.45
1,2,1	0.00 0.00	0.00 3.23	0.79 0.00	0.00 3.23	0.00 0.00	0.79 6.46
1,1,3	0.00 ---	0.00 ---	0.79 ---	0.00 ---	0.00 ---	0.79 ---
1,2,2	0.00 ---	0.79 3.23	0.00 0.00	0.00 3.23	0.79 ---	1.59 6.46
1,3,1	--- ---	--- 3.23	--- 0.00	--- 0.00	--- ---	--- 3.23
2,1,1	0.79 ---	7.94 9.68	0.79 0.00	3.97 0.00	0.00 ---	13.49 9.68
2,1,2	1.59 ---	7.14 6.45	0.79 0.00	0.00 0.00	0.79 ---	10.32 6.45
2,2,1	0.00 ---	10.32 3.23	1.59 0.00	1.59 0.00	0.79 ---	14.29 3.23
2,2,2	0.79 ---	2.38 0.00	1.59 3.23	0.79 0.00	0.79 ---	6.35 3.23
2,2,3	0.00 ---	1.59 ---	--- ---	--- ---	--- ---	--- ---
2,3,2	0.00 ---	0.00 3.23	0.00 0.00	0.00 0.00	0.79 ---	0.79 3.23
2,3,3	--- ---	--- 3.23	--- 3.23	--- 3.23	--- ---	--- 9.69

Definition Rank Order	Supt.	Student	Sub-Public Teacher	Parent	Principal	Total
3,1,1	0.00 ---	2.38 ---	0.00 ---	0.79 --	0.00 ---	3.17 ---
3,2,2	0.00 ---	1.59 3.23	0.00 0.00	0.00 0.00	0.00 ---	1.59 3.23
3,3,1	0.00 ---	1.59 ---	0.00 ---	0.00 ---	0.00 ---	1.59 ---
3,3,2	---	---	---	---	---	---
	---	0.00	0.00	3.23	---	3.23
3,3,3	0.00 ---	0.79 ---	0.00 ---	0.00 ---	0.00 ---	0.79 ---

* Rank ordered on the basis of selection of A, B, C definitions (Appendix F and J)

** From Pilot Study One

*** From Pilot Study Two

APPENDIX Q

CORRESPONDENCE PERTAINING TO THE MAIN STUDY

Bay of Islands - St. George's
Integrated School Board
P.O. Box 190, Brook Street
Corner Brook, Newfoundland
A2H 6C7

August 15, 1987

Dear

This is a request for your assistance and permission in collecting attitudes data for research. I am conducting to satisfy the requirements for a doctoral program at Ottawa University. Five groups are being surveyed with respect to their attitudes toward school effectiveness using a School Effectiveness Attitude Scale II developed for that purpose. The five groups are superintendents (including assistant superintendents), principals, teachers, secondary-school students and parents.

Specifically, I am asking that you and your assistant superintendent(s) participate in the study. The School Effectiveness Attitude Scale II will be mailed later. The scale is not an assessment of any particular school but simply opportunity for expression of opinion as to "what should be" with respect to characteristics of effective schools.

I also seek permission to survey principals and teachers in your district using the attitude scale. The numbers of each group involved will be three to ten (or fewer) depending upon the size of your district. Principal's names will be selected from the Newfoundland and Labrador Department of Education Directory.

Finally, to obtain a representative sample of secondary-school students (grade 10, 11 and 12), I seek permission to contact program co-ordinators in board offices. I shall need approximately eight to ten classes distributed geographically around the island and in Labrador.

.../2

Please be assured that all information supplied will be kept anonymous and strictly confidential. General attitude results or any other information from the thesis will be supplied to school districts requesting it.

Thank you and the people in your district for your time and co-operation; the research could not be conducted without it.

Please respond to the address given above: I am a program co-ordinator on leave for the 1986-87 school year from the Bay of Island - St. George's Integrated School Board.

Sincerely,

Don Downer
Program Co-ordinator

DD/lh

BAY OF ISLANDS--ST. GEORGE'S INTEGRATED SCHOOL BOARD

P.O. BOX 190
CORNER BROOK, NF
A2H 6C7

November 2, 1987

Superintendent

Dear :

As indicated by earlier correspondence (15/08/87), I am collecting attitudes data in the province for research on a doctoral program at the University of Ottawa. It is requested that you personally complete the School Effectiveness Attitude Scale II identified.

It is also requested that you ask each of your assistant superintendents to complete the School Effectiveness Attitude Scale II identified.

Please return all completed scales in the postage-paid envelope enclosed.

You are again assured that all information supplied will be kept anonymous and strictly confidential. General attitudes information from the thesis will be supplied upon request.

It is evident that a high rate of return is hoped for and I thank you and your staff for your cooperation.

Sincerely,

Don Downer

Enclosure

155 West Valley Road
Corner Brook, NF
A2H 2Y2

Dec. 20, 1987

Dear

This is to thank you and your students for cooperating in the recent school effectiveness attitude survey. The research could not be completed without such cooperation and it is appreciated.

I would also like to take the opportunity to wish you and your families a happy and restful Christmas holiday.

Sincerely,

Don Downer

APPENDIX R

LOCATIONS AND NUMBERS OF SECONDARY-SCHOOL STUDENTS
SAMPLED IN NEWFOUNDLAND IN THE MAIN STUDY

School Board	City/Town	Geographical Location	No. Secondary-School Students Sampled
Avalon Consolidated	St. John's	Eastern Nfld.	25
Notre Dame Integrated	Lewisporte	North-Eastern Newfoundland	25
Pentecostal Assemblies	Windsor	Central Nfld.	25
Bay of Islands - St. George's Integrated	Corner Brook	South-Western Newfoundland	25
Humber St. Barbe - Roman Catholic	Corner Brook	Western Nfld.	25
Labrador West Integrated	Labrador City	Western Lab.	25

Total 150

Returned 141

APPENDIX S

ADDITIONAL CHARACTERISTICS OF AN EFFECTIVE SCHOOL
FROM WRITE-IN'S ON SCHOOL EFFECTIVENESS ATTITUDE SCALE II
BY THREE SUB-PUBLICS* IN PILOT STUDY TWO

* Teachers
Secondary - School Students
Parents

A. From Teachers

POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENTS NEEDS:

- teachers and administrators give all students success.
- teachers encourage each student to develop to their fullest potential.
- good relationship between teachers and students: disciplined but loving.
- teachers teach children not subjects.
- all teachers participate in co-curricular program.
- students help to run school policy regarding student attitudes (prefects).
- a school objective to employ teachers who relate well with students.
- administrators know names of all students in the school.
- teachers communicating with students both in and outside classes.
- frequent monitoring of student progress.
- diversified curriculum to meet more educational needs.
- students encouraged to give their best effort.
- students learn self-discipline.
- students learn to think for themselves.
- emphasis on the social aspects of the school community.
- preparation/planning for students' post-secondary activities.
- opportunity to challenge more able learners.
- access to effective personal and professional counseling.
- students know how education can fill future needs.
- emphasis on thinking.
- expectation among teachers that all students can achieve at least minimum mastery.

- feedback to students on academic progress.
- all staff members work together to develop students' self-concepts.
- objective of the staff: every child is a winner.
- create student belongingness and responsibility.
- main emphasis on instruction, monitoring and assessment.
- special needs people, e.g. special education, TMR, work experience.
- academics (3 R's) not everything.
- ability to read most important.
- creates self-awareness, independent students.
- effective balance between academic and developmental.
- students accept ultimate responsibility for their outcomes.
- participation in extra-curricular activities go to highly academic students.
- reports on students in more than academic terms.
- music, art and sports balanced with academics.
- school primary purpose is to develop students.
- a variety of teaching approaches used.

STRONG SUPPORTIVE SCHOOL LEADERSHIP:

- consistency shown in disciplinary procedures by administrators.
- students know the disciplinary action for the offense committed.
- strict discipline and disciplinary measures.
- administrators and teachers responsible for good school discipline.
- principal, after consultation with teachers if issue affects them, makes decision in best interest of all.
- principal supports staff members vis au vis students and parents.

5

- principal sets example of hard work, dedication and demands no more of teachers than he is prepared to give.
- principal acts in a professional manner.
- weak teachers given assistance until their work is competent.
- principal dominant force in determining school climate.
- principal encourages teachers to try alternate ways of solving instructional problems.
- principal and administrative staff highly visible in the school.
- principal shows strong discipline.
- principal trained and proven in his field (especially primary).
- delegated authority, e.g. vice principal handles discipline.
- principal with secondary and elementary education courses before he administers either an elementary or secondary school.

SCHOOL ATMOSPHERE, PURPOSE AND MISSION:

- students enjoy learning.
- school places for learning, places for joy.
- everyone within the school walls knows and understands the major purpose of school.
- open house to display students' achievements.
- team approach.
- school tone positive.
- school has a sense of mission.
- co-curricular program is vigorous.

GOOD HOME-SCHOOL COMMUNITY RELATIONS:

- cooperation between school and home.
- school and community work in conjunction to meet school needs.
- school and community have the same or similar objectives for the school.

- parents become involved in a constructive manner when their children experience difficulty.
- parents and teachers work closely together to monitor overall student development..
- school open seven days for community resources and use.

SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS:

- school environment maintenance "free".
- well-stocked and consistent with programs library.
- all programs have the materials (hardware and software) to carry out objectives.
- attention to cleanliness and attractiveness of building and grounds.
- physical plant always in peak condition.
- aesthetic appearance of the school important to the child.
- space available for play area outside.
- employment of support staff for clerical and surveillance duties to permit teacher attendance to effective teaching.
- the use of computers.
- lower teacher : student ratio.

POSITIVE RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL:

- teachers given freedom to offer constructive criticism to principals and board officials.
- principal and teachers recognized by school board administrators as professional equals and given greater decision-making autonomy.

TEACHER CHARACTERISTICS AND BEHAVIOR:

- teachers sense of "self" strong; i.e. "Who Am I and What Can I Do".
- teachers have great authority to keep discipline.
- applicants for studies in education given a test to determine their attitudes towards children.

MISCELLANEOUS CHARACTERISTICS:

- daily exercise for both students and staff: alert in mind and body.
- students providing good role models for each other.
- students appreciate application of learning to modern media.
- utilization of teacher-developed curriculum materials after discussion with other teachers and specialists.
- promotion of Christian attitudes.
- students recognize they are subordinates in school.

B. From Secondary-School Students

EMPHASIS ON STUDENT ACTIVITIES:

- sports emphasized more as extra-curricular.
- teachers and principal, active in extra-curricular activities, go to school games: hockey, volleyball, basketball, etc.
- each student given opportunity to practice his/her special talents or favorite hobby, e.g. public speaking, debating.
- students have fun in a sensible way and still learn.
- recognition of other sports achievements outside of school sports.
- more extra-curricular activities.
- more educational field trips.
- more emphasis on school sports and school spirit.
- student council given more control.
- more understanding of the importance we feel towards extra-curricular activities.
- more sports activity.
- more "fun" days such as tie day or dress-up-day.
- principal supports extra-curricular activities like sports rather than discouraging them.

STUDENT DRESS CODE, APPEARANCE AND BEHAVIOR:

- students communicate with one another.
- students have more say within the school in decisions.
- guys should have hair neatly trimmed.
- uniforms help make a school look a lot better and control the things people wear.

DISTINCTIVE SCHOOL CULTURE:

- national anthem sung and the flag kept in each classroom.
- more patriotism: students rise in the presence of the principal and when the national anthem is being sung.
- school spirit among students is important.
- lots of school spirit and equality.
- school is not just a place to cram a lot of knowledge of textbooks into your head; it is a place to learn about life.

TREATMENT OF STUDENTS:

- more information available to students about different college requirements.
- information given to students about courses needed for a job or career you would like.
- more instruction available if needed.
- more course choices available to students.
- students spend time learning about their town.
- students are not taught Cultural Heritage.
- Family Living compulsory.
- a broader selection of subjects available.

SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS:

- teachers speak to students about being more responsible about cleanliness over ourselves and school property.
- maintenance and cleaning personnel kept on staff at all times.

- schools should have everything properly set up.
- school in good working order.

MISCELLANEOUS CHARACTERISTICS:

- more holidays.
- more sex talk and showing.
- no homework except if it is a test.

-
- school not so Christian-like.
 - more girls.
 - less homework.,
 - more teacher strictness.

C. From Parents

MISCELLANEOUS CHARACTERISTICS:

- administration perceived as approachable by students, staff and parents.
- has a well-defined extra-curricular program.
- positive attitudes.
- extra-curricular program.
- school should emphasize education as a total experience for life, i.e. values should be inculcated.

APPENDIX T

ADDITIONAL DEFINITIONS OF AN EFFECTIVE SCHOOL FROM
WRITE-IN'S ON SCHOOL EFFECTIVENESS ATTITUDE SCALE II
BY THREE SUB-PUBLICS* IN PILOT STUDY TWO

* Teachers
Secondary-School Students
Parents

A. From Teachers

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- which should challenge all students to develop their abilities to the greatest degree possible.

- which addresses the development of the total student (moral, spiritual, intellectual, physical and emotional) and is willing to provide the services and people to help each individual develop to the best of his potential in all these aspects of his being.

- which emphasizes effective social skills and a love of learning. Students are encouraged to develop self-discipline.

- which is non-competitive and more emphasis is placed on cooperative environment with recognition and praise of each child's special gifts.

- in which equality is received and a student works up to his/her potential and is not pushed too far in that they give up completely.

- in which students develop a positive self-concept: they have adequate exposure to different courses and people so that they can identify their strengths and weaknesses and, thus, have the incentive to realize their full potential, regardless of whether that potential is to be a gardener, grocery clerk, doctor or prime minister.

- where students develop good character as defined by manners, kindness, tact, honesty, and the like. This should be understood to include the development of self-worth and reasonable expectations of success by the student.

- where students realize their limitations as well as their abilities.

- where students learn and become good citizens realizing their importance and role in making this a better world for everyone.

- that helps each individual to achieve their highest potential.
- where students are interested in school and schooling.
- where students realize their limitations as well as their abilities.
- where emphasis is not only on the academic but also in the extra-curricular field and in recognition of individuality in the student's interest and ability. A school that does not recognize the effort and frustration of our "possible drop out candidates" is in one way, discriminatory and perpetuates the dilemma of a displaced person in our society.
- that develops an independent learner, makes students think for themselves in a responsible manner.
- where student academic achievement is determined by ability and geared to suit individual differences to foster good attitudes and behavior.
- which best meets the needs of each individual student.
- in which there is a strong emphasis on non-academic studies (which go hand in hand with core subjects) such as art, gym, industrial arts, etc. Schools influence the entire person not just their academic inclination, i.e., emotional and creative development.
- where students reach their maximum potential both academically and socially.
- where students meet their individual potentials socially and academically.
- where students develop good character as defined by manners, kindness, tact, honesty and the like and where student academic achievement is high (in relation to the individual).

Social and Cultural

- where students learn and become good citizens realizing their importance and role in making this a better world for everyone.
- in which student participation and interest in extra-curricular activities is high.

- which teaches students enough so society can train them to do a certain job.
 - in which morality and family life education are also very important.
 - that has its prime target as the highest or greatest mental, social and physical growth of its citizens.
 - that prepares students to effectively function in today's society.
-
- where students feel comfortable and excited about learning.
 - where student academic achievement is demonstrated to be of great importance along with the fostering of good social interaction demonstrated through good gestures, honesty, positive attitude to one's self, good sense of proportion, good manners and the like.
 - where teachers and parents work together to provide good learning opportunities and students experience a variety of learning strategies, using community resources as well as classroom instruction.
 - which develops students who like themselves and who value their own work. In this way they will also value the other citizens of the world, whatever their academic strengths or weaknesses may be. School should ultimately be enjoyed!
 - in which there is a sense of belonging coupled with pride in the school.
 - which is well respected within the community, where students are proud to be part of the school, where students achieve well academically but also develop proper social attitudes, acceptable moral behavior and a stance on what they believe is right.
 - which adequately prepares students for integration into society; it should prepare students for whatever problems they face in society. An effective school should identify the needs (very difficult) and then attempt to satisfy these.
 - where student achievement (not necessarily academic) is high and students are prepared for "the real world" (social, post-secondary, employment).

Academic

- where academic achievement is high and self-discipline and individual responsibility has a high priority.
 - which is characterized by high student academic achievement and a strong "esprit de corps" among students and staff.
 - in which good school discipline is very important.
-
- where teacher morale is high.
 - where students are interested in school and schooling.

School Personnel

- where teachers are afraid of vice-principals who are afraid of principals who are afraid of superintendents who are afraid of school boards who are afraid of parents who are afraid of students who are afraid of no one.
- where students and teachers respect each other.

Comprehensive

- where students have good work habits and attitudes and feel a sense of belonging to an institution aim of which is to help them attain individual goals, where administration and teaching staff share decision-making on policy for directing curriculum, extra-curricular activities and community involvement.
- where academics are stressed but also manners, kindness, honesty, etc., are also a part of it. Extra-curricular activities are also very important.
- in which achievement in sports is recognized equally with academics.
- in which it should be generally expected that all three of the definitions above are applicable to an effective school. However, it is extremely difficult to rate the degree of importance of one over the other - especially B + C (of the School Effectiveness Attitude Scale II). It would be reasonable to expect that if a school achieved the situation in B and C, A would be a "natural" result.
- that has high teacher morale, teachers implementing a specific time-care program, students are "on task" more, that is a friendly place in which to be and low levels of litter and vandalism.

- in which the overall philosophy of education goes beyond the academics.

- which combines the characteristics of both B and C (of definitions on School Effectiveness Attitude Scale II) in which the whole child is taught and cared for. An effective school is one in which academics are a priority but not the sole priority.

- that helps each individual to achieve their highest potential.

- where teachers, students and school administrators work together towards reaching set goals in academics, extra-curricular activities and the development of students with good character and positive moral attitudes.

B. From Secondary-School Students

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- where the teacher knows the abilities of a student and pushes that student to the best he can do.
- where students are not forced to work faster than they can or try to keep up with others.
- that will best prepare you for post high school education and make you better prepared for life in general.

Social and Cultural

- that shares high academic achievement but; yet, has a great deal of school spirit, and more cooperation and respect on both the parts of the teachers and of the students.
- where holidays are common and where teachers are kinder to a particular student - like me!
- where students achieve good grades and are not ignored or left out of activities because of who they are and where they live.
- which has a high rate of academic achievement; it also has a good amount of school spirit.
- the student body of the school should be spirited because school is also a place of socialization which is important because, if students get along with each other, the school would be more organized and there would not be problems created within the school.
- which does not simply emphasize high academic achievement but also emphasizes other areas as well.
- which has high academic levels, good morale, good teacher-student relations, many sports groups and good school unity and spirit.
- where there is a real good school spirit.
- with a high academic achievement and a lot of sports with not a lot of homework and more holidays. More learning activities.

- where students are allowed to work at their own rate and are not pushed past their limits or forced to compete against each other.
- where student extra-curricular as well as academic achievement is high and also where there are good teacher/student relationships.
- where student academic achievement is high, students are involved extra-curricularly and student-teacher and student-student relationships are good.

- where people can enjoy going and attempts are made to motivate their interest and make students want to achieve high academic standards.
- where students should not be forced to compete against one another.
- where the students have a lot of school spirit, take pride in their school and try their best to do well academically.
- in which fellowship among all students is emphasized more. It is much more fun attending a class where you can feel at home and express your own opinions without being embarrassed or afraid to speak out. Being more comfortable with classmates increases your ability to learn and your willingness to learn.

Academic

- in which a student is able to achieve high academic goals; but, also develop a good character.
- where the staff teach the courses which the student needs to graduate.
- in which student academic achievement is high and in which students work to the best of their ability.

School Personnel

- in which there is no generation gap between teachers and students. Students and teachers should communicate.
- where there is good communication between teachers and students.
- where student-teacher relationship are very close.

Comprehensive

- where student academic achievement is high but; also, when there are sports in which students can participate.

C. From Parents

Category

AN EFFECTIVE SCHOOL IS ONE:

Student Potential

- where students are prepared academically according to ability and socially to become useful and independent individuals in future training and working.
- which provides, or should provide, preparation for all of life, and not merely for earning a living.
- where students develop a strong sense of community and personal worth. Actually, the qualities, etc. identified in the "Aims of Education for Newfoundland and Labrador", published by the Department of Education, provide a good definition for an effective school as any available. We have the potential for a first-rate school system in this province, and we should make use of it.

Social and Cultural

- where academic achievement is average, student teacher relationships are good and there is a lot of spirit. Also, students should get along reasonably well.
- where student and teachers feel good about themselves (have a positive self-image) and one which the community feels is effective.

APPENDIX U

DETAILS OF CONTRASTS USING SCHEFFE'S
TECHNIQUE FOR VARIABLE DIFFERENCES FOR
FACTORS 1 TO 8 FOR FIVE SUB-PUBLICS
IN THE MAIN STUDY

Alpha = 0.05
 Confidence Limit = 0.95
 Degrees of Freedom = 563
 MSE = 0.7431
 Critical Value of F = 2.3878

1. DISTINCTIVE SCHOOL CULTURE

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2*	-0.2492	0.1398	0.5287	N
1 - 3	-0.0156	0.3615	0.7386	N
1 - 4	0.0383	0.4054	0.7725	Y
1 - 5	0.9936	1.3530	1.7125	Y
2 - 3	-0.1468	0.2217	0.5902	N
2 - 4	-0.0926	0.2656	0.6238	N
2 - 5	0.8629	1.2133	1.5636	Y
3 - 4	-0.3014	0.0439	0.3892	N
3 - 5	0.6544	0.9916	1.3287	Y
4 - 5	0.6217	0.9476	1.2735	Y

2. CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.4004	0.0283	0.4570	N
1 - 3	-0.2192	0.1965	0.6122	N
1 - 4	-0.1364	0.2682	0.6728	N
1 - 5	0.5565	0.9526	1.3488	Y
2 - 3	-0.2380	0.1682	0.5744	N
2 - 4	-0.1549	0.2399	0.6347	N
2 - 5	0.5381	0.9243	1.3105	Y
3 - 4	-0.3089	0.0717	1.1278	N
3 - 5	0.3844	0.7561	1.1278	Y
4 - 5	0.3252	0.6844	1.0436	Y

- * 1. Superintendents
 2. Principals
 3. Parents
 4. Teachers
 5. Students

3. STRONG SUPPORTIVE SCHOOL LEADERSHIP

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.3903	-0.0213	0.3477	N
1 - 3	-0.2239	0.1339	0.4917	N
1 - 4	-0.2828	0.0655	0.4137	N
1 - 5	0.7209	1.0619	1.4029	Y
2 - 3	-0.1944	0.1552	0.5048	N
2 - 4	-0.2531	0.0867	0.4266	N
2 - 5	0.7508	1.0832	1.4156	Y
3 - 4	-0.3961	-0.0685	0.2592	N
3 - 5	0.6081	0.9280	1.2479	Y
4 - 5	0.6873	0.9965	1.3057	Y

4. ACADEMIC EMPHASIS

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.5177	-0.0271	0.4634	N
1 - 3	-0.6623	-0.1866	0.2890	N
1 - 4	-0.2486	0.2144	0.6773	N
1 - 5	0.2905	0.7439	1.1972	Y
2 - 3	-0.6243	-0.1595	0.3053	N
2 - 4	-0.2103	0.2415	0.6933	N
2 - 5	0.3291	0.7710	1.2129	Y
3 - 4	-0.0345	0.4010	0.8365	N
3 - 5	0.5052	0.9305	1.3558	Y
4 - 5	0.1184	0.5295	0.9405	Y

5. DECENTRALIZED DECISION MAKING AND COLLABORATION

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.4312	-0.0152	0.4007	N
1 - 3	-0.2528	0.1505	0.5538	N
1 - 4	-0.2111	0.18147	0.5740	N
1 - 5	0.6263	1.0107	1.3951	Y
2 - 3	-0.2283	0.1657	0.5598	N
2 - 4	-0.1864	0.1967	0.5797	N
2 - 5	0.6513	1.0259	1.4006	Y
3 - 4	-0.3383	0.0309	0.4002	N
3 - 5	0.4996	0.8602	1.2208	Y
4 - 5	0.4808	0.8293	1.1778	Y

6. HIGH STUDENT EXPECTATIONS

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.2810	0.1551	0.5921	N
1 - 3	-0.0595	0.3641	0.7878	N
1 - 4	-0.0140	0.3984	0.8107	N
1 - 5	0.8041	1.2079	1.6117	Y
2 - 3	-0.2049	0.2090	0.6229	N
2 - 4	-0.1591	0.2432	0.6456	N
2 - 5	0.6592	1.0528	1.4463	Y
3 - 4	-0.3537	0.0342	0.4221	N
3 - 5	0.4650	0.8438	1.2225	Y
4 - 5	0.4434	0.8095	1.1756	Y

7. POSITIVE SUPPORTIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.5714	-0.1447	0.2820	N
1 - 3	-0.7602	-0.3464	0.0673	N
1 - 4	-0.6386	-0.2359	0.1668	N
1 - 5	-0.1821	0.2123	0.6066	N
2 - 3	-0.6060	-0.2017	0.2026	N
2 - 4	-0.4842	-0.0912	0.3018	N
2 - 5	-0.0274	0.3570	0.7414	N
3 - 4	-0.2683	0.1105	0.4894	N
3 - 5	0.1888	0.5587	0.9287	N
4 - 5	0.0906	0.4482	0.8057	Y

8. TEACHER CHARACTERISTICS AND BEHAVIOUR

Sub-Public Comparisons	Lower Confidence Limit	Difference Between Means	Upper Confidence Limit	Difference Not Zero (Y/N)
1 - 2	-0.1496	0.2848	0.7192	N
1 - 3	-0.3692	0.0520	0.4733	N
1 - 4	0.0256	0.4356	0.8456	Y
1 - 5	0.1418	0.2597	0.6612	N
2 - 3	-0.6444	-0.2328	0.1788	N
2 - 4	-0.2493	0.1508	0.5509	N
2 - 5	-0.4164	-0.0251	0.3662	N
3 - 4	-0.0021	0.3836	0.7693	N
3 - 5	-0.1689	0.2077	0.5843	N
4 - 5	-0.5399	-0.1759	0.1881	N

APPENDIX V

RANK ORDER OF THREE DEFINITIONS OF AN EFFECTIVE SCHOOL
BY SUB-PUBLICS IN THE MAIN STUDY,
SELECTIONS MADE WITHOUT FOLLOWING DIRECTIONS OF
SCHOOL EFFECTIVENESS ATTITUDE SCALE II (N = 69)

(PERCENTAGES)

Definition Rank Order		Sub-Public					Total
		Supt.	Student	Teacher	Parent	Principal	
1 1 1*	Percent	2.90	1.45	2.90	2.90	1.45	11.59
1 1 2	Percent	0.00	0.00	1.45	1.45	0.00	2.90
1 2 1	Percent	0.00	0.00	1.45	0.00	0.00	1.45
1 2 2	Percent	0.00	0.00	1.45	0.00	0.00	A.45
2 1 1	Percent	2.90	0.00	2.90	2.90	0.00	8.70
2 1 2	Percent	0.00	1.45	2.90	1.45	0.00	5.80
2 2 1	Percent	1.45	1.45	4.35	0.00	1.45	8.70
2 2 2	Percent	0.00	1.45	0.00	1.45	1.45	4.35
2 2 3	Percent	0.00	0.00	1.45	0.00	2.90	4.35
2 3 3	Percent	1.45	1.45	2.90	1.45	0.00	7.25
3 2 2	Percent	0.00	0.00	1.45	0.00	0.00	1.45
3 2 3	Percent	0.00	0.00	1.45	0.00	0.00	1.45
3 3 2	Percent	0.00	0.00	1.45	0.00	0.00	1.45

Number of respondents who omitted choice of definitios: 27 out of 69.

* Rank ordered on the basis of selection of A, B, C definitions
(Appendix H)

APPENDIX W

ADDITIONAL CHARACTERISTICS OF AN EFFECTIVE SCHOOL FROM WRITE-IN'S
ON SCHOOL EFFECTIVENESS ATTITUDE SCALE II BY
SUB-PUBLICS* IN THE MAIN STUDY

- * Teachers
- Secondary-School Students
- Parents
- Principals
- Superintendents

A. From Teachers:

POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS:

- discipline such that the student feel something accomplished towards overcoming his/her problem.
- teachers love students and really care about them.
- students have respect for teachers and principal.
- an environment to produce independent learners is provided.
- an environment to produce good citizens is provided.
- moral and spiritual development is considered.
- teachers and students help to promote school spirit.
- concern for social ability of students also seen as important.
- teachers and students have the same goals.

STRONG SUPPORTIVE SCHOOL LEADERSHIP:

- principal demonstrates increased contact with students.
- administrators at school and district level aware of and acknowledge individual teacher effort.
- administrators and teachers have resolutions established early in the school year so they are all working for the same results.

GOOD HOME-SCHOOL-COMMUNITY RELATIONS:

- schools have doorbells for after hours.
- early reporting to parents when the situation warrants it.
- increased involvement of parents in school activities.
- staff, parents and students work towards the overall improvement of the student, school and community.
- parents have realistic expectation of their children.
- parents are seen in the school more often.
- staff, parents and students work towards the overall improvement of the student, school and community.

- teachers in all subjects reinforce the skills of reading and writing in tests and written work.
- highly qualified teaching staff.
- integration and reinforcement of concepts from one subject to another so students recognize the relevance and application of what they have learned.
- the use of pictorial displays in the classroom enhances a good learning environment.

MISCELLANEOUS CHARACTERISTICS:

- ideally, parents, students and staff and others (administration and board office people) care about what they do and the people they work with.
- provincial standards.
- less influence by the denominational system.

B. From Secondary-School Students:

EMPHASIS ON STUDENT ACTIVITIES:

- special activities (events) in school.
- outdoor activities (sports).
- time spent on extracurricular activities.
- sports and other activities emphasized.
- lots of funding for extracurricular sports, music and the like.
- a time is given for fun as well as academics.
- more extracurricular activities to fit most students.
- school trips more often.
- a variety of activities to participate in (sports, clubs, groups and the like).
- more proper facilities to play sports.
- a range of sports instead of the usual volleyball or basketball.

- more in-class conversations.
- good discipline (in class).
- not so much homework but more time in class doing work.
- fewer school (class) hours.
- less class work.
- teachers make class enjoyable and at the same time able to keep students interested in their work and can get their point across so that students know what they are supposed to know.
- classes after school for those who fall behind.
- not so many final examinations and publicals.
- students with special needs see them met and are praised on their own level.
- everything carefully explained to students so that they will understand.
- all students given equal attention.

STUDENT DRESS CODE, APPEARANCE AND BEHAVIOR:

- no school uniforms, we don't like it (why can't we wear what we want but look decent at the same time? Personally, I hate collars).
- the dress code is good but we should be able to wear jeans.
- less strict rules on clothing.
- students are able to wear what they want.
- wear what we want - what we feel comfortable working in and not to please the teacher's eye for expensive fancy clothes.
- neither the school board nor the teachers tell the students what they are allowed to wear to school - it should be our choice as to what we can or cannot wear.
- wearing shorts, vending machines and eating in class are allowed.
- the desire to be your best pressures you to do your best.
- allowing students freedom of clothing and hair.
- students have good behavior.

DISTINCTIVE SCHOOL CULTURE:

- a more relaxed atmosphere where students are encouraged to open up and give of themselves.
- teachers show more school spirit to set an example.
- teachers are on the student level but are also superior to help students understand better.
- students feel close to the teachers and can understand.
- school spirit is felt by all.
- unbiased treatment for all so that each individual student will feel a sense of belonging.
- students feel good about their lives and their school.
- a good school spirit from both students and staff.
- school has a friendly atmosphere.
- the times of school are good.
- all the staff and the principal lead the school spirit.
- good relationship between teacher and student.
- an all-around greater appreciation between students and teachers.

TREATMENT OF STUDENTS:

- more freedom given to students.
- more independence given to students.
- information about what the real world is like given to students.
- a wider choice of courses available.
- students have more input on decision making.
- students receive courses they need regardless of not enough seats. (This happens a lot and should be solved to get a proper education).
- better choice of courses.

- student leadership in the school important, i.e. student council.
- learning our heritage is important.
- every student is important as the next: all students get listened to and responded to by teachers and the principal.
- students treated with more independence and respect (If an authority is to get respect, they must give respect to others. Students should be given independence. It is the school's responsibility to inform the parents but it should not go any further than that).
- students given longer recesses and lunch hours.
- students encouraged to think for themselves and less emphasis on academics.
- teachers and the principal do not come down hard on students who talk.
- Wednesday evenings as a study break for students after working hard all week.
- importance of a good education is emphasized.

STRONG SUPPORTIVE SCHOOL LEADERSHIP:

- good instructional program.
- the principal makes the school feel involved.
- more administrative control over student behavior.

GOOD HOME-SCHOOL-COMMUNITY RELATIONS:

- parents understand high school is more difficult than junior high and take some pressure off students.
- no parent informed it is not as easy as they think.
- parents informed more of how their child is doing.

CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION:

- school does not have a primary purpose but a mixture of purposes: academics being important but not the only thing.

SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS:

- a smoking room provided for students.
- clean and good environment in the school.
- school buses in better condition.

C. From Parents:

TEACHER CHARACTERISTICS AND BEHAVIOR:

- teachers and staff pull together as a team for coaching and to get involved with the students in school activities.
- more teachers who are there to teach the children and not for the money that is to be made, i.e. there are too few teachers that truly care about the children in their care.
- teachers have a high commitment to the total well-being of the students.
- emphasis is given for subjects students find difficult.

CURRICULUM AND CO-CURRICULUM:

- a life-centered curriculum.
- widespread learning of "life" skills especially in high schools.
- a non-graded system and continuous progress for primary, intermediate and high school.
- a concentration on academics especially in primary and elementary.
- while the school's primary purpose is academic, its secondary function is to teach socialization.
- other than academics are developed and are a source of activity especially in rural Newfoundland where school tends to be the center of a student's "out-of-home" life.
- a school's primary purpose is academic but facilities to play organized sports are provided (presently, we do not have the space necessary to play basketball, etc.).

- in the final years of high school, more emphasis put on career opportunities using video tapes, interesting speakers, etc.
- sex education left to discretion of parents.
- religious instruction is the sole responsibility of parents.

DISTINCTIVE SCHOOL CULTURE:

- an atmosphere which fosters self-esteem and self-worth.
- student confidence building emphasized.
- a school environment is created to meet student needs.
- students develop a strong sense of values based on a consistent world view.
- students develop spiritually and morally as well as academically.
- a people-centered approach.

TREATMENT OF STUDENTS:

- good manners are stressed both within the school and afterwards.
- teachers and staff treat each student with their problems as individuals and understanding exists.
- some form of recognition for students who try hard but can't get to the top (this would keep their confidence up at their level of ability).
- students are held accountable for their actions.
- trouble makers are segregated.
- more supervision on buses, at recess and during lunch periods especially on school grounds.
- students have input into courses they are offered and not compelled to take courses not required by their future profession.
- a system for monitoring student progress exist, i.e. when students don't understand, they are re-taught.
- more individualization: not everyone expected to perform at an average level.

GOOD HOME-SCHOOL-COMMUNITY RELATIONS:

- principal and teachers friendly towards parents and students.
- open communication lines exist between the school and the community.
- the community helps set goals and standards.
- there is easy access for parental participation in programs.
- communication systems to inform parents if a child has not arrived at school (a child could have an accident or be absent on purpose without the parent knowing this on time).
- parents and students involved in making career choices.

SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS:

- sufficient board funding provided for library, labs, and computer facilities.
- more funds are provided by the board.

D. From Principals:

POSITIVE STAFF-STUDENT RELATIONS TO MEET STUDENT NEEDS:

- every student feels a sense of self-worth in the school, i.e. they feel important.
- teachers consistent in their dealings with student problems.
- co-curricular student/staff involvement.
- every student is a target for excellence.
- administration and staff rate the affective domain highly.

STRONG SUPPORTIVE SCHOOL LEADERSHIP:

- principal is consciously aware of teachers' personal problems and is able to administer to these needs in a supportive way.
- an acceptable system of teacher evaluation.

- principals are not sucked in by the American emphasis on efficiency which is denial of childhood.
- principal/school has some degree of autonomy vis au vis central office/board.
- on-going professional development for the staff.
- all personnel feel they are valued members of education team.
- all personnel are given opportunities to identify their strengths and weaknesses.
- the creative abilities of all are utilized and recognized.

SCHOOL BUILDING, FACILITIES AND WORKING CONDITIONS:

- adequate resources and a trained, experienced teacher-librarian.
- school is physically clean and attractive.
- resource-based learning/teaching a priority.
- the use of school facilities for student enrichment activities outside of regular class time is encouraged.

POSITIVE EXTERNAL RELATIONSHIPS WITH BOARD AND BOARD OFFICE PERSONNEL:

- visibility of board office personnel especially the superintendent.

TEACHER CHARACTERISTICS AND BEHAVIOR:

- all staff demonstrate a love for children.
- natural interaction (of students) and not "teacher-tone talk".
- teachers show love and understanding of children and learning.
- teaching staff have high moral values.
- good classroom management by teachers.
- match teaching-learning styles of students/teachers.

THE CURRICULUM AND INSTRUCTIONAL STRATEGIES:

- a school-created curriculum tailored to the culture of students.
- curriculum tasks are projects for individual students.
- teaching strategies such as the "whole language" approach.
- student time on task is accentuated.
- children display enjoyment while being involved in learning activities.
- continuous monitoring and feedback of student progress, i.e. formative evaluation.

DISTINCTIVE SCHOOL CULTURE:

- classroom humanistic atmosphere.
- everyone respects everyone and there is a climate of friendliness and support (children feel important and want to be there).
- tone/atmosphere encourages student learning.
- there is a purposeful human pulse perceived in the dynamics of the school.
- cooperative instructional planning and established values.

CLEARLY ARTICULATED GOALS, OBJECTIVES, MISSION:

- school has realistic goals for individual students (challenging but not all the same).
- all schools have a clear understanding of district expectations.
- spiritual and moral development of the student emphasized.
- individual differences are emphasized.

DECENTRALIZED DECISION MAKING AND COLLABORATION:

- flexibility over budget decisions at the school level.

APPENDIX X

ADDITIONAL DEFINITIONS OF AN EFFECTIVE SCHOOL FROM WRITE-IN'S
ON SCHOOL EFFECTIVENESS ATTITUDE SCALE II
BY SUB-PUBLICS* IN THE MAIN STUDY

- * Teachers
- Secondary-School Students
- Superintendents
- Principals
- Parents

A. From Teachers:

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- where students develop strong self-esteem and a sense of control over what happens in their lives. Though abilities vary, the students develop awareness of the value of good work habits and pride in achievement.
- where all strive for success and are supported in their efforts.
- where students and teachers achieve to the best that they can and develop a good self-esteem.
- in which student academic achievement is high and students develop good character as defined by respect for themselves and others and an internalization of biblical principles.
- where students are taught to be the best that they can be both academically and athletically and where emphasis is placed on the student self-worth.
- where all students achieve to the best of their ability, develop good character and are adequately prepared for future endeavours in the work place or education.

Social and Cultural

- where its graduates are prepared to deal successfully with post-secondary education as well as to become contributing citizens in their communities.

Academic

- where high academic standards are brought about through the development of community and cooperation.

School Personnel

- where the teaching staff is highly trained, are interested in students, offer a wide variety of extra-curricular activities and are willing to spend more than the required five hours of instructional time with students. I believe that where student academic achievement is high does not necessarily reflect an effective school.

Comprehensive

- which is concerned with the all-around development of the child; i.e., good character combined with academic achievement to the best of the child's ability.
- that considers all aspects of an individual - social - emotional - academic - physical. Together they make a complete and well-developed individual.
- which develops the whole student in a manner that is pleasant for all concerned (students - parents - students). The "whole student" would include the academic but not be restricted to this.
- which is a combination of A + C (on the School Effectiveness Attitude Scale II).
- where provision is made for the total overall growth of students with consideration given to academic, spiritual, social, mental and emotional growth.
- where there is a combination of all three definitions given (on the School Effectiveness Attitude Scale II).
- which emphasis is placed on the development of the whole child - emotionally, socially and mentally. Each child has some special ability, whether it be in sports, music, art, drama, crafts, communication, intelligence or others. I feel an effective school discovers and builds on these strengths, thereby giving the child a sense of confidence in his/her ability to do well in at least one area. Academic achievement is important but, should not be overly emphasized - all children cannot excel in this area. Children should be made to feel good if they work to the level of their ability regardless of what this ability is.

I feel an effective school is one which allows the teachers the optimum amount of time to interact directly with students - where administration and paperwork are at a minimum.

An effective school has enthusiastic teachers.

B. From Secondary-School Students:

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- in which teachers and students always try their best.
- that is interesting and filled with many opportunities. The career you choose you should enjoy; therefore, your days in school should be enjoyable.
- would offer each student equal opportunities and privileges regardless of academic achievement.
- where academic achievement is high and the students are high achievers in extra-curricular activities. A good moral background is reinforced with communications between the students and the teachers.
- where the school staff cares about its students and the fact that students can only do so much.
- where the teachers understand and accept the students as they are.
- where the teachers are willing to spend time with the students and to understand them.

Social and Cultural

- where you have good behavior and many of our students act their age and learn instead of fooling around.
- which cares about the students through academic and social achievement as well as through extra-curricular activities. Most of the qualities of an effective school are present in this school but the level of importance of each one varies. I think, overall, this school is effective but favoritism towards groups or students is evident. Overall, I think most students are pleased with this school. Most of the teachers are highly respected.
- which has a lot of spirit and students can go places and do things together.
- where teacher, student and community relations are high. School spirit is good and grades are average or above.

- in which academic achievement is high and also a good sense of school spirit exists; students must like the school in order for it to be effective.
- in which a student knows when to work and when to have fun. There is a time for everything. I think school spirit plays a very important part in our education. The fun we have makes the work all that much easier to get down to.
- where there is a good school spirit and a proud honor to go to the school. The school boosts academic levels by the student's own interest.
- teachers treat students with the respect and courtesy they themselves would like.
- where there is a good attitude and a lot of school spirit students are interested in going to school.
- where everyone, the whole environment is happy and working well together, where snobs don't think that they are too high up for those that weren't as rich as they are. The brains helping the people with trouble.
- where students, no matter how high their academic achievement, get along well with each other by taking part in school projects.
- where the relationship between teacher and students is important. Also, there is no discrimination against people who are different. In other words, a place where everyone gets along.
- which produces a high achievement level but one where students like and enjoy and one which students are proud of. I think if the students enjoy the school and the atmosphere is a pleasant one, the other aspects of a good school will follow. We can't look at what is a good school (the results) but we can look at the causes of what makes a good school and the cause is student satisfaction. The rest will follow.
- where the school makes a student feel good about himself/herself and there is help for a student know how to go through life. Grading would be naturally and manners could be quite good to society.
- where all students get along with one another.

- where the teachers and students get along real well and where the teachers do not hold a grudge against a student when he does something wrong (forgive & forget).
- which has a friendly atmosphere and it is a place to go because a student wants to achieve and not because he's forced to.
- where students learn to get along with one another and achieve the things needed for a good education so they can get a job.
- where there is a good environment with friendly people.
- where academic achievement is very important; however, such things as sports and clubs also play a role in education.
- with good relations with students and teachers.
- where students enjoy themselves and are allowed to pursue their own interests and work on their own with individual guidance by teachers who are qualified in the student's field of interest.
- that provides something for everyone and that everyone benefits from the school. Everyone should have rights and should be able to express feelings about certain subjects.
- where teachers and students are both equally respected; academic achievement is placed on a high level but is not pushed if people try their best.
- where there is an opportunity for all students (including those from out of town) to take part in school activities.
- where everyone cooperates with one another and can understand and solve associated problems.
- where students acquire a good student/teacher relationship and an excellent school spirit.
- where cooperation, tact and communication is essential. It is important that the student body and the teacher association work together; thus, organization and interesting ideas made school more interesting. As well, extra-curricular activities are important since they provide an opportunity for teachers and students to interact outside the classroom on a one-to-one basis.

- group work should also become more popular because the students help one another (however, a teacher should see that things do not get out of hand).
- students should receive one evening off a week for a break (think about it; however, the school is not overly bad; we do receive a large wonderful amount of freedom).
- where there are more learning activities and recreational activities; thus, students become more interested in school.
- where students feel relaxed in a classroom setting and not trapped or monitored.

Academic

- whose staff takes time to help each student so that the academic achievement is high.
- where academic achievement is high and a part of the school as a whole.
- where student set academic goals for themselves and work hard to achieve them.
- that makes people learn and see what they have done.

Comprehensive

- where help is given to create or develop the individual or all facets of that development; i.e., physically, socially, emotionally and academically (intellectually).
- where academics are very important but good character development is also stressed (not explicitly like teacher saying: "we're trying to develop your character" but is implied by the teacher).
- which combines B and C of the above (on the School Effectiveness Attitude Scale II) and high academic achievement should not be an absolute requirement of an effective school.
- which has both good behavior and good academic achievement. You can't have an effective school without the combination of both.
- where one develops both mentally and physically.

C. From Superintendents:

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- where "all" students can be successful: a school that responds to special needs, deficient needs and psychological needs.
- which has also instilled a high level of moral judgement into its students. Students should be able to make wise choices between good and bad and when they leave our schools should be able to make well-informed, mature decisions.
- where children are recognized as children and where their needs are met. The academics are artificial.
- where students learn how to learn and develop independence.
- where children are taught to reach their potential and where "deficits" are overcome for those less ready. Prepared children are stretched to reach beyond the NORM - and where all children have a caring environment despite their handicaps (social, physical, mental, academic, etc.)

Social and Cultural

- where there is a climate conducive to learning, growing and developing as a person equipped to function in our society.
- with a learning environment which is permeated with mutual respect, Christian and democratic principles, recognition of individual needs and true acceptance and tolerance of deficiencies and errors.
- where the "school culture" has been well defined, articulated and supported by students, parents and staff.
- in which a sense of caring and tolerance permeates staff and students.

Academic

- where academic learning means emphasis on process skills, analysis of information and drawing conclusions.

- which has high academic achievement because of good teaching and a close relationship fostered by the staff towards the parents and students. This will create high expectations in students and high academic achievement will follow as a consequence.
- in which a high academic standard is expected, clearly communicated and strived for by both teachers and students. Thinking skills are emphasized as are interpersonal skills and every student feels that he/she is an important part of the school community.

School Personnel

- where academic goals are mixed with high expectations led by a principal and staff with instruction and students as a main concern.
- where the principal is the instructional leader and is visible and who, with his staff and his community, has developed clear objectives for the school, including high expectations of its students and a healthy recognition of achievement.

Comprehensive

- where A, B, & C definitions (of School Effectiveness Attitude Scale II) are combined into one definition.
- there is a combination of high achievement and good manners: both are essential ingredients in a good education.
- which meets our expectations.
- which is a combination of A, B & C (of the School Effectiveness Attitude Scale II); some students will grow differently and a school will be effective for students in varying ways, (some of A, some of B, some of C). What a child finds effective depends upon his needs at the time. (Not necessarily what we think of these three will be true for each student).

D. From Principals:

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- where a student is encouraged to become the best person possible. This would include mentally, socially, emotionally, and physically.
- where good values instruction and the development of each student to his/her potential academically emphasized. Both of these have to be considered as equally important.
- helps develop a student's self-worth now; it instills a love of learning and the importance of the contributions students can make to their society because they are informed and challenged.

Social and Cultural

- in which B (of the School Effectiveness Attitude Scale II) is the ideal but I would have to add that for me B can only be reached in a Christian environment where caring, sharing and understanding among all (staff, students, community) of us receive due emphasis.
- where students are secure enough to take a chance to become involved in the educational experience.
- where the affective objectives are common strands when we attempt to achieve cognitive goals.
- which reflects community attitudes and standards, but is not confined by them.
- which reconstructs society (this is a slow process).

Academic

- where academic achievement is high but physical education, music, drama and art are also important. Individual differences are also provided for.
- where students feel/believe that to achieve academically is good and take pride in doing so; where good relationships/aspects of cooperation are fostered.

- which helps students grow academically and develop good work habits, attitudes and behavior.

School Personnel

- where teachers are motivated by their commitment to their work and their students. There are well-organized classrooms and courses and student-centered teaching style.

Effective schools are characterized by a positive school climate - people enjoy being there.

- in which students-teacher rapport excels and students respond to teacher instigated projects of all/most educational endeavours.
- definition B (of the School Effectiveness Attitude Scale II) should also include references to undertakings, concern for the lower achieving students such that they too get the maximum benefit from attendance at school.
- where administrators, teachers, parents and students work together for the benefit of the latter.

Comprehensive

- I feel all three are important but the academic achievement is not much good, if we as a school have not succeeded in giving the students good attitudes, skills and a good self-concept that they can use throughout their lives. Yes, the academic is important but if students develop good attitudes, achievement will be high as a result. I feel good Christian qualities are an important aspect of educating youth today - maybe more important than ever before!
- in which there is a meshing of B and C (of School Effectiveness Attitude Scale II). This would do the job of providing a holistic approach to education.

E. Parents:

Category

Student Potential

AN EFFECTIVE SCHOOL IS ONE:

- which stresses individuality along with group dynamics, etc.
- in which students are lifted, encouraged and given the feeling that each ones future is important to the staff and administrators. Too often problem kids are left behind in a wave of paperwork which reflects a high success rate for the school. The slow learner or child with extra needs is left behind and thus the increase of behavior and truancy.
- in which students have confidence in themselves regardless as to whether academic achievement is high, medium or low.
- in which there is good combination of high academic achievements and extra-curricular activities. Also, I would like to note, that a student of less than high academic achievement (i.e., average student and less than average) would also fit into this same system, with instruction to each student individually, guiding them (teachers and parents - setting example) to be very worthwhile individuals and instilling in them a love of learning and a good feeling of self-worth and self-confidence.

Social and Cultural

- which is challenging yet enjoyable to the student. An effective school is one with informed parents who can reinforce and expand on school work. An effective school is challenging yet enjoyable to the teacher.
- in which we observe the kind of service its graduates are rendering to society.
- is one where the teachers are respectful and make no distinction of persons, race, color, sex or religion and like wise for students towards teachers.
- in which the school and the home work closely together to ensure that accomplishments as well as problems are recognized.

- which prepares high school students to effectively choose a career.

School Personnel

- where staff is sufficient to a degree that a teacher has the opportunity to praise each child's strong points and to recognize his weak subjects and; then, be able to work with each child either individually or in small groups to allow that child to strengthen even his weak points.
- where discipline is the "key".

Comprehensive

- in which schooling provides graduates with all around development, not strictly academically, but socially as well. Students learn and derive a sense of ambition and determination to achieve goals in life. Academic success is a high priority but loses its meaning after graduation if the desire to advance is not instilled as well.

Comment: "Reading Riting and Rithmetic" are the basis and foundations upon which further development grows. These must be primary elements around which communication and other skills revolve. Lessons are sometimes best learned in an indirect way; However, we should not lose sight of our long-term ambitions and the basic skills required to effect a successful career and life.

- in which manners, kindness, tact and honesty rank along side of academic achievement. Unfortunately, these attributes are put aside by today's society and there is a great need to return to the basics!
- where student academic achievement is high and where students develop good moral character and behavior along with a high degree of self-esteem which will give them the confidence to achieve their own objectives in life.
- where student academic achievement is high and students have developed good character, high moral standards, etc.