

## ABSTRACT

### What Makes Effective School Effective?

Brendalee Veronica Haughton

In this thesis the purpose of the investigation is to identify the factors which contribute most to the indicators of school effectiveness and to determine the characteristics of effective schools. Effectiveness is defined as the extent to which goals and objectives - academic and social - are achieved.

With a random sample of 89 teachers and 4 principals of four New Secondary Schools in western Jamaica, the survey carried out, examined the relationship between school factors as well as environmental factors and the effectiveness of schools. The main data were obtained by the use of teachers' and principals' questionnaire, interview of principals, observation of the school plant and external examination results (1985-1987).

The Pearson's Product Moment Correlation showed significant relationships at the .01 and .05 levels respectively between the independent variables - Principal Administrative Leadership, Teacher Behaviour and dependent variable "School Effectiveness", which means that if schools are to be effective they must have quality leadership as well as teachers.

Significant differences between urban and rural schools were established at the .01 level on all three variables.

The two large rural shift schools were perceived more favourably than the urban school. Significant differences between the Shift and Straight Day School were established also at the .01 level on the variable Principal Administrative Leadership; the result for the Straight Day being more positive than that of the Shift. Based on the results from the ANOVA, Scheffe's Post Hoc pinpoints the urban school as significantly different from the rural school on Teachers' Behaviour, Principals' Administrative Leadership and Effectiveness at the .05 level.

The results from this sample show that personal characteristics of age, academic qualification, professional and administrative training are not by themselves directly associated with the level of effectiveness in the schools. School-Community Environment was found to impact to a lesser degree than other school factors or personal characteristics on the outcome of the schools.

The following characteristics of effective schools were identified from the findings of this research

- a school climate conducive to learning as indicated by
  - (a) a very low level of vandalism
  - (b) minimum disciplinary disruptions;
- goals of the school clearly defined, and

communicated to both students and teachers;

- high level of achievement - academic and social;
- good school-community relationship.

School level factors - principals' administrative leadership and teachers' behaviour have been found to be the better indicators of school effectiveness than school-community factors or personal characteristics; it is therefore recommended that principals be given formal training in the proper use of these factors to produce more effective schools.