Organisational Leadership and Change in an Urban Institution

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ACRONYMS/ABBREVIATIONS

Ashe   Ashe is a performing arts company whose mission is peer education and personal development. "Ashe" is an African word that means many things, but fundamentally refers to one's inner strength and self-respect. Ashe is a Jamaica-based Caribbean Performing Arts Ensemble and Academy

CAPE	Caribbean Advanced Proficiency Examination
CEE	Common Entrance Examination
CSEC	Caribbean Secondary Education Certificate
GNAT	Grade Nine Achievement Test
GSAT	Grade Six Achievement Test
ICT	Information and Communication Technology
IT Lab.	Information Technology Laboratory
MoE	Ministry of Education
NCEL	National College for Educational Leadership
NCSL	National College for School Leadership
NCTVET	National Council on Technical and Vocational Education and Training
PTA	Parents and Teachers Association
PALS	Peace and Love in Schools
PATH	Programme for Advancement through Health
TLHS	Tree of Life High School (pseudonym)
UTECH	University of Technology
UWI	University of the West Indies

ACKNOWLEDGEMENTS

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I have also been fortunate to have benefited from the academic support and professional guidance of Doctor Jennifer Lavia, my dissertation supervisor, for her role in guiding and directing the dissertation process.

I want to thank the administrators, teachers and students of Tree of Life High School (TLHS, pseudonym) for willingly accepting to be part of this research project. I thank each participant for sharing with me and trusting me with their 'story.' I have learned more than I am able to document in this dissertation. The time and effort the participants devoted to being interviewed and relating their experiences demonstrated their commitment to making a difference in the education sector. The shared experiences will always be fondly remembered and treasured.

My enduring appreciation and love go to my only child, La-Toya and my new son, Halton her husband - you are absolutely the best! Thank you for always being there; for making this degree possible by helping to source the data, editing and organizing/completing the references for this research. My eternal gratitude to you my dear children for your prayers, genuine concern, inspiration and input.

Special thanks also to my other family members, especially my siblings who have always supported me, prayed with and for me as well as for giving me encouragement. I am very grateful to my dear, younger, sister Ellon who resides in the United States of America and applied for short leave to be my support system as I attended the Viva in Sheffield. Thank you for your love and for **always** being there for me... I also thank my mother, Mrs. Evangeline Haughton McBean, who God has blessed to see me achieve this milestone; thanks for your prayers, Mother. I will always appreciate the love, understanding, prayers and moral support as well as my family's faith in me that I could achieve this goal. Thanks for your prayers and thoughtfulness which were the light that guided me during the course of this study. Special thanks is extended to my friends who believed in me and stood by me throughout this journey. I deeply acknowledge all your prayers and good wishes.

Truly, God has been good to me; all praise and glory belong to Him. Thanks be to God for wisdom, knowledge, understanding; for His love and perfect peace which sustained me during the entire process. With God as my strength and shield I believe that all things are possible; indeed, 'I can do all things through Him who strengthens me' (Philippians 4:13).

DEDICATION

I dedicate this dissertation to the memory of my deceased aunt, Christine Louise Williams, my *adopted* mother; a loving, wise, humble, seamstress and past student of Wolmers Girls School who sacrificed her tertiary education to be her mom's caregiver. Aunt Lou, as she was fondly called taught me to read at her cutting table while she *created* the most intricate designs I have ever seen. It is as if I still hear her instructions, 'Spell the words and pronounce them in syllables!' As I became more mature she constantly motivated me to strive for excellence. She reminded me that with hard work, dedication and perseverance I could accomplish any undertaking regardless of life's circumstances. Although she has transitioned, I am sure she would be so proud and happy that I was able to accomplish her aspirations.

To my darling daughter, La-Toya, thank you for your constant support. You are my inspiration. Although the process was long and seemed never ending, I knew that I had to *stay the course* to its successful completion. I really wanted to reinforce and exemplify life's lesson of never quitting!

I therefore dedicate this dissertation to these two individuals who have greatly impacted my life. La-Toya, continue to influence those who you serve to work to the best of their ability and to the glory of God.

Errol, "Cammo," we said, '…For better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death do us part.' I never even in my wildest dream believed that the 20th September 2017, you would have drifted slowly away and out of our lives forever…but **never** from our memory. You wanted to be here a little longer for your "pretty babies" - your grandbabies. But as I promised, 'I'll love them enough for two' and I am… You cried out to God for salvation, to take your pain, to give you peace, to comfort you and He heard you and relieve you of all your suffering. Our hearts are truly broken. You cannot be replaced so we hold on to those fondest memories never to be erased until we see you face to face. Rest on beloved - husband, father, grand-dad, son, brother, uncle, friend …

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ABSTRACT

Jamaica's education system has long been known to be two-tiered (traditional and non-traditional); the vestiges of a colonial past. This is a case study of an upgraded/non-traditional Jamaican secondary school located in an inner-city urban centre, here named Tree of Life High School (TLHS, pseudonym). The TLHS had a reputation for academic underperformance and indiscipline, however was reported to experience a transformation. The purpose of the study was to examine the perceived factors which led to the improvements at the school from multiple perspectives- namely principal, teachers and students. Challenges and facilitators of organisational transformation were explored, as well as the prevailing culture of the TLHS pre- and post-intervention.

The study was qualitative in nature, utilizing semi-structured interview and focus group discussion. The data was collected during the period of a work week and a day spent at the research site. Twelve teachers were interviewed, including the principal, vice principal, six senior teachers and four junior teachers employed to the institution for a time period spanning between nine and thirty-four years. Three groups of students participated in the focus group discussion. The groups comprised of a male only, a female only, and a mixed group of students, all from fourth to sixth form who had been attending the institution for a period of four to six years. The case study addressed the following questions: 1) What factors might have contributed to (or are contributing to) the transformation of the TLHS? 2) How do teachers describe the climate of the TLHS over the last ten years? 3) What were some of the challenges encountered as the staff and students embarked on this transformation route and how were those challenges resolved? 4) What are the strategies and policies that were put in place by the principal as they relate to the goals set for the school?

The prevailing culture of the TLHS over the ten-year period under review was that of academic underachievement, indiscipline and low morale. There was, however, a discernible positive shift in the school climate during that period. The perceived factors which gave rise to the TLHS' transformation were principal's leadership style, teacher professional development, teacher job satisfaction/teacher morale and improvements in the disciplinary environment. Attention to participative leadership, staff development, school infrastructure, literacy and discipline were all strategies employed by the principal to effect school improvement. The improvements that marked the TLHS experience can serve as a model for informing best practice for non-traditional high schools.

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CHAPTER ONE
Introduction

Overview of Chapter

This chapter introduces the thesis by providing a statement of the purpose, description of the research site and an outline of the thesis. It presents an overview of the history of secondary education in Jamaica, tracing the development of the two-tiered system (traditional and non-traditional) schools. The background to my reasons for writing this thesis- that is the aim and significance of the research as well as my positionality/perspective as the researcher are also discussed.

The collective aspirations and hopes of the nation have been summarized in the –statement: 'Jamaica, the place of choice to live, work, raise families and do business;' (Vision 2030 Jamaica Development Plan, 2009, p.4). Education is a critical component of the development of any nation. This view is shared by John F. Kennedy, a former President of the United States of America, who stated, 'Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource' (Sorensen, 2009, p.359). The Centre for Global Development, as reported by Barder (2011) supports his assertion in its claim that education promises significant value for both individuals and the wider society. Specifically, educated individuals make better decisions about their health, earn higher wages (each additional year of schooling adds 10% to wages), and are more informed about their civil liberties. Subsequently, society benefits from higher life expectancy and improved public health, economic growth and political stability. The leaders/policy makers of Jamaica have acknowledged the importance of education to nation building, thus an outcome of the Vision 2030 Jamaica Development Plan is the aim to provide world class education and training; an ideal that is reflected in the Ministry of Education's (MoE's) 2004 policy, 'Every Child Can Learn…Every Child Must Learn.' Like the MoE, as far back as 2003, Caldwell (p.67) was of the view that regardless of each student's background, he/she can become 'an expert in one or more fields, highly creative and innovative, and capable of leadership.' This is inspirational; nevertheless, it is possible to try to assist each student to do his/her best in light of the capabilities and skills that he/she possesses.

Problem Statement

Currently, Jamaica's education system can be said to be characterized by an inherent inequity (linked to the island's colonial past) that is a real impediment to the nation's realization of its 2030 developmental goals. As far back as 2006, Evans noted that although Jamaica has made significant

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strides in providing education for *all* its people, inequality is still a significant concern (Evans, 2006, p. 22). This inequity is manifested in the existence of a two tiered/dual system in which secondary schools within the Jamaican context can be categorised into traditional and non-traditional high schools (Task Force on Educational Reform, 2004, p. 42). Presently, there are five (5) types of secondary institutions represented in Jamaica's education system, namely All-Age, Primary and Junior High, High Schools, Technical and Agricultural schools (Task Force on Educational Reform, 2004, p. 52). The non-traditional high schools fall into the following categories: All-Age, Junior High, Technical and Agricultural Schools. The All-Age School and Junior High School provide secondary education up to grade nine, and can be considered to be extensions of the primary school curriculum (Evans, 2006, p. 21). In order to provide a more complete secondary education to the majority of students, some of these Junior High schools were upgraded to full high school status, offering the secondary curriculum up to grade eleven (Evans, 2006, p. 24). Many of these schools subsequently offered the Caribbean Secondary Examination Certificate (CSEC) programme. It is important to note that the current policy of the Ministry of Education is aimed at eliminating All-Age and Junior High schools, (Jamaica Gleaner, 2012) converting them to either primary or high schools and facilitating the improvement of the upgraded high school to promote equity in the education system.

The traditional high school which had an academic curriculum emerged toward the end of the eighteenth century but served primarily the plantocracy and the rising middle-class. The majority of the people (the working class) had no access to secondary education, but were rather educated in the elementary school, which emerged soon after emancipation, and was later termed the All-Age School. As early as 2001, Claypole and Robottom explained that the elementary school, [as the name suggests], provided a rudimentary education, ... concentrating on the three *Rs* - Reading, (W)riting and (A)rithmetics (Claypole and Robottom, 2001, p. 87). With time, the education service would evolve and the New Secondary School would emerge to provide access to secondary education for the poorer population. Up to the 1960s, only approximately six percent of primary school graduates had access to high schools, which was the only form of secondary education of the day (Evans, 2006, p.21). It is these New Secondary Schools, established during the post-independence period to improve access to secondary education (and their offshoots) that are here referred to as non-traditional high schools.

At this juncture, it is important to highlight that the inbred inequities in the education system places non-traditional schools at a disadvantage. 'The (traditional) High Schools hold the promise of

post-secondary studies, have a much higher social currency, spend more money per student, experience a continually high demand for admission and have an academically oriented programme' (Task Force on Educational Reform, 2004, p. 42). Many non-traditional schools face unique challenges including massive overcrowding, poor and inadequate facilities and an unacceptably high level of illiteracy (Hutton, 2010, p.2). The inequities in the system are manifested in a considerable gap in academic performance between traditional and non-traditional schools. Traditional schools, on average, perform better than (in many cases considerably better) non-traditional high schools (Evans, 2006, p. 25).

The systemic challenges that confront Jamaica's education sector, particularly the non-traditional high school beg the following questions: Can the non-traditional school reap success academically and, if so, what are the factors that influence such success? Can non-traditional schools facilitate achievement in other fields of endeavour, for example in vocational, visual and performing arts? This research is a case study of a non-traditional high school which is perceived to have benefitted from considerable improvements. The research seeks to determine how Tree of Life High School (TLHS, pseudonym) reaped successes and improvement despite the significant systemic challenges that confront such high schools (problem statement).

An important point that emerged from this research is the fact that academic excellence is not the sole measure of school success. This is a philosophical concern begging the question- What is the goal of education? Our secondary schools tend to be judged solely on the basis of academic achievement and performance in external examinations; however, there are other ends for education. One can argue that despite the social challenges that non-traditional schools face, and despite their not being apace with traditional schools as it relates to academic performance, they can add and seem to be adding considerable value to the students whom they serve. Some non-traditional schools have distinctive features which allow them to positively impact their students' growth and development; adding value to learners in other areas such as social emotional development, the development of character identity and self-confidence and/or willingness to contribute to one's community (Evans, 2006, p.25). Moreover, many students in non-traditional high schools excel in non-academic disciplines such as the performing arts and technical subjects, developing skills and expertise that will assist them to function well in society.

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Aim of Thesis

This thesis aims at identifying the factors which contributed to the perceived improvements at a non-traditional high school – TLHS. These factors emerge from data garnered from multiple sources-namely principal, teachers and students of this school. Additionally, this research aims at examining both the challenges to and facilitators (school leadership) of this organisational transformation within the school. The prevailing climate of this non-traditional high school pre-and post-intervention will also be examined.

An Overview of Methodology

Case studies have been found to offer pragmatic solutions to real-problems (Payne, Field, Rolls and Hawker, 2007). As far back as 1984, researchers (Langford, 2001; Yin, 1984; Hammersley and Gomm, 2000) mentioned that they are an appropriate design for examining processes and outcomes in dynamic educational organisations where it is important to obtain multiple perspectives, and are suitable for exploring complex situations where flexibility is desirable. Detailed insights from well-constructed case studies also have an explanatory potential (Seale, 1999). Thus, a case study approach was employed for this thesis.

Research Questions

Utilizing a case study of one non-traditional school (Tree of Life High) the key research questions were:

1. What factors might have contributed to (or are contributing to) the transformation of TLHS?

2. How do teachers describe the climate of the TLHS over the last ten years?

3. What were the challenges encountered as staff and students embarked on this transformation process and how were these challenges resolved?

4. What are the strategies and policies that were put in place by the principal as they relate to the goals set for the school?

Background of Jamaica's Education System

Jamaica has made much progress in its education system since attaining political independence in 1962. Guided by the motto "Education for All," Jamaica has achieved universal access to education at the primary level, and seems poised to achieve the same at the secondary level. The country can also boast of achieving a standardized national primary curriculum, college training for 83% of the teaching

force, national standardized textbooks and workbooks provided free of cost at the primary level and a highly subsidized and accessible book rental scheme at the secondary level (Task Force on Educational Reform, 2004, p. 47). Nonetheless, there still exists some serious deficiencies in the education system. Qualitative improvements in education were not commensurate with the achievement made in improving access. The system still suffers from student under-performance. In 2003, 'less than one-third of the children entering Grade 1 were ready for the primary level; some 30% of primary school leavers were illiterate, and only about 20% of secondary graduates had the requisite qualification for meaningful employment and/or entry to post secondary programmes' (Task Force on Educational Reform, 2004, p. 47). Whereas in times past, providing learners with basic literacy and numeracy skills was sufficient (the majority of jobs required an unskilled or semi-skilled workforce) there is an evolving demand for a more effective (mature) education system (Hutton, 2010, p.2) that prepares students to function in an ever evolving information age.

The 1990s saw attempts to address the quality of the education system in Jamaica. The Five-Year Development plan was devised by the MoE, which highlighted that during the period of review the education system 'failed to achieve the primary level goals of literacy and numeracy by global standards. Students also failed to master the competencies and skills required to access secondary education' (Task Force on Educational Reform, 2004, p. 44). Despite considerable financial investment in education, all indicators reveal that the system still remains unsatisfactory. Consequently, Ministry of Education (MoE) has now addressed the problem. The Chief Education Officer, Dr Grace McLean, speaking at a JIS function declared, 'The ministry has recognised, over a few years, that the curriculum that we have at the primary level and from grade seven to nine presented a more generalised approach to education,' (JIS, 2015). Hence, has MoE has revisited the previous curriculum, 'selected schools at the grade one to nine levels' to pilot the new National Standards Curriculum. 'The new curriculum promotes critical thinking and the use of analytical skills for students to be able to apply lessons taught to real life situations, … it is also based on the Science, Technology, Engineering and Mathematics (STEM) approach to teaching' (JIS, 2015). The curriculum is now being utilized since the 2016/2017 school year.

Perhaps the greatest challenge to Jamaica's secondary education system achieving the 2030 Vision goal of world class education, is confronting the deep-seated inequities that are characteristic of

the system. As early as 2003, Senior made reference to the inbred inequities in the system by calling to our attention what she deems the paradox of Jamaica's education system. Senior states:

> On the one hand, many graduates of this country's secondary schools record great achievements at home, in the Caribbean and the rest of the world, whereas, on the other hand, a significant portion of graduates do not. While some students continue to do well, especially those privileged to attend the so-called elite schools, education for the masses of children is still second-rate or beyond their means (Senior, 2003, p. 171).

Though students and parents have consistently participated in education (through enrollment) there has existed a considerable achievement gap along socioeconomic lines. The writers of the Task Force on Educational Reform document (2004) argue that this gap has existed from the inception of formal education in Jamaica; that the Jamaican education system was founded on inequality, rooted in the nation's colonial past.

Public education can be said to have emerged at about 1835 when Jamaica was still a British colony. Jamaica was the beneficiary of a fund called the Negro Education Grant which facilitated the education of those who were formerly enslaved. However, within 20 years of the Grant, a dual/two-tiered system emerged, where *elite* schools served the children of the gentry and the publicly financed schools served the children of the working class (Task Force on Educational Reform, 2004, p. 41). Early researcher, King (1998) argued that the school system that emerged served the purpose of preserving the status quo and inequalities that characterized the colonial society. There was, in other words, one type of school for the colonial whites and another for the black ex-slaves. This continued right up to the emergence of the high school which accommodated the elites and the rising middle class - whites and browns - in the late eighteenth century. The black masses attended what was known as the elementary school, later termed the all-age school. It could be said that the elementary school was no more than a limited extension of primary education that served to provide basic arithmetic, (writing) and reading skills and socialize children to occupy their subordinate status in society (King, 1989).

Thus, 'a stratified educational system was established to match the racially and socially stratified society that existed' (Evans, 2006, p. 21). It is reasonable to say that this dual system still exists today. According to Evans (2006), in the 1960s only 6% of the population could truly be said to have access to secondary education which was exclusively the domain of the high school. The New Secondary School (see p. 15-16) was established in the 1960s. This increased access to secondary

education but the inequity in the system remained, as the path to the secondary school and the curricula differed from that of the high school. Access to secondary schools was via an entrance examination called the Common Entrance, but it was not a prerequisite that students pass this examination to matriculate to the new secondary school. Hence, students would enter the new secondary school without necessarily mastering rudimentary skills taught at primary level.

> The Common Entrance Examination functioned as the screening mechanism in a highly competitive selection process. Students who were selected went to traditional high schools; the rest flowed automatically to New Secondary Schools, resulting in an institutionalised two-tiered system – one for the upper and middle class and the other for children of the masses" (Task Force on Educational Reform, 2004, p. 42).

Though some students who are considered to be from a low socio-economic background were successful at the Common Entrance Examination and attended traditional high schools, performance in the examination was highly correlated with social class thus, invariably, most students attending the traditional high schools were from middle or upper class homes, and those from lower class homes typically attended the new secondary schools. The UNESCO 1983 (Task Force on Educational Reform, 2004, p. 42) reported that:

> The variety of types of secondary schools appears confusing but, actually, boils down to two: the high schools and the others. The differences can be seen in admission criteria, type of curriculum, enrolment patterns, future promise, social currency and unit expenditure. …The High Schools hold the promise of postsecondary studies, have a much higher social currency, spend more money per student, experience a continually high demand for admission and have an academically oriented programme.

The Grade Six Achievement Test (GSAT) replaced the Common Entrance Examination in 1999 (Ministry of Education, 2015). In theory the GSAT was not intended to serve as a placement examination but as a diagnostic test to determine the skills the child has mastered at the end of primary school. The parents, however, recognize that schools are unequal and invariably select traditional high schools as the first choice for their children, hoping the child would receive high enough scores to be admitted. In the instances where children are successful at the GSAT Examination and are placed in non-traditional high schools, some parents are distraught (the children as well) and seek transfers to the traditional high schools (Evans, 2006, p. 27), which they believe provide the best opportunity for their children.

As already stated above, the inbred inequity of the education system can be said to place non-

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traditional schools at a disadvantage, as evidenced by the considerable gap in academic achievement between them and traditional schools. Many criticize the non-traditional schools for their apparent lack of achievement, but it is important to recognize that the two types of schools characteristic of the system do not start on equal footing, though both invariably use the same centralized curriculum.

> There are cultural differences in schools, differences in the pedagogical processes and the content and tone of classroom discourse that make a difference in the lives of students as well as in educational outcomes. Each high school occupies a different location in relation to the wider society and makes a different contribution to the life trajectories of its students (Evans, 2006, p. 26).

In other words, schools are not closed systems, independent of the cultural milieu in which they exist. Family and community have a significant say in the functionality of schools, being important stakeholders in the education process. I have observed that there exists a gap in the engagement of the family/community (including alumni, Parents Teachers Association ...), with some schools while others in my locality are having the support of a deeply engaged community.

Another important variable that contributes to the achievement gap that exists between traditional and non-traditional schools is behaviour. The teaching/learning process in Jamaican schools faces diverse challenges, compounded by the negative social realities prevalent in the wider society; 'anti-social and violent behaviour is a social phenomenon, which has permeated all sectors of society, and the school is no exception' (Task Force on Educational Reform, 2004, p. 119). Then Minister of Education, the Honourable Andrew Holness stated that 'Our teachers are under stress because of the problem of antisocial behaviour in schools. It is so widespread, that we can classify it as endemic' (Francis, 2009). Compounding the matter is evidence that teachers in Jamaican schools treat students differently according to their socio-economic status, race, gender or class (Phillips, 1973; Keith, 1976; Evans, 2001; Drusine, 2016). Middle class students often possess the cultural capital gained from their parents that allow them to behave in a manner that is valued and expected by the school. 'Middle-class students are therefore well positioned to interact positively with teachers and to follow the rules and routines of the school' (Evans, 2006, p. 27). Presently, this view may be debatable at the educational institution to which I am affiliated as this statement relates not only to some students of middle-class families but also working class families as well. (Some) children of working class families, in many cases, live in communities in which violence, conflict and frustration are the norm. This makes it difficult for these students to behave in ways deemed appropriate. Though some conform to expected behaviours and have utilised education as a tool for social mobility, many 'working-class students

come to school usually speaking a language that has little status in the society, and do not easily or willingly conform to the school's image of the ideal student' (Evans, 2006, p. 28).

Based on my experience as an educator, I have concluded that all students are capable of learning despite the school they attend, or their socio-economic and cultural background. As far back as 2002, Elmore argued that students will learn what they are taught once instruction is done "thoughtfully" and "effectively." There is a school of thought that curriculum and pedagogy too often ignore the cultural knowledge and the experiences of subordinated groups. Evans (2006) contends that if curriculum and pedagogy are culturally relevant, enabling students to make connections to their own culture and experiences, these will go a significant way in closing the achievement gap. Evans (2006) summarizes Connell's (1985, p. 87-88) views which describe the Jamaican experience as it exists at present:

> A competitive academic curriculum, in which the knowledge to be taught is derived from university-based disciplines, is organized hierarchically, and in which the pedagogy is basically transfer teaching. What the teacher knows about the subject matter is transferred to the pupil. Student learning is organized as appropriation of bits of knowledge, that is, they learn in parallel not in a joint or collaborative manner (Evans, 2006, p.182).

However, as far back as 2001, Ladson-Billings (p.121) contended that, culturally responsive teachers 'know how to mine curriculum materials to stimulate students' thinking and their learning of critical skills'.

Effective leadership has also been demonstrated to be a factor in closing the achievement gap that exists between schools. Though leadership is not the only or even the main factor predicting school achievement/improvement, studies have consistently pointed to the fact that leadership plays a significant role, as recorded by early researchers - (Earley, Evans, Collarbone, Gold and Halpin, 2002, p. 16). The poor performance of schools has been related to poor leadership provided by principals (Hutton, 2010, p. 2) and conversely good/positive performance has been related to effective leadership. Though there is some ambiguity concerning what constitutes good/positive leadership in the literature, there are some broad characteristics of a high performing school leader (explored in subsequent chapters). Moreover, school leadership tends to be more effective when the leadership is fluid or contextual (Earley, Evans, Collarbone, Gold and Halpin, 2002, p.16) and school improvement is differentiated based on the "growth state" and/or culture of the school (Chapman and Harris, 2004, p.

226). Schools facing challenging circumstances contend with greater problems (constraining variables) that militate against academic achievement, but academic success need not be elusive. Researchers such as Hutton (2010) have sought to identify the unique and vital factors associated with effective or high performing school leaders in developing countries such as Jamaica. Despite the difficulties faced, the challenging circumstances experienced by their schools, these leaders demonstrate their belief that - 'Every Child Can Learn…Every Child Must Learn.'

The Significance of the Research

This case study research could be utilised to determine best practice, which could lead to academic and social improvement of non-traditional high schools in the developing world, as well as verify factors previously thought to influence performance. Merriam (1998, p.41) affirmed that 'problems and programmes can be examined to bring about understanding that in turn can affect and perhaps even improve practice.' It is important to highlight that numerous studies (over five thousand published studies - Hoy and Miskel, 2005) have been conducted on school leadership and the specific factors responsible for leadership effectiveness in the developed world; however, it must be said that there is still scope for such studies in the developing world, which must contend with unique constraining variables which may be unknown to the developed world. The point has been made that for leadership to be effective it must be fluid and differentiated, mindful of context. 'Schools across the world may have similar goals and objectives; [however] the situation under which these are to be accomplished will require different strategies, skills, competencies and abilities' (Hutton, 2010, p.2). The success/effectiveness of a school is dependent on the situation in which the principal finds him/herself. This case study seeks to identify factors which contribute to school effectiveness in the context of challenging circumstances, characteristic of a non-traditional school in Jamaica. Being mindful of the ever-changing education landscape, the study also explores the role of the school leader in facilitating school improvement in the 21st century/information age. Ultimately, it is my hope that the information garnered will improve the lives of students academically, emotionally and socially, as they are at the heart and centre of the education system.

Researcher's Perspective/Positionality

As a stakeholder in the education system, I have taught in the classroom for a number of years; a short period in the traditional high school setting, but the vast majority of my tenure in a non-traditional high school, betraying my bias. Thus, much of my tenure has been in a school setting that

bears many similarities to the TLHS, though in a rural setting. Based on numerous conversations with my colleagues, we (educators) often face numerous challenges in the classroom on a daily basis. Pottinger (2012, p.2) reports that 'peer bullying in schools' is one such problem. In my more than thirty years of teaching I have experienced my fair share of challenges in the classroom: students' lack of interest in academic success, drinking of alcoholic substances, gang violence/fighting, stealing/extortion of younger students' property, smoking of marijuana, and truancy, among others. Consequently, as educators, we constantly discuss these challenges at the school level, and we have virtually exhausted the numerous approaches established to deal with the challenges of each day. In an effort to alleviate these problems, seminars and workshops are organized by the Ministry of Education (MoE) and its stakeholders to facilitate discussion among administrators/teachers from the nation's educational institutions. One such occasion was a History Workshop for teachers preparing students for the Caribbean Secondary Education Certificate (CSEC), which was conducted at Real Value High School (pseudonym) on the 4th and 5th of February 2010. This was organized to discuss strategies which might be used to stimulate, motivate and guide students to achieve excellence in their CSEC Examination. It is at such meetings that the guiding principles that can assist teachers in solving problems are discussed. I recall another such occasion when an educator (Mr. Gogetter) spoke passionately about the challenges at his institution and the revolutionary changes that were then taking place. I was enthused and wanted to know more about his *story*. I felt solidarity with this kindred spirit, being able to identify with his struggle, and feeling inspired by his triumph was, no doubt, a motivating factor for conducting this case study. I was reminded that day that in spite of contextual challenges facing non-traditional high schools, social and academic growth is indeed possible.

I totally enjoyed my childhood years at school and, though in a different era, I envision a similar experience for my students... friendly rivalry in the completion of school assignments; indoor and outdoor competitive games during break time and after school - Baseball, Dandy-shandy, Hop-scotch, Hide and seek, as well as skipping to identify the group member who could bounce/jump the ropes for the longest period. Additionally, there were ring games: Farmer in the dell; Blue bird in and out the window; Those born in January skip around, Who's coming next punchy... With such fun and camaraderie there was scarcely any time for conflict and when disagreements occurred, there might be a fist fight which seemed to be forgotten by the end of the class session, as we were back to playing games before we hurried home. Being from the *old school* where we were constantly reminded that

'education is the key to success', I want to instill wholesome values in the minds and hearts of the youngsters who are placed in my care. The challenges characteristic of the TLHS mirrored many of the challenges at my own institution. Thus, I believed that if Mr. Gogetter and his team could transform the TLHS, I could adopt such best practices which could eliminate some of the turbulence at the institution where I am employed. With this thought in mind, I was motivated to conduct a case study at the TLHS to garner this data.

I was further motivated, indirectly, by two of my former principals during high school years. Both knew that I lost my father during my teen years and needed a support system. Principal One referred me to the Guidance Counsellor who nurtured and guided me during the years of study at that institution and then conversed with me like a big sister even after I graduated from that institution. My Adopted Mother spoke with Principal Two regarding my loss and asked him 'to keep an eye on me.' Well, he kept both eyes on me, as he then resided four avenues from my aunt's residence and had to pass there to and from work as well as church. If I had any intention of misbehaving or having my own way, I had to rethink. Like my former counsellor, even when Principal Two went to further his studies he mentored me as well as several of my classmates into our early adult lives and later was the Master of Ceremonies at my nuptials. I still cherish his words of encouragement and to date have kept some of his correspondence with me. Both principals have made an indelible mark on my life. Without my aunt and the influence of these principals as well as the guidance counsellor, I would not be the individual I am today. I was impacted for good and I desire to reciprocate (*pay it forward*) in the lives of my students. As a middle manager at my place of employment, it is anticipated that I will present ideas which would result in students' positive academic and behaviour modification; consequently, another motivating factor for undertaking this study.

Among other reasons for conducting this research was my intention to gain knowledge/understanding of some of the factors that can lead to the improvement of a challenging school environment. Two years into the tenure of the present principal, The Sunday Gleaner published the following article which described behavioural problems at this particular high school. 'Last week an entire class (10-graders) at the TLHS was suspended for disciplinary reasons' (Sinclair, 2002, p.2). This is one such incident depicting behavioural problems at the TLHS pre-intervention (see time-line below, on p.32). The climate of such schools may include the roles administrators and teachers play in focusing on the mission and goals of the school; the teaching and learning strategies employed by the

teachers and the extent to which the principal actively supports these instructional methods. These and other factors will determine the academic progress of the students and the impact of those schools on our society. In this study, the climate of the TLHS is examined in the stories of the participants.

Background Information on the Institution
Research Site

This study was conducted at an upgraded, non-traditional institution, the TLHS which is centrally located in a city. This institution was established in 1961 to serve the educational needs of this urban community; an educational centre that was easily accessible to students in that location. The school was designed to cater to the needs of the 11-15 year old students of the neighbouring all-age schools which had been converted to junior schools. In 1974, the government introduced the Grades ten and eleven programme in this particular school which became known as a New Secondary School. Its aim was to prepare students for the world of work. As a result of the principal's interaction with the Ministry of Education officials regarding the problem of inadequate student accommodation not only at this school but throughout the island, a decision was taken to experiment with the Shift System. The TLHS was selected as the pioneer for experimenting with this system in Secondary Schools. The Shift System started in 1972 with approximately 1,350 students and a teaching staff of 70. Six (6) classrooms, a Science Laboratory and an Art and Craft room were added to accommodate the Shift System (Simpson, 2011).

In 2011, the TLHS had a population of 1, 400 students. There are 686 boys and 714 girls guided by 62 educators - 34 females and 28 males. The administrative staff consists of twelve individuals including the Principal, Vice Principal, Nurse, Dean of Discipline and Library Assistant. There are three males in this group. The auxiliary staff consists of twenty-one staff members, seven of whom are females (Simpson, 2011). The TLHS offers a variety of subjects at both the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) levels. The CSEC subjects include Mathematics, English Language and Literature, Spanish, Human and Social Biology, Agricultural Science, Chemistry, Social Studies, Caribbean History, Integrated Science, Physical Education, Religious Education, Clothing and Textile, Food and Nutrition, Home Management, Information Technology, Electrical Technology, Mechanics, Welding, Plumbing, Technical Drawing, Building Technology (Woodwork), Art, and Library Science. Students in sixth form are offered the following subjects at the CAPE level - Environmental Studies, Applied

Mathematics, Communication Studies, History, Information Technology and Physics (Simpson, 2011).

Statistics Showing Improved Examination Results at TLHS

Statistics from the Ministry of Education (MoE) validate the reports of the teachers concerning the TLHS's improved academic performance in external examinations. Between the years 2007-2014 the percentage of the TLHS students attaining passes in the Caribbean Secondary Education Certificate (CSEC) Examinations generally trended upward. The year 2008 saw the lowest percentage passes at 45%. Each year following saw an increase, with 2013 seeing the highest percentage passes at 66.4% (See Graph 1 on p.27).

During this timeframe there were improved performances in English A, Mathematics and Information Technology. Importantly, the MoE statistics revealed that the TLHS performed exceptionally well in some of the technical subjects, most notably Food and Nutrition, attaining no less than 90% passes over the period and three years of 100% passes. The TLHS boasted 100% passes in Visual Arts in 2014 (See Graphs 1 and 2 on p.27 and 28, respectively). Though there was still room for improvement in the TLHS's performance in academic subjects such as Mathematics and English A, the school was adding value to their students in other ways, particularly in arts and technical subjects.

Graph 1- Percentage of Tree of Life Students with Passing CSEC Grades

	2007	2008	2009	2010	2011	2012	2013	2014
	51.4	45	56.9	55.5	55.8	61.3	66.4	60.3
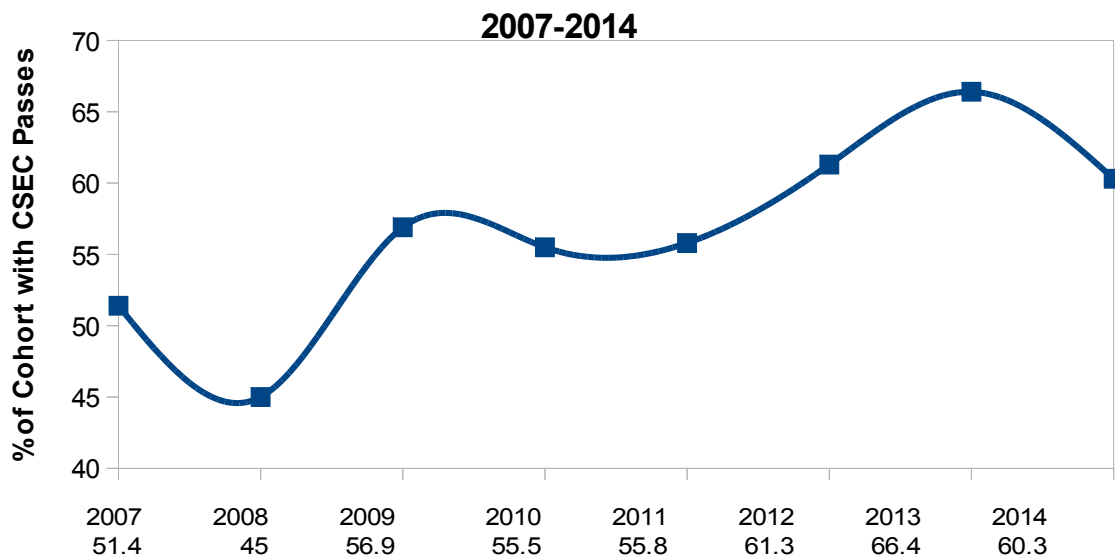
Graph 2- Percentage of Tree of Life Students with Passing CSEC Grades by Subject
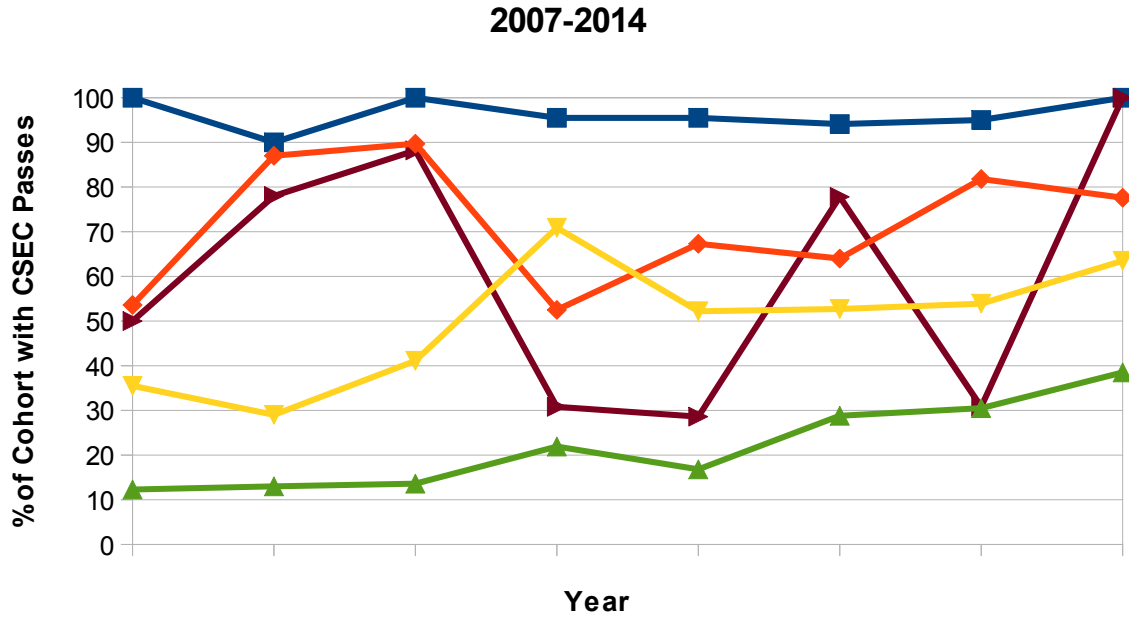
2007-2014

SUBJECT	2007	2008	2009	2010	2011	2012	2013	2014
Food and Nutrition	100	90	100	95.5	95.5	94.1	95	100
Visual Arts	50	78	88.2	30.8	28.6	77.8	30.8	100
Infomation Technology	53.6	87	89.7	52.5	67.3	64	81.8	77.6
English A	35.5	29	41.1	70.9	52.2	52.7	53.9	63.5
Mathematics	12.3	13	13.6	21.9	16.8	28.8	30.5	38.5

Key

Food and Nutrition ■

Visual Arts ▲

Information Technology ◆

English A ▲

Mathematics ▲

Governance of the TLHS

The school is governed by the Ministry of Education (MoE), Jamaica. The chief administrator at the institution, according to the Tree of Life School Past Students Association (2010) is 'a young energetic and dynamic man who has assumed duties as the new principal. He has embarked on changes of his own.' His pleasing, charismatic personality endeared staff and students to him. In the age range of forty to fifty, Mr. Gogetter (pseudonym for principal) shared that he had always wanted to be a principal. During the interview session, Mr. Gogetter explained that his tenure at the research site began over ten years earlier when he resigned from a prominent high school in an urban area where he had been employed as a middle manager for fifteen years.

However, governance of the TLHS does not rest solely in the hands of the principal. Along with him is a vice principal as well as senior teachers or middle managers, some of whom are Heads of Departments and supervisors responsible for coordinating the smooth functioning of the department and guiding a group of teachers who teach the same subject, for instance, Mathematics, English Literature and Integrated Science. There are also the subject teachers, some of whom are responsible for a form or class of students as it relates to their daily registration and completion of their term report cards. The Student Council Members and the Prefect Body also play their role in the governance of the school population. Additionally, the staff speaks highly of the support of the School Board of Governors whose members were elected with the approval of the MoE. Included on this Board are representatives from the MoE, academic and ancillary staff, the community, student body, PTA and the alumni association. The assistance of members of the community as well as other stakeholders aids in the development of the TLHS. This was quite evident during fieldwork when a parent visited the school seeking permission to have her son excused from classes to attend external counselling recommended by the institution's guidance counsellor. With her eyes glistening with tears, she muttered that her other two sons graduated with seven and eight CSEC subjects, completed sixth form and did well. She did not want this son to get out of control and not achieve as his other siblings had done at the TLHS. Thus, the social, emotional and academic needs of the students and the school community are effectively coordinated for the total development of the whole child and community.

The institution is organised as upper and lower school. In the latter, Grades seven to nine, students are being taught all the core subjects in preparation for option selection in Grade ten. This should prepare them for the CSEC Examination and their career choice. Grades ten and eleven are

prepared for the external CSEC as well as the City and Guilds Examinations. Based on the students' performance, that is, their success in at least five CSEC subjects including Mathematics and English Language (all at grades one or two), and their professional path, these students matriculate to the sixth form programme. During the two years of this course of study students are designated as Lower (first year) and Upper Sixth Form students or grades twelve and thirteen students. The Sixth Form students are given more privileges than the other students; for example, they are allowed to attend school/classes for only those subjects they intend to sit at the CAPE level. Even though this programme was organised to facilitate the TLHS students, applicants are accepted from other schools. Others are qualified to enroll in colleges and universities.

I interacted with some students who were from traditional high schools but chose the TLHS to complete their high school education; others' decision was due to lack of space/facilities at their previous schools. The vice principal (Mr. Smiley, pseudonym) shared that plans were being discussed regarding building a block of classrooms to accommodate prospective sixth formers based on the number of applications. An increase of subject offerings is also being considered.

Building a good rapport with the members of the immediate school environs has proven to be quite beneficial to the institutions and the neighbourhood. This is also true of the TLHS. The residents of the school community show their approval of the leadership of the institution. Parents do not wait to be invited to regular PTA meetings; they just visit to ascertain if their children are behaving or performing as required. The school was not always known to have had a disciplined environment and now that things are taking an encouraging turn parents have partnered with the school to maintain this orderly setting. Hence, parents will not be pleased to be informed by the staff that their children are being undisciplined; neither will they allow their children to be defiant or to disregard the rules and regulations of the TLHS. This was shared with me by a middle manager who was delayed a bit for our meeting/interview as he met with one such parent who came unannounced. Another aspect of the community/school relationship which prevails is the sale, at a minimal cost, to parents, of some of the products farmed by their children in the Agricultural classes. The community also benefits from the students' reinforcing skills/concepts taught in Mechanics and Plumbing classes. This involves the fixing of pipes and equipment/tools related to metal, plumbing and other vocational areas. Additionally, some students are assisted with a small token from neighbours, especially if the latter is a business

owner. With such relationships, students then cannot loiter in the community as they are supervised not only by their parents but other individuals with some form of relationship with the school community. They are sharing with the community as maintained in previous years when the care of children was a community affair. Some parents now consider that moment in time to be the good old days which I believe should be maintained because of the positive benefits.

In a discussion with Mr. Smiley, I learned that the academic staff complement is comprised mostly of young adults who are seemingly quite ambitious and are pursuing either their Bachelor's or Masters' degree online at offshore universities or after work hours at one of our local universities. Throughout the period of my fieldwork, the teachers were all approachable and I experienced an amicable relationship with those with whom I interacted. As I observed the routine of the institution, these teachers were often seen walking briskly to their classes, with a sense of purpose. Most of the students seemed to have copied this attitude and it did not seem to have been because of the possible consequences of loitering on the corridors. There appeared to have been an urgency to get on with the task of teaching and learning. The students could be described as the older generation would have said, as "very mannersable" or extremely courteous. They did not pass by without greeting or acknowledging me, as often we saw each other on the school grounds or on occasions when I walked in from the main road to the premises. The students even offered to assist me with the files I carried and often directed or accompanied me to the offices/departments of teachers to be interviewed. They were also observed assisting their teachers with instructional materials needed for their classes and monitoring/supervising their peers of the lower school. Furthermore, the students were immaculately dressed; not only was their decorum impressive, the students' leadership qualities were outstanding and they were observed fulfilling their roles and functions as the leaders of their cohort.

The orderliness and urgency to get on with the task of teaching and learning described above was, however, not always a feature of the recent TLHS experience. Prior to the tenure of Mr. Gogetter, the experience at the school was characterized by indiscipline, discontent among the ranks of the academic staff and student body, and academic under-performance. A commentator writing in one of the island's leading newspapers related the experience of TLHS pre-intervention well. Dennis (2012, p.1) wrote thus:

> Located in a tough inner-city community off Long Drive Road in Raven
> (Pseudonym) is a school which has over the years grappled with not only
> academic underperformance, but also violence. A police search of the school

in 2008, for example, turned up several weapons; including an illegal firearm,
34 pairs of scissors, five knives, ice picks, razors, blades, pieces of glass,
screwdrivers, a bottle containing acid, and marijuana.

During the tenure of the principal (Mr. Gogetter) however, the TLHS could be said to have benefited from something of a transformation, improving in a number of areas (see Table 1, below). The school has improved and excels in a number of areas such as sports, discipline, the performing arts and academics. The Dance Club ha s won several awards in Jamaica Cultural Development Commission (JCDC) competitions for various categories of dance and the 4H Club members also won prizes at the annual Denbigh Agricultural Show. The TLHS achievements will be further discussed in the findings of the study.

The sixth form programme is now in its third year. The school created history at this years' graduation (2010) exercise when the first batch of sixth formers graduated. The motto, *Learning for Service*, provides a challenge to every student and teacher, and the school is especially proud of the number of teachers and students who have gained higher education and are serving in key positions in education and other organisations throughout Jamaica and the world (TLHS, 2010).

Table 1: Timeline Showing Changes Occurring at the TLHS with Changes in the Nation's Education System

Pre-Intervention (Tree of Life High School Prior to Mr. Gogetter's Tenure) **Prior to the year 2000**	
Major Themes	**Relevant Changes in Jamaica's Education System that Coincided with Changes at Tree of Life High School**
Indiscipline School Violence Student Gangs	➢ Peace and Love in Society (PALS) formerly Peace and Love in Schools founded in 1994 aiming to partner primarily with schools to influence positive behaviour change through alternative dispute resolution techniques.
Inability to attract teachers Student/teacher absenteeism	

Low levels of motivation to learn

Low staff morale

High rate of transfers to other schools

Negative perception of school

Low exam passes (Academic underachievement)

> **Post-Intervention (Tree of Life High School following Mr. Gogetter's Tenure)**

> **Mr. Gogetter assumed the office of Principal in 2000**

Major Themes	**Relevant Changes in Jamaica's Education System that Coincided with Changes at Tree of Life High School**
Improved Discipline	> Task Force on Educational Reform (2004) recommends strengthening existing citizen education school programmes such as PALS, Change from Within, Values and Attitudes ... > Tree of Life High School is a beneficiary of the PALS programme. > Dean of Discipline launched by the Ministry of Education (MoE) in 2009/2010 academic year in 86 secondary schools across Jamaica as an intervention to decrease violent activities and other disciplinary problems in schools. The programme aimed to allow teachers to focus on instructional delivery in the face of widespread indiscipline in schools. Tree of Life High School is one of the first schools to benefit from this programme.
Improved job applications for teaching post Increased demand for entrance to school Improved grades of students matriculating to Tree of Life High School	> The Ministry of Education (MoE) seeks to address the uneven nature of the education sector. Noting that there were several categories of secondary schools with characteristically varied academic results, the MoE has sought to expand the number of "traditional" high school places and to strengthen

	➢ weaker schools by providing capacity support, such as literacy assistance.
	➢ Tree of Life High School establishes a 6th form programme (2007/2008) and graduates first batch (2009/2010).
Increased levels of literacy	➢ Task Force on Educational Reform (2004) recommends training literacy specialists (approximately 400) to address literacy remediation (learn to read) and grade level remediation (read to learn). The Task Force further recommended that information technology be utilised to facilitate remediation.
	➢ Ministry of Education launches National Literacy Strategy (2007) to raise literacy to optimal levels in under-performing schools. These schools would benefit from the expertise of literacy specialists.
	➢ Tree of Life High School benefits from Ministry of Education Reading Specialists to address reading problems particularly of students entering the school. Information Technology employed in this intervention.

Description of Chapters in Dissertation

     This dissertation is organized in nine chapters. Chapter One, the Introduction, provides an outline of the components of the proposed study. An overview is presented of the history of secondary education in Jamaica, tracing the development of the two-tiered system (traditional and non-traditional) schools. The gap between traditional and non-traditional schools with regard to both academic achievement and climate is also examined, and there is background information on the research site, the TLHS. I also explain my positionality as the writer and how this might influence the presentation

of this research.

Chapter Two presents the Theoretical Framework of the thesis which informs the research. The concept of Leading Change as exists in the literature, and the inevitability of change in educational institutions, focusing on Deming's (2000) Organisational Change Theory of Continuous Improvement, are examined. There is also discussion of the methods, theories, and leadership models which other authors have applied.

In Chapter Three, I review the related literature based on the research questions and themes. The review of literature is organized in broad categories which include an analysis of published information relevant to the factors that influenced school transformation and/or improvement. The factors addressed in this chapter are as follows: School Leadership (Transformational, Participative, Instructional Effective, Situational, Contingency), Teacher Professional Development, Teacher Job Satisfaction/Teacher Morale, and Indiscipline. The other factors (Educational Change, School Improvement Factors, Educational Change Management, and School Leadership) which emerge in the data are treated as sub-factors subsumed within these four critical factors. The literature related to School Climate is also addressed in the review.

The focus of Chapter Four is the Research Methodology and Design employed in my research and justification for the methods/procedures utilised. Attention is given to the role of the researcher; how my beliefs and personal experiences might predispose me to unconscious biases is also discussed. The concept of "power issues" in the field of methodology is addressed. Also, the procedures addressing participant selection, data collection and analysis are examined. Finally, the verification of data and ethical issues based on the research procedure are also considered.

Chapters Five to Eight are dedicated to presenting qualitative data analysis and results of the four research questions. In Chapter Five, Research Question One required the respondents to state: What factors might have contributed to (or are contributing to) the transformation of the TLHS? The major themes emerging from the data based on the respondents' narratives are Principal's Leadership Styles, Teacher Professional Development, Teacher Job Satisfaction, Teacher Morale and Indiscipline. The analysis of the data collected is described; the data was gained from interviews and three focus groups procedures as the methods of inquiry to gain the rich verbal data. The findings of the collected data are transcribed in an effort to learn about participants' perceptions and experiences as they relate

to the topic of interest. Particular attention is given to a discussion of the findings in an effort to establish the trustworthiness of conclusions.

As in Chapter Five, I present a qualitative data analysis and results of Research Question Three in Chapter Six. The participants responded to the question: How do teachers describe the climate of the TLHS over the last ten years? The responses showed contrasting experiences pre-and post attempts at intervention led by the administrator.

For Chapter Seven, I analyze the data from the respondents' information regarding Research Question Three: What were some of the challenges encountered as staff and students embarked on this transformation route and how were those challenges resolved? Seven obstacles were identified in the data. These difficulties, initially, seemed impossible to overcome; however, with teamwork and dedication the staff and students achieved the transformation plan for their institution.

In Chapter Eight, the responses to Research Question Four, below, are examined. What are some of the strategies and policies that were put in place by the principal as it relates to the goals set for the school? These strategies and policies include sharing the lead and sharing the load at the TLHS with stakeholders in education, the professional development of staff and the improvement of the school infrastructure programme.

The final chapter, (Nine), presents my conclusions based on the research findings, focusing on the key research questions. The implications for the research at policy and practice levels are outlined and suggestions are made regarding directions for further complementary research. The contribution of the study to the education sector is also included. I stated my claim for doctorateness and concluded with summation of the thesis.

§ *R.E.H.C.* §

CHAPTER TWO
Theoretical Framework to the Research

Overview of Chapter

The focus of this chapter will be on the theoretical framework utilised in this study which draws from theories related to Leading Change, as presented in literature. Deming's (2000) Organisational Change Theory of Continuous Improvement and its application in educational institutions will be examined. I will also focus on the methods, theories, and leadership models that other authors have applied.

Leading Change

This study examines the change that occurred in an urban Jamaican secondary school. Change is inevitable in every organisation, and sphere of life/humanity... and is essential to improving the culture/climate of any society. Human society undergoes constant change; and particularly so in this technological age. The prototype educational leader in contemporary society is a change agent. Leaders have a responsibility to pilot change that results in more effective and efficient educational practices while operating in an environment that is increasingly political, ever concerned with how and when changes are made. Consequently, the leader should aim to coordinate these changes without alienating the workforce or other key stakeholders. He/She, therefore, needs more than a superficial understanding of change, and must be a change expert who understands the nuances of change and then orchestrates that change process through its many stages (Calabrese, 2002, p.326).

Evans, Thornton and Usinger (2012) express similar views regarding change in the education sector, avowing that change constitutes an integral component of the educational landscape, and in recent years educational leaders have adopted and implemented practices designed to improve teaching and learning to promote organisational advancement (p.154). As far back as 2003, Calabrese found that school administrators in contemporary society are engrossed in the chaotic nature of change. The rapid rate of change propelled by technology and impelled/stimulated by the growing economic and global issues influences small rural as well as large urban school communities. Effective leaders recognize the magnitude of what it means to lead change. The effects of reacting to transformation are colossal to for educational institutions and the general population of organisations they serve. A starting point for the school administrator in learning to lead change is understanding the nature of the change.

Contemporary school leaders have to consider following five basic questions:

➢ Can change be controlled or managed?

➢ Is change inevitable?

➢ How do you manage people who resist change?

➢ How do you create and sustain an environment in which organisational members embrace change?

➢ How do you assist organisational members in coping with the uncertainty associated with the change? (Calabrese, 2002, p.326)

Theories of change have been discussed for decades and are part of most educational leadership preparation programmes to guide organisational development. Organisational Change Theory has evolved; as early as 2000, Deming (p. 23-24) established the principles known as Total Quality Management (TQM). Deming's ideas prefigured many contemporary practices in education, including fostering collaboration, developing shared vision, and promoting staff development. Numerous educational leaders have adopted Total Quality Management to guide their school improvement process.

Deming's Model of Continuous Improvement has offered fourteen (14) strategies to support continuous improvement in an organisational setting. Several of Deming's (2000) points are pertinent in the educational context of the TLHS. The first point, constancy of purpose, requires administrators to be forward thinkers and to envision the future of the institution. As the stakeholders collectively imagine the possibilities for the school, this shared vision, 'Every Child Can Learn…Every Child Must Learn' drives subsequent actions. Hence, according to Calabrese (2002, p. 327) 'effective leadership facilitates change as a natural process by integrating the past and present into future changes.'

Education of employees is the focus of several of Deming's (2000, p.23-23) points. In Point Six (6), Deming recommends that all employees should be afforded appropriate training so they can perform well. Point thirteen (13) encourages organisations to support the continuing education of employees in leadership positions. He asserts that only through education can leaders broaden and deepen their understanding of various concepts that add value and promote continuous enhancement. The TLHS administrator embarked on a similar path encouraging academic and ancillary staff alike to

pursue higher education. Some staff members accepted the challenge and were successful while others were pursuing their post graduate courses during the period of my fieldwork at the research site. Additionally, Deming's Model of Continuous Improvement supports job-embedding training or professional development to improve the professional skills of staff. This programme, an initiative of the MoE, was keenly observed routinely/regularly on site by the principal of the TLHS. The members of staff also attended workshops and seminars conducted by the MoE and other stakeholders in the field of education. Reeves (2010) contends that through professional development, leaders can support collaborative inquiry in their institutions by developing structures to foster that collaboration, promoting the development of common formative appraisals, and building the aptitude of new leaders to enhance the leadership capability of the system.

Eliminating fear is another strategy that Deming (2000) suggested for transforming organisations. Fear within the workplace can be associated with numerous factors. The cause of fear for staff and students of the TLHS was mostly related to the volatile locality of the school community. As early as 2006, Yukl and Lepsinger (p.3) emphasised that the ability to adapt becomes even more important when the external environment is turbulent and uncertain.   The administrator, with his team, partnered with other interests to address the issue in order to create a feasible work environment.

Another point of Deming's (2000) theory which undergirds the theoretical framework of this research is the concept of teamwork. Deming believes in the inclusion of everyone in the transformation of an organisation. He posited that if the plan of teamwork is applied consistently by the administrator, a shared vision representing core values would evolve and would serve as the foundation for quality growth and development of the institution (p. 23-24). Researchers, Yukl and Lepsinger as far back as 2006, (p.5) affirm Deming's view of inclusion and state that a change programme is less likely to be successful if the administrator tries to dictate in detail how it will be implemented in each part of the organisation. The TLHS administrator adopted the inclusion policy as will be further discussed in subsequent chapters.

Additionally, change often requires arduous work. This was articulated by McDermott and O'Connor (p.1), as early as 1996. They stated that 'change is difficult, it calls for courage, yet the personal and professional rewards are great. The situation now is such that you have to change to survive.' Calabrese (2002, p. 326) avers that people resist change that they believe is not in their best interests; however, they cooperate with change when they believe the change will benefit them.

According to Zembylas (2010) 'educational change, is inevitably a deeply emotional sense-making experience for teachers' (p.231) and for the success of the desired outcomes of educational change, sensitivity to these aspects of the human factors of the change process has been widely recommended in research. Other early support came from the following researchers: (Day, 2002; Hargreaves, 1997; Hargreaves and Evans, 1997; Hargreaves, 2004; Goodson, 1997; Fullan, 2001; Kirk and Macdonald, 2010; Fullan and Levin, 2009; Wendell, 2009). The administrator of the TLHS seemed to have shared this perspective, so he discussed the issue of the transformation of the institution with his staff prior to the actual proceeding. Torres (2000, p.255) also believes that 'to change education it is necessary to work with teachers and not against them or behind their backs, accepting them not only as agents of reform but also as allies and subjects of change.' This position is supported by Carl (2005, p.228) who posits that teachers wish to be included in the decision making from the very initial stages of a change initiative and they do not wish to be mere recipients of something they have to implement; this participation, according to Swanepoel (2009) is more likely to make them positive about and engaged with the change. Busher (2006, p 151) suggests that if teachers accept and are in agreement with the change, they are encouraged 'to engage with it because it allows them to implement some of their values for constructing successful learning and teaching to benefit their students, as articulated by the respondents (teachers) of the TLHS.

In times of great change, people look to their leaders for direction and signs that the institution has selected the right course of action. Consequently, it is essential that the administrator communicate personal confidence that the vision can be realized and that the benefits will be worth the sacrifices. The leaders can communicate the message of confidence and optimism through their choice of language and by their consistent actions that demonstrate their conviction and support of the vision (Yukl and Lepsinger, 2006, p.5). Key to the process of change at the TLHS was the communicative approach that the administrator employed in discussing the vision of transformation for the institution.

Methods, Theories and Leadership Models

Leadership models can be considered as alternative ways of portraying events. There is no single all-embracing theory of educational leadership. Each theory presents explanations of behaviour and events in educational institutions. The viewpoint preferred by leaders, explicitly or implicitly, inexorably affects decision-making. The diverse theories of educational leadership reveal very

dissimilar ways of understanding and interpreting events and behaviour in schools (Bush, 2008). Fullan (2003 b) believes that theories provide the platform for good practices or reinforcement of good practices; likewise, leadership theories must be relevant for the reinforcement of good practice in education.

Bush (2008) identified nine distinct models of leadership. These are:

➢ managerial leadership focusing on the management of existing activities;

➢ transformation leadership which delineates the leadership function as securing commitment and capacities of followers;

➢ participative leadership when decision making is participative among the whole group;

➢ interpersonal leadership focusing on collaboration and interpersonal relationships;

➢ transactional leadership as a political model based on the exchange of benefits for some 'valued resources' (p 15);

➢ postmodern leadership with a focus on inclusion and participation and a sensitivity to diversity and democracy;

➢ moral leadership deriving authority and influence from shared values, beliefs and ethics;

➢ instructional leadership focusing on the teaching and learning process and the targeted influence of leaders on the learning of students through teachers' contingent leadership with no single leadership emphasis, but instead, a stress on adaptation in leadership practice according to the situation (Bush, 2008, p.13-19).

Importantly, these leadership models are not mutually exclusive, as several of them can be utilised by an administrator in different situations.

Authors, including Arvidsson, Johansson, Ek, and Akselsson (2007), have applied situational leadership framework in their research. Arvidsson et al., (2007) in their study of air traffic control employees examined how leadership styles and adaptability differ across a variety of situations, conditions, structures, and tasks in the air traffic control arena. The authors utilised a diversity of research questions about the relationship between leadership adaptability, task-orientation of the leader, leadership style, working situation, operational conditions, structure of the organisation, and level of leadership experience (Arvidsson et al., 2007).

The research included discussion of the literature relating to leadership and safety and the

relationship between leadership and reduced stress levels. The authors' implicit assumptions included those concerned with a relationship between effective leadership and workplace safety as well as a relationship between leadership effectiveness and stress, and between stress and poor workplace performance. The authors also assumed that differences among coworkers require leaders to exhibit sensitivity to and the ability to diagnose varying levels of maturity or readiness among employees (Arvidsson et al, 2007). The authors theorized a correlation between independent and dependent variables and then set out to investigate and confirm that relationship (Creswell, 2009). Arvidsson et al (2007) discussed implications of their work and despite the fact that previous research indicated that relation-oriented leadership is preferred over task-oriented leadership, task-orientation is suitable in some situations (Arvidsson et al., 2007).

Another group of researchers, Hamstra, Yperen, Wisse, and Sassenberg (2011) studied transformational (and transactional) leadership style in relation to followers' preferred regulatory style, workforce stability, and organisational effectiveness. The authors intended to address a gap in the leadership literature by focusing on regulatory fit in the context of turnover intentions, while integrating both transformational and transactional leadership and examining promotion as well as prevention focused regulatory strategies (Hamstra et al., 2011). The research addressed the relationship between transformational leadership and turnover intentions, given a promotion - focused regulatory strategy, given a prevention-focused regulatory strategy; and the relationship between transactional leadership and turnover intentions given a promotion-focused regulatory strategy, and given a prevention-focused regulatory strategy.

The authors assumed that leadership influences followers' turnover intentions, that a match between followers' self-regulatory strategy influences organisational outcomes, and that leadership style preferences may fit with regulatory style preferences. Hamstra et al (2011) discussed several implications of the study including the idea that tailoring specific leadership behaviours or styles to followers' preferred self-regulatory orientation may improve employee retention, organisational stability, and the engagement of followers.

Situational leadership, explored above, emphasized leadership behaviours along a continuum between task-orientation in relation-orientation as well as the level of maturity, or readiness of

followers as a contingency or context that leaders need to account for in order to establish the correct fit between the leader and follower (Bass, 2008). Situational leadership theory advocates for the right leadership style and behaviours for the context and situation faced by the organisation (Bass, 2008; Hersey and Blanchard, 1969; 1979; 1996; Yukl, 1999, 2008; 2011). Once that *match* is realized, assigned responsibilities can be better achieved.

Transformational leaders achieve results by employing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 2000; 2008; Bass and Riggio, 2006). The transformational leader exhibits each of these four components to varying degrees in order to bring about desired organisational outcomes through their followers (Bass and Riggio, 2006). Transformational leaders share a vision, inspire followers, mentor, coach, respect individuals, foster creativity, and act with integrity (Bass, 1990; 1999; 2008; Bass and Riggio, 2006).

Transactional leadership involves exchanges between leaders and followers designed to provide benefits to both. Leaders influence followers through contingent rewards and negative feedback or corrective coaching. Despite originating as distinct constructs, transactional and transformational leadership exist as parts of another leadership model, the full range of leadership model (Bass and Riggio, 2006).

Both situational leadership theory and transactional leadership focus on leadership behaviours to the exclusion of leadership traits or individual differences, while transformational leadership looks at leadership behaviours and individual differences. Transactional and transformational theories involve universal approaches to leadership and are appropriate for my research. Given that transformational theory applies to a wide range of situations and contexts and evidence suggests transformational leader fits a variety of diverse cultural contexts [and the other factors mentioned above] (Den Hartog, House, Hanges, Ruiz-Quintanilla, and Dorfman, 1999; Leong, 2011; Rowold and Rohmann, 2009; Tsai, Chen, and Cheng, 2009; Zhu et al., 2012) it would also be an appropriate theory for my research.

In summary, Bush's (2008) nine leadership models collectively suggest that the concepts of school leadership are complex and diverse. They are also artificial distinctions, or *ideal types*, since most successful leaders are likely to embrace most or all of these approaches in their work (Bush, 2003) as demonstrated by the administrator of the TLHS. The transactional leaders offer inducements

to their followers rather than encouraging improvement to their commitment or motivation, as in the transformational model. This arrangement is often temporary and relates only to the specific matter being discussed and does not commit to the long-standing values and vision being endorsed by a school. On the contrary, transformational leaders engage in transformational change by inspiring their staff; placing emphasis on ethical values, encouraging participation of other members of staff as well as sharing work related ideas and resources. Thus, the transformational model is conducive for and applicable to varied work situations.

Summary

In this chapter, I examined the concept of change in the education system. I discussed Deming's (2000) Organisational Change Theory and its application in educational institutions. Deming's Model of Continuous Improvement focuses on strategies to support continuous improvement in an organisational setting. Deming's concepts of constancy of purpose, recommendation that all employees be afforded appropriate training; encouragement of organisations to support the continuing education of employees in leadership positions; elimination of fear at the workplace as well as idea inclusion of everyone in the transformation process of the organisation were all highlighted. These are examples of Deming's theory of change which undergird the theoretical framework of this research.

The methods, theories and leadership models were also examined with emphasis on transformational, transactional and situational approach to leadership. Transformational leaders being the group of directors who foster learning communities through interactions and problem solving by encouraging investigation and examination of concepts. Conversely, Bass and Riggio (2006) posit that the transactional leadership model assumes that relationships of leaders with, for example teachers, are based on a process of exchange where leaders manipulate the individuals they lead through rewards or inducements. Wyld (2010) notes that situational leaders focus on the responsibilities of the person/group; are flexible in their leadership approach and adopt the leadership style considered most appropriate to resolve individual or group issues based on the development level of the individual/group so that he/the group can be successful in the given work environment. Thus, the methods, theories and leadership models are varied and being an effective, transformational leader may only be realized with time and much experience.

In Chapter Three, I will review the related literature based on the research questions and

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themes. The review of literature will be arranged in broad categories which will include an analysis of published information relevant to the factors which influenced the TLHS transformation.

CHAPTER THREE
Review of Related Literature

Overview of Chapter

In this chapter, I will review the related literature based on the research questions and themes emerging from these questions stated below. The review of the literature opens with a discussion on educational change, followed by a consideration of four factors that influence school transformation and/or improvement. These are as follows: School Leadership (Transformational, Instructional, Participative and Effective), Teacher Professional Development, Teacher Job Satisfaction/Teacher Morale, and Orderly Environment. As will be seen in chapters discussing the data, and supported by the review of the literature, these four factors feature very prominently and can be considered of critical importance to any attempt to effect school transformation/improvement. Other factors have emerged in the data; however, such will be treated as sub-factors subsumed within these four critical factors. Finally, the literature related to School Climate will also be addressed.

Educational Change

This study seeks to identify factors responsible for the positive change in a Jamaican secondary school - Tree of Life High School (TLHS). Internationally, there has been much interest and discussion regarding the subject of organisational change, and for the purpose of this dissertation more specifically change as it concerns educational institutions. Various nomenclatures have been used to describe the phenomenon of educational change including educational reform, school reform, school improvement, turnaround schools …. Furthermore, numerous nations have embarked on unprecedented educational reform agendas driven by ever increasing demands for accountability and performance. Miller (2016) concurs and added that 'Principals are operating in a time of increased scrutiny increased accountability … a time where competition between schools, competition between school systems, performativity, public accountability … naming and shaming of schools, high-stakes testing and standards have become the new norm' (p.184). The educational world is, therefore, 'buzzing with the notion of change, and its ancillaries like improvement, effectiveness, reform and innovation... (are) reiterated repeatedly in the discourses relating to both policy and practice' (Razzaq, 2012, p. 4). Increasingly, schools are being held accountable for ensuring that no student performs below a required standard (Lubienski, 2009). As early as 2000, Caldwell (p. 67) believed that in this 'twenty-first century, world-

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class standards will demand that everyone is highly literate, highly numerate, well-informed, capable of learning constantly, and confident and able to play their part as a citizen of a democratic society.' The demand for improvements in students' attainment generates pressure for change. Bently (2008, p. 207) attributes this demand to two factors/pressures; 'the first pressure is to ensure and demonstrate better attainment across all schools and narrow the gap between the highest and lowest achieving students. This is true in the Jamaican context as evidenced by the existence of inequities, manifested in the performance gap between traditional and non-traditional high schools. The second pressure is to respond to the ever increasing need and demand, expressed in social and cultural diversity; changing students, family and employer expectations; growing economic inequity and geographical polarisation.' Jamaica has also faced this pressure as she seeks to prepare students to function at an international level. Jamaica's leadership has set itself the task of achieving world class education and training, a goal enunciated in Jamaica's Vision 2030.

Similarly, jurisdictions such as the United States face these demands, in response to which the country established its national education policy designated: No Child Left Behind Act of 2001(US. Department of Education, 2001). The policy demanded that schools nationwide meet minimal standards of performance expectation or risk sanctions such as the state taking control of such institutions or even closure by the educational authority. Consequently, considerable attention, in terms of both educational policy and research, was placed on improving low performing schools (Orr, Berg, Shore, and Meier, 2008). This trend is observed in Jamaica's education system, exemplified by the philosophy of the Ministry of Education 'Every Child Can Learn…Every Child Must Learn.' This thrust for educational reform was the basis for the initiation of the Task Force on Educational Reform (2004) which was charged with the responsibility of devising a plan to reform Jamaica's education product to make it world class.

A parallel situation in the English educational system has been identified in the paper **Policy Leadership, School Improvement and Staff Development …**. by Middlewood, Abbott, Netshandama, and Whitehead (2017). The researchers stated that Abbott, Rathbone and Whitehead (2013) posit that school education in England has been the subject of almost constant review and reform for almost 30 years. There have been noteworthy improvements to all aspects of the system, which include programme of study, evaluation, inspection, increasing the period of compulsory education and transforming school organisation and finance (p.151).

Middlewood, Abbott, Netshandama, and Whitehead (2017, p.152) noted Middlewood and Abbott's (2015) views that these changes in the school system have been driven by a desire to raise educational standards, in response to perceived underperformance set against widely reported achievements in educational institutions in other parts of the world, such as Singapore, China and Scandinavia. Additionally, education transformation has been aimed at improving social mobility and motivating students from more disadvantaged circumstances with the intention of closing the gap between the most and least successful students. This process has been enhanced through teacher training and professional development for principals and teachers. Abbott (2015) cited by Middlewood, Abbott, Netshandama, and Whitehead (2017, p.152) argued that there is increased political interference in the education system as central government has taken greater control of the schools' curriculum and how it should be assessed. Education has become a significant political issue and it has increasingly been placed at the forefront of the political agenda.

The literature concerning educational change is mixed; examples of success at school improvement/effectiveness are cited by Chapman and Harris as early as 2004; Hutton (2011); and failure by Salmonowicz and Levy (2009), as well as Orr, Berg, Shore, and Meier (2008). Moreover, the range of research on educational change includes studies on the common themes of successful schools, schools that performed at or above expectation despite considerable contextual challenges (poverty, past poor performance, special learning needs …), and schools that persistently perform below expectation despite intervention. In other words, research has been undertaken on effective and improving schools (conditions of success) and more recently on ineffective schools (factors that limit progress).

School Improvement Factors

Educational change involves numerous stakeholders, but it can be said that teachers and principals (school leadership) play particularly important roles. Since any change in education invariably surrounds the process of teaching/learning and given that teachers are the facilitators of this process, teachers can be said to be the centerpiece of educational change. Teachers are the implementers of change in the classroom and should be involved in the change process from the policy and design stage. If teachers are not incorporated into the planning sessions and do not believe that the plans are realistic, some might not initiate the change; thus, change will not be successfully

implemented (Razzaq, 2012).

Successful school leadership is essential to education and development, as well as to a democratic system, and school administrators, like governments globally, are well aware of this. For education to realize the results of effecting economic prosperity and social mobility 'effective leadership from governments, from school principals and from all other sectors of an educational system must be in place, and in sync' (Miller, 2016, p.1).

'The factors underpinning a principal's success or failure are multiple and range from personal, social, cultural, and legal to religious and institutional…' (p.2). Miller's views are that these factors help to determine school leadership practice and are sometimes responsible for creating tensions within this practice. 'There are limits to what a training college and a training programme can do to create the kind of principal that will raise the bar of performance for schools in a climate of increased performance expectations' (Miller, 2016, p.2).

The Minott study which examined the CSEC results of Jamaican secondary schools suggested that poor performance in examinations was related to or was the result of poor leadership offered by principals (Hutton, 2011). In the climate of reform, school leaders are seen as the catalyst for educational change, initiating improvement by enacting roles and responsibilities framed by professional standards and evaluated against performance elements (Stringer and Hourani, 2015, p.225). Conversely, in examining change and improvement in schools, Maden (2001, p. 319-321) notes that it is tempting to think solely of the principal as a kind of miracle worker, but ... securing improvement comes through the hearts and minds of teachers.

This is a view shared by Conway, Andrews, van Jaarsveld and Bauman (2017) whose study" Cross-Cultural Stories of Practice from School Leaders" states the following: Hallinger and Heck (2010) captured the gist of the current argument when they concluded that no single modus operandi/method adopted can improve all schools; the principals alone are unable to bring about improvement; focus needs to be placed on culture and capacity for improvement; as well as the inclusion of a broader range of leaders in school improvement development.

What then is the role of the principal in school improvement? Conway, Andrews, van Jaarsveld and Bauman (2017) highlighted the thoughts of Leithwood, Harris, and Hopkins, (2008) in response to

this question. Leithwood et al. believe that principals are responsible and accountable for the successful management of the school. A concept that has been established in research is that principal leadership is the second most influential factor that accounts for variation across schools and Louis 2007, Louis, Dretzke and Wahlstrom (2010) as well as Walker, Lee and Bryant (2014) explained that some principals may influence students' learning by shaping teachers' working conditions and motivation. Among other research which has explored the contribution of principal leadership to improving school outcomes are (Crowther and Associates 2011; Hopkins 2013; Robinson 2007; Walker et al. 2014).

The leaders' roles include inspiring the staff and students they lead, that is, enthusing and engaging others for change; creating acceptance for change, creating the emotional climate for change, and supporting teachers both psychologically and with the necessary resources to facilitate change (Razzaq, 2012). Bush and Coleman as early as 2000, (p. 77) provide a useful description of the role of school leadership in facilitating school change:

> Leaders need to establish the climate, the structures and the processes to enable
> new ideas to be forged, tested and implemented for the benefit of pupils and
> students. They also need to be able to adjudicate between competing priorities
> and to determine whether and how to resource new initiatives.

Hutton (2011, p.5-13) in his study of twenty (20) high performing principals in the Jamaican school system, identified nine characteristics of successful leadership, namely:

➢ At the core of the principal's philosophy is the belief in the value/purpose of education and the central place of the student (personal philosophy);

➢ The principal is driven to succeed, self motivated and takes responsibility for the success of the school (personal philosophy);

➢ The principal engages key stakeholders (staff, school community) to achieve performance targets (leadership skills and behaviour);

➢ The principal sees his/her most important role as facilitating the development and achievement of his/her students (support student growth and performance);

➢ The principal values academic achievement, but understands academic achievement may look different depending on the type of school (students' academic performance and achievement);

➢ The principal values quality staff, particularly academic staff (staff development and relationship);

➢ The principal values strong relationship with the external community – PTA, alumni, business

community, similar schools ... (community development and relationship);

➢ The principal proceeds with initiatives thought to be necessary, even if in conflict with the Ministry of Education or regional office policy (relationship with the formal structure);

➢ The principal values quality physical environment/equipment (enhancement of physical environment).

Hutton's characteristics of successful school leadership provide `a good guide for schools desirous of implementing successful change (reform), though at times his categories overlap.

The literature also reveals instances of school failure (Salmonowicz and Levy, 2009; Orr, Berg, Shore, and Meier, 2008). There are schools that 'flounder or make mixed, limited, or no progress despite a variety of support services and resources' (Orr, Berg, Shore, and Meier, 2008, p. 671). Some schools face significant contextual difficulties such as challenging student populations handicapped by poverty, previous poor performance, or special learning or language needs. As a result, these institutions are constantly managing tension and facing problems that limit the chances of improvement being achieved, and make improvement considerably more difficult (Chapman and Harris, 2004). However, there are schools that meet or exceed expectation despite these contextual challenges. As early as 2004, Chapman and Harris identified eight factors that led to the improvement of what they deemed schools facing challenging circumstances (SFCCs), namely:

➢ Improving the physical environment;

➢ Improving relationships between stakeholders;

➢ Clear focus on teaching/learning;

➢ Building (outside) community;

➢ Continuous professional development;

➢ Strong, clear, purposeful leadership;

➢ Creating an information-rich environment (policy for change is data driven;)

➢ External factors (harnessing external support).

Razzaq (2012) contends that, to this point, educational change has primarily been viewed through an Anglo-centric lens and based on the scholarship of the developed world. One can argue that improvement, for developing countries should not, however, be viewed and measured in the same way as for a developed country (Hutton, 2011), as context is important when charting the course for educational change. Chapman and Harris' study was conducted in the context of the British school

system (a first world country) and thus it must be said that the factors they elucidated may not fit, in every instance, a third world context like that of Jamaica; however, their work provides a useful guide. It will be interesting to contrast their factors with those that are discovered from my study.

Educational Change Management

In Miller's (2016) publication, **Exploring School Leadership…** he asserts that several school administrators articulated concern at the number of policy initiatives they are required to execute or consider executing simultaneously. They appreciated the need and reasons for transformation within the education system but 'suggested there was a mismatch between what the government expected and what the school could reasonably be expected to achieve, due to a number of reasons, but due mainly to the unavailability of 'slack' in schools' human resource capacities' (p.106).

Miller noted the following:

> Multiple reforms are taking place in Jamaica's education system at the moment. There is much emphasis on accountability through school inspections, or improving the quality of teaching and learning and on the professionalization of teachers. The changes are happening simultaneously, at a time when we have more students in classrooms and fewer teachers being recruited. It seems to me, outputs and inputs do not match and this is making it difficult for schools to deliver on some critical areas. (Principal 8, Jamaica, female; 2016, p.106-107).

While school administrators usually 'understood and accepted the need for, and welcomed, changes to the education sector, there was a sense of exasperation among them of "being unable to cope" due to a "policy implementation rush ...on top of everything else" ' (Miller, 2016, p.108).

The whirlwind of policies in the education system affecting the ability of school leaders to undertake their responsibilities effectively is challenging. Likewise, implementing a whirlwind of school-level policies can deprive a school of (already) limited time for teaching and learning activities. 'Schools cannot function without policies, nor can an education system.' However, the schools and the MoE need to discuss this issue so that the 'education system can potentially lead to more effective engagement and therefore better results for all…' (Miller, 2016, p.122).

The increasing demand for accountability in education, and the mixed results at attempts to reform schools has led to the emergence of a distinct field of study- education change management. Proponents of education change management contend that attempts at school improvement will invariably fail if the change process is not managed properly. If change, generally and in the context of

schools, is not planned and managed, then unintended negative consequences can result (PPTA, 2012). Some researchers would argue that there are two types of change; superficial/surface change - first order, or real/sustained change - second order. Surface change does not affect structures, roles and culture. However, for second order change to occur, basic beliefs and assumptions must also change (Razzaq, 2012). The New Zealand Post Primary Association PPTA paper (2012, p. 6-20) on educational change provides some useful practical guidelines to implement change that leads to improvement, which includes:

➢ prioritization: define a small number of achievable, well grounded goals (no more than three at a time);

➢ set the objectives for change;

➢ assess the risks associated with implementing change (How will the proposed change affect staff, particularly academic staff or existing programmes?);

➢ assess the evidence to determine whether the desired change is likely to lead to improvement;

➢ involve all key stakeholders at all stages of the change process;

➢ assess if resources are available for proposed change;

➢ assess the need for professional development to facilitate change;

➢ establish time-lines;

➢ establish a trial period, regular monitoring/evaluation and means of reporting.

Some of these practical guidelines associated with change may be used by educational institutions in their quest for school improvement. Educational change is a theme that is constantly being researched and is a major focus of my dissertation. What follows in subsequent sections of this chapter is a discussion of numerous factors which influence educational change.

School Leadership

Leaders of educational institutions are 'arguably the most important group in the success and/or failure of individuals and/or national development.' Administrators' aptitude to guide and their 'effectiveness is a function of several factors including quality and type of training received, their ongoing professional development, support … inside and outside the school, leadership characteristics and approach to leadership, experience in teaching and leadership and (latterly, experience in marketing, budgeting and procurement)' [Miller, 2016, p.172]. 'School leadership, over time, has evolved into an art, a science and a process that simultaneously enlists and guides the talents and energies of staff, students and parents towards the achievement of some common educational goals'

(Miller, 2016, p.32). 'School leadership is not a unitary exercise. Nor is it a linear exercise. School leadership is as dynamic and as spontaneous as the environment within which it is practiced, mediated, through a range of factors including cultural, social, economic, legal, technological and personal' (p.1). Miller (2014, p.134) further stated that 'Sound leadership means the skills, competencies and behaviours embodied in the individual who occupies the role of a leader. But sound leadership also means having the most appropriate person appointed or promoted to a leadership role.' Therefore, the role of leadership is a critical factor for educational change.

'School leadership practice has changed and continues to change as the environment within which the schools operate continues to change' (p.28). 'Schools and other educational institutions are changing in paradoxical ways – on the one hand becoming more complex, more different, more similar, more intricately connected both internally and externally, and on the other becoming more lonely and more isolated from their publics…' (p.25). Moreover, as soon as schools adjust to one change, an additional is forced on them, resulting in more complexity and uncertainty. Principals are then required to function under rapidly mitigating circumstances which require them to rethink the paradigms of headship in theory and in practice. In other words, 'as school principals around the world continue to adopt and respond to changes in a school's external environment, different models of leadership are engaged (indeed are required!) in order to lead successful and effective schools'…. (Miller, 2016, p.25). Miller, however, in one of his earlier publications noted that 'school leadership in times that are unpredictable and swiftly changing requires an approach that is neither top down or bottom up but one that is encompassing, synergistic, innovative and practical' (2012, p.9).

Miller (2014) believes that 'quality leadership is one of the pillars upon which effective schools are built,' (p.134) and that 'school leaders are tasked with establishing a collective vision for improvement and for leading innovation, student learning and achievement' (p.127). Consequently, there has been a discernible rise in the interest placed on school leadership since the early part of the 21st century, as there is a growing consensus concerning the impact quality leadership can have on schools and student outcomes. As early as 2000, Sergiovanni noted that schools are perceived as communities where the principal plays an important role in facilitating the movement and direction of that community (Sergiovanni). The emphasis on school leadership has been so heightened that Simkins (2005, p. 9) mentioned that 'we now live in a world dominated by the idea that leadership is one of the major factors - sometimes it seems the only factor - that will determine whether an

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educational organisation, be it a school, a college or a university, will succeed or fail…' Though teachers interact most directly with learners and hence it seems to follow that they (not school administrators) can best influence school and learning outcomes, there has been a growing emphasis on the role of principals in educational outcomes. Bush (2007, p.391) suggested that though 'schools need trained and committed teachers...they, in turn, need the leadership of highly effective principals and support from other senior and middle managers' if the goals of educational institutions are to be met. Though some may contend that research in education has placed too much emphasis on the matter of school leadership, perhaps at the expense of other critical factors; the critical importance of school leadership on educational outcomes should not be underestimated.

These views are given greater credence by the fact that they are echoed in a recent publication, **Cultures of Educational Leadership: Global and Intercultural Perspectives.** In this publication, Miller (2017) posits that, as nations become more internationally united, educational institutions, from kindergarten to university, are required to equip students to live and work in a much narrower world economy. Consequently, education and its offerings should no longer be considered as an asset to be safeguarded by a country but as a global tool for personal and social transformation (Bristol, 2012). Correspondingly, educational management can no longer be thought of as delivering/offering outcomes for a nation but instead for a worldwide economy, even though in the process individuals might expect the experience of leadership to increase a nation's competiveness. 'Educational leadership therefore may be thought of as both a lock and a key, to be used to secure and safeguard and to release and reassure' (Miller, 2017, p. 8).

Miller continues to explain that, 'Faced with external factors such as the recent economic meltdown, globalisation and changing borderland narratives and shifts in government policy, education institutions the world over are being forced to "do education differently". This shift is as much about the leadership of policymakers in education departments and ministries as it is about the practice of leadership by school leaders and teachers at all levels' (2012, p. 10, cited in Miller, 2017, p.8).

All schools need strong leaders, as according to Watson-Williams and Fox (2013, p.42) a strong leader is the cornerstone of an effective school. Authorities in Jamaica's education system have recognized this and have undertaken initiatives to strengthen school leadership. The 2004 report of the National Task Force on Educational Reform recommended that a National Quality Assurance

Authority (NQAA) be established to attend to the issue of performance and accountability in the nation's educational system. To address this recommendation, the Government of Jamaica established an independent National Education Inspectorate (NEI) to deal with the issues identified, and make changes relating to the transformation of the Jamaican education system (NEI Report, 2014)**.** The roles and responsibilities of the NEI are consistent with the legislative framework which authorizes:

> the Minister of Education to cause any educational institution to be inspected
> at such intervals as he may think fit by persons authorized by him in that behalf
> and the Minister shall cause a special inspection of any such institution to be
> carried out whenever it appears to him that such special inspection is desirable
> (The Education Act, 1965, Section 39, p. 35).

The NEI is authorized to impartially evaluate the standards achieved by the students in all public primary and secondary schools at specific points in their education, and to report on their progress or the lack thereof with regard to their educational growth. The NEI is also responsible to make recommendations to support enhancement in the quality of the provision and outcomes of all students (NEI Report, p.6).

In keeping with the thrust to strengthen school leadership, the Ministry of Education established the National College for Educational Leadership (NCEL) in 2011 (NCEL Brochure, JIS, 2015). The mandate of the NCEL is 'to support students' achievement and well-being through excellent school leadership', as well as to 'identify and develop … school leaders…' The training offered by the NCEL is not limited to improving competencies but is intended to equip principals to lead effectively, become confident, and motivated to succeed as he/she guides staff and students along the path to excellence, despite inevitable challenges that will arise.

Similarly, in Hong Kong, principals are required to fulfill different levels of training: Aspiring principals were obligated to accomplish a Certificate for Principalship. In addition, a two-year course has been introduced for them since 2002 to provide them with support in their new role... (Ng and Szeto, 2015, p.542). Likewise, as far back as 1998, the United Kingdom government proclaimed the conception of the National College for School Leadership (NCSL) designed for developing world-class school, system and future leaders in order to improve the life chances of all students (Ng and Szeto, 2015, p.543). Also in the USA, since the Interstate School Leaders Licensure Consortium (ISLLC) was established, many states have adopted its principles to improve school leadership programmes (Young,

Crow, Orr, et al, 2005).

Jamaica's contemporary education system, the effectiveness of school leaders is measured by the academic achievement of students and their success at internal and national examinations. According to Ewing (2001), improvement in students' accomplishment is acknowledged as the primary aim/goal of school reforms and the restructuring processes. There is criticism of institutions nationwide which do not fulfill the required educational needs of the students, particularly in the metropolitan regions where the success gap is widening. The MoE and other stakeholders continue to insist on more accountability from principals as instructional leaders because of the decline in students' attainment, as measured by the nation's standardized examinations.

According to Sherman, as early as 2000, a principal's role is multidimensional (as shown in Figure 2, p.121) and as he/she manages/presides over the institution there are multiple tasks that are expected to be completed for its smooth functioning. Fink and Resnick as far back as 2001, concur with Sherman's (2000) view of the multifaceted principal and acknowledge that the focus on principals as leaders for teaching and learning within the schools and their responsibility for increased student achievement have increased with recent reform efforts. Additionally, Sherman (2000) noted that research reveals that principals are the linchpins in the enormously complex workings, both physical and human, of a school.

The job entails a staggering range of roles:
> psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, cheerleader. The principalship is both lowly and lofty. In one morning, you might deal with a broken window and a broken home; a bruised knee and a bruised ego; a rusty pipe and a rusty teacher (Sherman, 2000, p.2).

Additionally, as early as 2000, Trail (p.2) noted that a principal should possess skill in promoting healthy, productive interactions among the staff as this is valuable, particularly in making sure that both negative and positive feedback is heard and considered, effectively giving teachers the *power* to participate in decision-making and enact change in the school. Furthermore, 'by truly listening to what teachers and students are saying, a principal can continuously take stock of the school culture (and/or climate) and use feedback to make reform efforts more effective' (Trail, 2000, p.2). The principal must be competent but his/her competencies are not limited to what he/she does but also what he/she knows; therefore, it is when theory and practice are brought together that an effective principal is truly created (Darling-Hammond, Meyerson, LaPointe, and Orr, 2010).

Miller (2016, p.31) believes that 'The notions and belief about leadership in other organizations are no different from those regarding leadership in schools. Leadership is arguably the most important ingredient in the successful functioning of a school, either as a whole or as a combination of different parts.' According to Bush (2007) school leadership can be defined as 'a process of influence based on clear values and beliefs and leading to a "vision" for the school. The plan is communicated by administrators who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the institution, students and stakeholders (p. 403). In other words, leaders conceptualise and communicate a vision of a preferred future for their organisations and in turn influence followers to own and pursue the vision.

Leadership, Learning and Technology

Information and communication technology (ICT) is of paramount importance in supporting education and training at all levels of the education system (Dzidonu, 2010). Technology leadership is an important aspect in principals' leadership. Principals should establish the vision and goals for technology in the institution they administer; and endorse and support its implementation throughout the school (Grady, 2011a, 2011b). Principals and teachers need technology-supported pedagogical training, knowledge and skills that they can rely on when utilising technology in school functions and the teaching and learning experience (Hughes, 2013).

Information and communication technology (ICT) can be beneficial beginning at the instructional teaching and learning level, for budgeting, procurement, recording of incidents, registering attendance of staff and students; as well as communicating within and outside the learning institution. Hence, the use of technology is fundamental to the effectiveness of schools and to the day-to-day experience of those who study and work in them. Globally, data management systems are being used to enable education ministries and/or departments, and educational institutions to use data to improve education and meet policy demands, although, especially in some developing countries, this has been found not to be the case (Dzidonu, 2010).

Current research from the Caribbean territory indicates that, along with the principals' responsibility for introducing and using ICT, there still exists a digital divide between teachers and students (- the skills, knowledge, experience of proficient students versus that of matured teachers not

as technologically inclined) (Watson, 2013). The concept of how and why technology is utilised in schools is vital in identifying how institutions will be employing its use to reach teaching/learning and other objectives, as well as and how technology can be used to minimize the digital gap that exists between teachers and students (Miller, 2017, p.82). One principal confessed, 'I must admit that I am slow off the mark with the use of ICTs as I am an older person… I am now attending classes to build my capacity, so when I talk to staff about integrating ICT in their teaching, I don't feel hypocritical about it and I can do so being able to assist someone who is unsure' (Principal 8, Jamaica, female) [Miller, p.85-86]. Principals who are able to practice their ideas for ICT integration are leading and sending a powerful message through both words and actions (Flanagan and Jacobsen, 2003).

Therefore, training is a necessary component for effective school leadership and educational change. In a previously mentioned study on high-performing principals, conducted by Hutton (2011) nine areas were considered to be vital to their effective performance and could be beneficial if utilised in the training programme for principals. Some of the areas identified include the demonstrable philosophy of school and self; personal strengths, qualities and abilities; student academic development and achievement; student personal development and achievement; staff development and achievement; community development and relationship as well as plant and facilities maintenance and development. Hutton (2010, p.6) explained that 'high performing principals are self-confident and (they) believe in their ability to provide leadership for the school to achieve the goals and objectives being pursued.'

Hutton (2014, p.93) also discussed the training of the 'whole central leadership of the school system, including vice principals and territorial or education officers.' This act, along with the training of 'other levels of leaders in the school, including senior teachers and teacher leaders, would have to be considered for a comprehensive preparation for authentic education transformation. All members of the academic staff would be prepared to manage with changes to be undertaken in the institutions. Hutton (2014, p.93) further mentioned that 'the Professional Development Unit of the MoE proposed that a Master's degree in school leadership be offered by the Faculty of Humanities and Education, UWI, Mona to enhance the effectiveness of principals and other school leaders.' Hutton (2014, p.93) also noted that the Task Force on Educational Reform (2005) made a similar recommendation to strengthen the governance of the education system. Presently, applicants for a principal's position are required to have at least a Master's degree to be considered for such a post at the high school level.

For the effective leadership of schools, it is important that the most competent individual is selected as the administrator. In Jamaica, this is not always the case. Miller (2014, p.134) noted that some teachers who are expected to be involved in this reform process are of the view that many of the principals who were appointed to lead them were not fairly elected. If the teachers' belief is correct, 'the realization of important international, national and school goals, such as achieving quality education for all (UNESCO, 2000), providing a first class quality education system (PIOJ, 2010), and improving student attainment (MoE, 2012) could be undermined.' Other possible effects of this unfair selection could be that 'suitably qualified teachers (are) not promoted or appointed,' resulting in the nonexistence of the critical leaders (Miller 2014, p.135) who could guide the transformation process. Miller further added that some schools led by these principals 'fail because those appointed to lead them do not possess the requisite skills, knowledge, experience and/or competence to do their jobs effectively' (p.133) and the students' education is negatively affected. According to Miller (2013c) corrupt practices in recruitment and selection (of principals as well as classroom teachers) must give way to transparent practices.

Support for a similar approach regarding the appointment of teachers is expressed by Miller's (2016) publication, **Exploring School Leadership…**He interviewed principals who, even though stating that this was not the case, reported that they have been accused of not employing and/or not promoting teachers based on religious affiliation. A female principal (8) from Jamaica, recounted:

> We promote staff based on merit although, for certain positions like that of religious studies, you will need to be a member of the faith group that operates the school. We are a faith school. However, we promote and affirm the value of hard work to our students showing them the merit of what is going to get them the best job and not their physical appearance, ethnic origin or sexual appearance.

Both English and Jamaican principals (in Miller's 2016 study) suggested that religion was important in some instances to gaining a position to [fill] certain roles such as heading a department or leading a school… (p.62). Miller (2013b) avers that, in Jamaica, teachers who were not affiliated to a faith group that operates a faith-led group, such as Catholics, Anglicans, Baptist and Methodists, were less likely to be appointed as a principal in these ("church") schools. Miller (2016) acknowledged that one principal in his case study confirmed that religious association affects the selection process for certain job roles in her school – a faith-based school, for example, being in charge of the religious studies curriculum (p.63).

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Miller (2013c) cites Shah and Shaikh (2010) who concur that similarly, to be able to deliver a first class education system, the process of appointing a principals (and teachers) should be depoliticised, having regard to organisational structures and practices (Shah and Shaikh, 2010). 'Taking action to promote equality in employment is not just a matter of moral justice or of fairness ... It is good, sound common sense, and it makes good business sense too' (Bottomley, 1993, p.1). To ensure quality education for all students, many inputs and processes need urgent revision (Education International, 2011) and Miller (2014, p. 135) believe that this is 'especially urgent in Jamaica.'

One also has to consider the question of gender as it relates to effective leadership of schools. Miller (2013) in his edited version of **School Leadership in the Caribbean** … questions the gender issue of men in teaching; in leadership positions and positions of responsibility in the Caribbean education system. Miller (2013) argues that there are more female teachers at every level and they occupy leadership positions at every level. This is also evident in the high school where I am one of the middle managers. As observed at institutions where I have taught, most of the male students tend to be more settled and focused when there is a male administrator; this is not to say that my female counterparts do not command that level of respect However, some male students would not even harbour the thought of being disrespectful to a male principal, whereas they would be if the leader is a female. That this is a worldwide issue is confirmed by research done by Torrance, Fuller, McNae, Roofe and Arshad (2017, p.29). These writers, referring to Coleman's (2005) research, noted that some women are still barred from being in leadership positions. Even though internationally there is a much higher percentage of females than males who are teachers, the women hold a minority of secondary school management positions and, in primary schools, while males hold an over-representative percentage of administrative positions (Coleman, 2002, 2005). Blackmore (2009b) examined why the potential for women to become 'the new source of talent for leadership positions' did not progress further beyond the turn of the millennium (p.3) and concluded that it remains an equality issue.

Oplatka as early as 2001, stated that traditionally women 'are culturally expected to be caring, subjective and personal' (p.231) while working within 'a male-dominated organisational culture' (p.230) within which 'orthodox leadership is male' (Coleman, 2003, p.325). The pervading presence of gender stereotyping of leadership styles is hinged on socially established gendered traditions (Hoff and Mitchell, 2008; Schmuck, 1996). This custom often positions men as natural contenders for leadership and relegate women's ways of leading to eliminate them from management positions (Blackmore,

2002; Court, 1994; Shakeshaft, 1987). This perception of gender bias with regard to the selection of school leaders is echoed in Showunmi and Kaparou's (2017, p.95-96) observation that 'Leadership is a very "gendered" concept [while] in a wide variety of cultural contexts, leadership continues to be identified with the male.' This matter of gender and school leadership is one that warrants consideration in the Caribbean context.

Though there is considerable consensus on the significance of school leadership for the school and ultimately student learning outcomes, 'there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes' (Bush, 2007, p. 391). What is clear from the literature is that principals should be aware of the various approaches available to them when facing problems and dealing with day-to-day issues so that they know which set of tools to choose from when facing daily challenges (Bush and Glover, 2002; Bush, 2003). Simkins, as early as 2005, agreed that it is crucial that leaders are provided with the tools to explore problems from a variety of perspectives. As such, attention will be given to different perspectives/approaches to leadership in subsequent sections of the literature review; namely the Transformational, Participative, Instructional, Effective, Situational and Contingency leadership approaches.

Finally, it is important in discussing leadership to explore its relationship to the concept of management. Often times in the literature, leadership and management are treated together. However, leadership and management are distinct functions of school administrators but are so closely associated that it can be difficult for principals to separate the two in the practice of their day-to-day work. As early as 1997, Bolman and Deal (p. xiii-xiv) specified that 'Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. Leading and managing are distinct, but both are important.' School leaders ought not to be good leaders only (able to influence staff and cast vision), but also good managers (maintaining/implementing systems). Whether leading or managing, however, the work completed should reflect the school context and especially, its needs at any given time. If the schools are functional, the administrators can move forward to developing vision, and devising clear aims and policies, with the assurance that systems are designed to ensure their implementation.

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Transformational Leader

While one cannot overstate the importance of school leadership; what is not clear is the specific leadership qualities that promote school effectiveness (Bush, 2007, p. 391). A number of approaches to school leadership have been posited and will, therefore, be explored. Transformational leadership is one such approach. There has been a call for this type of leadership in recent times in some education circles. According to Barnett and McCormick as early as 2004, transformational approaches to leadership have increasingly been advocated for schools and principals have been encouraged to adopt approaches to leadership that are seen to be appropriate for schools faced with demands for reform.

As far back as 1978 Burns explained that a transformational leader is *'one who raises the followers'* level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes' (Burns, 1978, p. 141). He/She influences followers to go beyond their self-interest for the sake of the organisation, while elevating 'the followers' level of need on Maslow's (1954) hierarchy from lower-level concerns for safety and security to higher-level needs for achievement and self-actualization' (Bass, 2008, p.619). Transformational leadership is one of Bush's (2003) management models which, according to Leithwood, Jantzi and Steinbach as early as 1999, (p.9), 'assumes that the central focus of leadership ought to be the commitments and capacities of organisational members.' This focus is thought to be associated with 'higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals' (p.9). Burns (1978, p.20), in describing the relationship between the transformational leader and his/her followers, pictured each inspiring the other to achieve 'higher levels of morality and motivation, such as justice and equality. As far back as 1994, Silins (p.274) adds that transformational leadership 'bonds leader and followers within a collaborative change process' and consequently contributes to the performance of the entire organisation. The following statement by Miller and Potter (2017, p.247) attests to the validity of these views. They suggest that 'effective transformational leadership models recognise that capacity can be built from "bottom up" and not only through "top down" approaches. Simply put, the participation of staff and students on tour was a form of capacity building not only for them but also for others in their school communities' as they were representatives for their school.

As early as 2000, researchers, for example, Bass and Riggio recorded that transformational leaders achieve results by employing the four 'Is' components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 2000; 2008; Bass and

Riggio, 2006). Each of these components should be exhibited to some extent so as to facilitate the preferred organisational results through group members (Bass and Riggio, 2006). Transformational leaders share their vision with those whom they lead, inspire their followers, mentor, coach, respect individuals, foster creativity, and act with integrity with their group (Bass, 1990; 1999; 2008; Bass and Riggio, 2006).

Regarding the four 'Is' or factors of transformational leadership, some researchers frequently group the first two components (idealized influence and inspirational motivation) together as charisma (Bass and Avolio, 1990; Bass and Riggio, 2006). Idealized influence incorporates two separate aspects of the follower relationship. First, followers attribute the leader with certain qualities that they wish to emulate, and secondly, the leaders impress followers through their behaviours (Bass and Riggio, 2006). In other words, the idealized influence symbolizes the sharing of risk and burden by the leaders, with the follower and the leader both having thoughtfulness for the personal needs of followers. Inspirational motivation is characterized by behaviour that seeks to motivate and inspire followers by providing shared meaning and challenging work for the latter. The key characteristics of inspirational motivation are enthusiasm and optimism (Bass and Riggio, 2006).

Another aspect of transformational leadership is intellectual stimulation. By structuring a questioning environment, the leader allows the group members to creatively address problems through the utilization of new techniques. The leader ensures that there is an open exchange of ideas by allowing mistakes, seeking new methods for problem solving, and assessing the followers' processes rather than just situational outcomes. This component suggests that ideas are not criticized solely because they differ from the leader's opinions (Bass, 1996).

The final component of transformational leadership is individualized consideration. The leader acts as a coach, teacher, and mentor for each follower, providing individualised attention and feedback, both positive and negative. The mentor-protégé relationship allows for followers to increase their levels of potential by creating new learning environments; benefiting from bi-directional communication and a supportive climate. Critical to individualized considerations are the understandings and empathy of personal concerns, effective listening, and an acceptance of individual differences (Bass, 1996; Smith, Montagno and Kuzmenko, 2004; Bass and Riggio, 2006).

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As early as 1994, Leithwood (p.498-518) further characterized transformational leadership in the context of schools along the following dimensions:

➢ building school vision;

➢ establishing school goals;

➢ providing intellectual stimulation;

➢ offering individualised support;

➢ modeling best practices and important organisational values;

➢ demonstrating high performance expectations;

➢ creating a productive school culture; and developing structures to foster participation in school decisions.

A transformational leadership approach, according to Bush (2007, p.397) 'has the potential to engage all stakeholders in the achievement of educational objectives. The aims of leaders and followers coalesce to such an extent that it may be realistic to assume a harmonious relationship and a genuine convergence leading to agreed decisions.' This association between transformational leadership and the performance and satisfaction of their personnel, namely teachers, has been observed in the literature. Principals who demonstrate transformational behaviour, such as paying personal attention to the needs and interests of the teachers, providing for intellectual stimulation and challenges, raising teachers' expectations and motivation to devote and invest in extra efforts, are assumed to encourage teachers to view their occupation as more rewarding and central to their lives. Group members' commitment, extra effort and motivation in their jobs, and commitment to the organisation all have been positively associated with the underlying processes of transformational leadership, namely, inspiration, consideration, and stimulation (Kane and Tremble, 2000; Koh, Steers and Terborg, 1995). 'In addition, group members perceived transformational leaders as effective, reported that they would expend effort for the leader, were satisfied with the leader, and performed well' (Bass, 1985; Bass, Avolio and Goodheim, 1987; Waldman, Bass and Einstein, 1987) cited in Griffith, 2003, p. 334). Extensive literature[1] as early as 1988 supports the claim that job satisfaction is positively related to participative

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[1]Studies have also shown that transformational leadership is associated with effective leaders. Group members' commitment, extra effort and motivation in their jobs, and commitment to the organization all have been positively associated with the underlying processes of transformational leadership, namely, inspiration, consideration, and stimulation (Kane and Tremble, 2000; Koh, Steers and Terborg, 1995). In addition, group members perceived transformational leaders as effective, reported that they would expend effort for the leader, were satisfied with the leader, and performed well (Bass, 1985; Bass, Avolio and Goodheim,1987; Waldman, Bass and Einstein, 1987).

decision making and to transformational leadership (for example, Maeroff, 1988; Rossmiller, 1992). Miller and Potter (2017, p.248) concur that 'Transformational leadership is an approach to leadership that causes change in individuals and social systems. It creates valuable and positive change in the followers with the end goal of capacity development amongst followers.' Miller and Potter (2017, p.249) quoting Hallinger (2003) noted that 'transformational leaders increase the capacity of others in the school to produce first-order effects on learning . . .' (p.338).

Overall, teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers. Researchers as early as 1990 stated that a low level of teachers' involvement in decision making is related to a low level of satisfaction from work (Imper, Neidt, and Reyes, 1990; Rice and Schneider, 1994). Therefore, through transformational leadership and participative behaviour, principals can develop and foster positive feelings and attitudes in teachers regarding their vocation (Bogler, 2001, p.679).

Although the positive relationship between transformational leadership and increased staff morale is well established in the literature, it has not been verified whether or not school leadership directly influences student educational outcomes. There appears to be much less evidence about whether transformational leadership actually leads to changes in teaching, learning, and school organisation and results in enhanced student learning outcomes (Barnett and McCormick, 2004, p.407). Barnett and McCormick as far back as 2004 pointed out that the effect of leadership on student learning outcomes is mediated by school conditions such as goals, structure, people, and school culture. However, Leithwood and Jantzi (1999) suggested that there is a direct effect of a principal's transformational leadership style on school conditions such as school goals, planning, and structure, which in turn showed a direct effect on classroom conditions such as instruction, policies, and procedures.

Earlier research has associated employee job satisfaction, commitment, motivation, and effort with transformational leaders (Bass, 1985; Bass, Avolio and Goodheim, 1987; Waldman, Bass and Einstein, 1987). Spector (1997) described job satisfaction as "a global feeling about the job or as a related constellation of attitudes about various aspects of facets of the job. For instance, principals, by including staff in the planning, problem-solving, decision-making and implementing of school programmes, likely lead to greater job satisfaction, commitment, and motivation among staff (Dinham and Scott, 1998, 1999, 2000, 2003) cited in Griffiths (2003).

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As early as 1999, Leithwood and Jantzi, however, contended that the direct effect of transformational leadership on student outcomes such as identification and participation was either negligible or statistically non-significant. Hallinger, Bickman and Davis (1996) also reported few direct effects of principal leadership on student achievement. Rather, the effect of principal leadership (for example, instructional focus, provision of resources for instruction and staff, and accessibility) on school effectiveness (that is, aggregated student achievement) occurred largely through principal actions, such as providing a clear school mission and optimizing student learning by grouping practices that shaped the school's learning climate.

It appears that principals' behaviours primarily affect broad school conditions, such as climate and work conditions, as noted by (Blase, Derick, and Strathe, as early as 1986; Bossert, Dwyer, Rowan and Lee, 1982) and that the relationship of principals' leadership to organisational outcomes – such as, employee turnover and school-aggregated student achievement progress – is best described indirectly through school staff's satisfaction with their work environment (Blase, Derick, and Strathe, 1986; Hallinger and Heck 1996).

However, as early as 2003, Griffith (p.345) seemed to have suggested a more direct relationship between transformational leadership and student achievement. He maintained that principal transformational leadership showed a strong, positive and significant relation to the school staff job satisfaction, which in turn showed a moderate, positive and significant relation to the school achievement progress. Thus, schools in which principals were perceived as transformational leaders had school staff who were more satisfied with their jobs and had greater achievement progress. Schneider (1990); Schneider, White, and Paul (1998); Tornow and Wiley (1991) concurred that it seems, then, that transformational leadership is more directly related to organisational processes associated with employee behaviours, morale, and satisfaction, which in turn are related to the quality of service delivery and organisational performance.

Diaz-Saenz (2011) stated that empirical research supports this idea. However, before concluding this section, it is important to note that some (early) researchers have a negative view of transformational leadership (Beyer, 1999; Hunt, 1999; Yukl, 1999; 2011). Chirichello (1999, p.1) for instance, criticised the transformational model, labeling it as a vehicle for control over teachers, and thus more likely to be embraced by the leaders than those being led. Allix (2000, p. 12) goes further

and alleges that transformational leadership 'has the potential to become "despotic" because of its strong, heroic and charismatic features. In his view the leader's power ought to raise "moral qualms" and serious doubts about its appropriateness for democratic organisations.' Moreover Yukl (1999) argued that the underlying method of leader influence at work in transformational leadership was unclear and that little empirical work existed to examine the effect of transformational leadership on work groups, teams, or organisations. He echoed other authors who noted an overlap between the constructs of idealized influence and inspirational motivation, for example (Hunt, 1999; Yukl, 1999). Yukl suggested that the theory lacked sufficient identification of the impact of situational and context variables on leadership effectiveness (Yulk, 1999; 2011). Regardless of its critics, a continuous and vibrant body of research exists on transformational leadership.

In contrasting transformational and instructional leadership, Leithwood and Jantzi concur that although there is an overlap between these leadership styles, there are some distinct differences. Two of these are the distribution of leadership responsibility and the involvement of the staff members in the decision making process (2000). They are elaborated on by Hallinger (2003) who proposed three criteria that differentiate transformational and instructional leadership: the top-down or bottom-up approaches to school improvement; a focus on first-order or second-order changes, and a transactional or transformational relationship with staff members. Instructional leaders generally lead from the top-down. The top-down approach is distinguished as involving more managing and supervising than does the bottom-up strategy, so that the administrator is the person in charge of school improvement. Conversely, the transformational leader recommends a more distributed or bottom-up leadership style. Rather than controlling as the leader (from above), the principal inspires change through the participation of the individual staff members. Consequently, rather than managing *people through change*, transformational leadership brings about *change through people* (Hallinger, 2003).

Transformational leadership theories involve universal approaches to leadership and apply to a wide range of situations and contexts; evidence suggests transformational leadership suits a diversity of dissimilar cultural contexts. Whilst situational theory (as early as 1969) focuses on leadership behaviours to the exclusion of leadership traits or individual differences, transformational leadership examines leadership behaviours and individual differences (Den Hartog, House, Hanges, Ruiz-Quintanilla, and Dorfman, 1999; Leong, 2011; Rowold and Rohmann, 2009; Tsai, Chen and Cheng,

2009; Zhu, Sosik, Riggio and Yang, 2012). In contrast, situational leadership theories and contingent leadership (to be examined subsequently) approaches advocate for the right leadership style and behaviours for the context and situation faced by the organisation (Bass, 2008; Hersey and Blanchard, 1969; 1979; 1996; Yukl, 1999, 2008; 2011).

Instructional Leader

School administrators dedicate a significant period of time to examining strategies and procedures aimed at improving and maintaining the quality of learning for students. This is a vital role of a principal in view of the fact that at the heart of a school are its teaching and learning activities. School leaders also utilise much time being concerned with and apprehensive about the quality and the success of their institutions, the accomplishment of students in core subjects, the achievement of different groups of students, the quality, members and appropriate balance of staff and the school's physical infrastructure and resources (Miller, 2016, p.33). Hallinger and Heck (2002) are of the view that instructional leaders have to be goal-oriented and know the direction in which they are heading to be able to lead their school on that course. A principal who desires to succeed in educational reform must have the team's vision, mission, and goals embedded in his or her mind and professional plans. Townsend and MacBeath (2011) are of the view that, leadership for learning, is concerned with students' achievement, teachers' development and professional motivation within creative institutions that foster a desire for learning in an accessible and secured environment; socializes learning through internal and external discussion with researchers and practitioners; assigns and shares leading and supports personal leadership amongst staff and students; and fosters reflection and self-assessment. Researcher Cotton, as early as (2003) maintained that effective school leadership today should combine the traditional school leadership responsibilities such as teacher appraisal, financial planning, scheduling, and amenities maintenance with a deep participation in specific aspects of teaching and learning. Effective instructional leaders are extremely involved in curricular and instructional issues that directly affect students' achievement. Research conducted in early 2000 by King (2002), Elmore (2000), as well as Spillane, Halverson, and Diamond (2000) substantiates that this important role extends beyond the scope of the school principal to include other leaders such as the central office personnel (for example, curriculum coordinators); and vice principals as well as instructional coaches.

The instructional leadership style, unlike the transformational and participative styles, seeks to have a direct impact on the teaching/learning process. This style focuses on 'teaching and learning behaviour of teachers in working with students' (Bush and Glover, 2002, p. 10). In other words, the

leaders' influence is directed at student learning through the teachers. Unlike other leadership styles, 'the emphasis is on the direction and impact of influence rather than on the influence process itself' (Bush, 2007, p. 400). Influence (leadership) is made to bear on what occurs in the classroom; that is, the influence of school leaders is directed at pedagogy. Southworth (2002, p. 79) explains that 'instructional leadership ... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth.' Ultimately, the instructional leader is focused on creating a learner-centered school.

Miller (2016) believes that it is generally acknowledged that principals are directly answerable to students for the quality of education made available and for their academic attainment. Consequently, in relation to improving school accomplishment and advancing educational success for each student, principals will usually try to recruit the best possible staff team from the most efficient applicants available in terms of their skills, experience, qualifications and "personality fit." 'Effective principals know that securing excellent outcomes for students and outstanding results for school is also a function for the capacity of staff…' (p.36).

The instructional model of leadership views the principal's core functions as that of monitoring and assisting in pedagogy (classroom instruction). Southworth's (2002) qualitative research with primary heads of small schools shows that three strategies: modeling and monitoring, as well as professional dialogue and discussion were particularly effective in improving teaching and learning. The principal ought to see him/herself as the primary source of assistance and monitoring of classroom instruction (Angelle, 2006, p. 320). Hallinger (2010) outlines three instructional leadership functions (dimensions); those of framing and communicating school goals (defining school mission), monitoring and developing the school's instructional programme, and promoting a positive school learning climate.

The principal ought to be concerned with ensuring that the school has a clear mission that is focused on the academic progress of students. This dimension does not assume, however, that the principal alone defines the school's mission but it does propose that the principal is responsible for ensuring that such a mission exists and for communicating it widely to staff. Hallinger sees this function as the starting point for creating a learner-centred school. The second function of the instructional leader is that of coordinating and controlling (monitoring) the academic/instructional

programme of the school. The principal ought to take a hands-on approach where the developing and use of the instructional programme is concerned, but like the first function it is not assumed that the sole responsibility rests with the principal (Hallinger, 2010, p. 6). The third dimension of instructional leadership is that of facilitating a positive school learning climate. This dimension is broader in scope and intent than the previous two, and overlaps with the preceding functions. The dimension includes several sub-functions including Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning (Hallinger, 2003; Leithwood and Jantzi, 2006). The treatment of these concepts will be addressed in a subsequent section of this literature review. In sum, the instructional leadership model conforms to the notion that successful schools create an 'academic press' through the development of high standards and expectations and a culture that fosters and rewards continuous learning and improvement (Hallinger, 2010, p.7).

As an instructional leader, most, if not all principals, will make the professional development of their staff a key area of school policy and practice; as they are concerned with students' academic achievement outcomes. To paraphrase that, 'the skill development and learning needs of staff should be taken seriously and appropriately linked to school's development plan' … However, 'not all schools will be in a position to provide all staff with an opportunity to attend externally arranged and delivered CPD activities, although some are able to and therefore do. As a result, some schools may only be able to arrange and deliver CPD activities to staff internally' (Miller, 2016, p.36). Even so, Miller points out, some institutions consider it advantageous to combine internal and external procedures to CPD with the intention of minimizing the cost down and benefiting from both seminars. 'Whatever the method, the relationship between staff development and achievement outcomes for students is a highly regarded one…' (p.36-37).

Hirsh (2010) believes that decisions regarding how each school's staff development is organized and undertaken can sometimes lead to stress and anxiety. Miller (2016, p.37) ,however, posits that 'the importance of staff being sufficiently competent and confident to guide students to successful achievement outcomes is a matter not only for teachers and principals, but for an entire school community and for society as a whole.' Regardless of the vital issue of a school's procedure to CPD and/or its ability (or its lack thereof) to finance CPD, what is important are the contents and the intended results of a CPD activity. As Earley and Bubb (2007, p.4) propose, 'Effective continuing professional development is likely to consist of that which first and foremost enhances pupils'

outcomes, but which also helps to bring about changes in practice and improves teaching.'

The instructional model ought to be kept in high regard as school improvement ultimately is concerned with better learning outcomes. Therefore, instructional leadership is likely to always be relevant as it targets the school's central activities, that of teaching and learning. One could thus argue that school improvement is largely dependent on school leaders accepting responsibility for developing learning. Bush contends that 'improving learning outcomes requires an approach to leadership development which focuses on "instructional leadership." [But this may mean] attempting to change the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators' (Bush, 2007, p. 404).

During the 1970s there was increased interest in the instructional leadership model. Studies revealed that up to this point only a few "outlier" principals (those who stood apart from the group) deviated from the norm and adopted the instructional model (Bossert, Dwyer, Rowan and Lee, 1982; Edmonds, 1979). Despite the rising interest, there were some researchers that questioned whether instructional leadership could ever become a sustainable model in the broader practice of school leadership (Barth, 1986; Cuban, 1984). A decade after its adoption by policy makers, instructional leadership was disregarded as a result of the growing interest in teacher leadership, and subsequently in transformational leadership (Hallinger, 2010, p.27-28). Researchers have highlighted other weaknesses of the model. Bush (2003, p.16-17), for instance, highlighted that the model tends to underestimate other aspects of school life, such as sport, socialisation, student welfare, and self esteem. Bridges, as far back as 1967, (p.136) outlined an inherent conflict in the instructional model, remarking, 'On the one hand, the principal has been exhorted to exert instructional leadership, while on the other hand, he has been told flatly that such a role is beyond his or any other human being's capacity.'

Despite the seeming weaknesses of the model, 'scholarly interest in instructional leadership has remained surprisingly consistent, strong, and has become firmly entrenched in the firmament of professional practice and gained currency as a focal construct in the eyes of scholars now' (Hallinger, 2010, p.27- 28). 'The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes' (Robinson, 2007, p. 15). A study conducted in countries as diverse as Brazil, Singapore and Spain has led researchers García-Carmona, Fernández-de-Álava, and Quesada-Pallarès (2017, p.136) to

conclude that 'Successful school leaders must master the leading and the learning environments and they must navigate and shape the school-level context in order to reform the teaching and learning context. For that reason, principals should be trained in distributed and instructional leadership styles before they hold this post.'

Participative Leader

The participative leadership style bears similarities to that of the transformational model. Both place particular emphasis on harmonizing the efforts of the leader and those being led. Whereas the transformational approach emphasizes charismatic leadership, individualized attention and intellectual stimulation of those being led, the participative approach emphasizes shared decision making. Leithwood, Jantzi and Steinbach (1999, p.12) suggest that the participative style 'assumes that the decision-making processes of the group ought to be the central focus of the group.' These writers further assert that this model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of site-based management, leadership is potentially available to any legitimate stakeholder (p.12).

Trail as early as 2000, (p.4) contends that 'when shared leadership is embedded *in the school community as a whole*, there is a much greater potential for long-term sustainability of reform.' A collective responsibility for leadership can help to prevent a collapse of the transformation programme. The participative approach can yield considerable benefit for schools. Sergiovanni (1984, p.13) points to the importance of a participative approach and suggests that this will succeed in *bonding* staff together and in easing the pressures on school principals. 'The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership' cited in Bush (2007, p.398). This approach, however, can prove problematic to implement as often times tremendous power resides in the office of principal. As early as 2002, Karlsson (p.332) in a study of six schools, states that principals are dominant in all meetings because of 'their power position within the school, level of education in contrast to other members, first access to information taken from education authorities and because it is the principal who executes the decisions taken.'

Importantly, the participative approach is not limited to shared decision making between principal and teachers but can and should extend to other stakeholders in the education process. Early

documentation such as Bush and Heystek (2003), Karlsson (2002); Harber and Trafford's (1999) point to the need for cooperation between principals and the school board if governance of schools is to be effective. Maile (2004) notes the importance of setting up democratic structures, specifying that this requires thoughtful planning and parents needed to be supported and informed.

In Miller's (2017) **Cultures of Educational Leadership** …, Abawi, Moreira and Bezzina (2017, p.184) explained that social developments, along with the motivation to employ a more participative approach to decision making, show a dedication to greater involvement by teachers through various forms of partnerships. The Westbrown Secondary School principal (WSS P) acknowledged that 'The school management team makes it a point to meet and engage with teachers on a regular basis encouraging them to take on responsibilities' (WSS P, p.184). 'Principals encouraged personal and collective learning through the sharing of information, valuing differences, raising awareness of the school's big picture and enabling all to see and take responsibility for the consequences of professional actions and preferences' (Abawi, Moreira and Bezzina (2017, p.188).

Another interesting point that emerged is that principals are concerned about developing/establishing enabling management structures. The process of making decisions and planning occurred across levels and teachers were assembled to discuss issues which they identified and wanted to be directly involved in undertaking. The opportunities for reflection fostered discussion and encouraged critical conversations (Abawi, Moreira and Bezzina (2017, p.188). Such discourse meant that teachers gained a sense of what Holden (2002, p.12) describes as 'a personal sense of personal agency, empowerment from this conscious and deliberate interaction with the culture of the school.'

Abawi, Moreira and Bezzina (2017, p.186) acknowledged that in each of the schools in their study, emphasis was placed on addressing the diverse student needs through extra-curricular activities, developing quality relationships between teachers and students, and establishing partnerships beyond school borders. Parental engagement was generally a challenge to achieve. Partnerships with universities were either developed or being realized in all contexts. These instances illustrate the significance of the principal not working alone but welcoming communication with diverse "others."

Miller' (2016, p.159) makes mention of local community business partnerships which could be

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included in the diverse "others." One of the principals related her story of developing partnership. 'We partner with local businesses so our children can get a "head start" on what may be required of them in the real world of work, through a period of work experience … other kinds of partnership engagements would simply distract us and create extra work for everyone (Principal 4, Jamaica, female).

Effective Leader

Carroll and Flood (2010, p.117) avowed that, 'a belief that successful change is possible or that an individual or group can accomplish a desired end, is critical to motivation.' Kotter (1996, p.129), however, thinks that 'without strong and capable leadership … restructuring, turnarounds and change don't happen well or at all.' There is significant research on the relationship between effective leadership practices and school improvement efforts and outcomes (Leithwood, Louis, Anderson and Wahlstrom, 2004; Leithwood and Jantzi, 2005; Waters, Marzano and McNulty, 2003). In other words, effective leadership often yields the fruit of school improvement. Blankstein (2004, p. 194) concurs that 'the most effective school leaders are able to collaborate, create and sustain changes that continually enhance student achievement;' and describes the effective leader as one who creates a culture of success, provides support and resources, and has a vision of long-term sustainability. Reeves (2007, p.94) supports the view that 'meaningful school improvement begins with cultural change, and cultural change begins with the school leadership.' Miller (2016, p.181) referring to his Miller and Hutton (2014) publication explained that when a leader's enthusiasm is applied to dedication, this increases the intensity of leadership and fosters more effective leadership. 'It is this intensity that makes principals offer themselves up daily, almost as sacrificial lambs, to the cause of national development through education in the hope they'll contribute to transforming the lives and futures of students and families.'

It is through the principal's efficiency and effective management that educational institutions' improvement and effectiveness can be accomplished. 'School heads play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children' (Khan, Saeed and Fatima, 2009, p.766-7).

Principals play a critical role in the life of the school as they are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programmes administrators, as well as guardians of various legal, contractual, and policy mandates and

initiatives. In addition, school heads are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district office officials, unions, and federal agencies, as noted by early researchers, Khan, Saeed and Fatima **(**2009). It follows that effective leadership is critical to a school's educational outcomes. But what are the qualities of an effective school leader?

Seven qualities of an effective leadership/leader:

- ➤ Possesses good organisational knowledge;
- ➤ Makes data a part of regular decision making;
- ➤ Treats timetabling as a part of inclusive pedagogy;
- ➤ Promotes a culture of positive beliefs and high expectations among all staff and students;
- ➤ Ensures a safe and orderly environment;
- ➤ Promotes and values positive home-school relations;
- ➤ Cultivates leadership in others.

Effective leadership, as suggested by Burns (1978) involves the leader's ability to make group members become less interested in themselves and more interested in the group. The effective leader is able to develop and build group members' commitment to common goals and purpose, and through interpersonal relations appeal to broad human moral and psychological needs. Blasé, as early as 1987, in his survey of teachers reported that an effective school principal possessed the following attributes: had clear and well-articulated goals; delegated tasks to others; encouraged staff to participate in decision-making; incorporated others in problem-solving; treated staff fairly and equitably; and provided staff support in difficult situations. Effective principals are open to including staff in planning, problem solving, decision making and implementing of school progammes (Dinham and Scott, 1998, 1999, 2000, 2003); they **'**offer their teachers intellectual stimulation and individualized support' (Leithwood and Riehl, 2005). They are also 'honest and fair, possess a high degree of integrity, and hold themselves to a high standard of ethics (Lashway, 2003; Marzano, Waters, and McNulty, 2005). Moreover, the effective school leader is able to employ, develop, and retain high-quality teachers (Papa, Lankford and Wyckoff, 2002), and pay keen attention to the teaching and learning process (Robinson, 2007, p.15).

The early work of Blase, Derick and Strathe (1986) demonstrated that effective school

leadership can have a considerable impact on teacher job satisfaction and reducing job stress. Furthermore, research has revealed that principals play a most important role in proposing and supporting school social contexts that enhance professional learning (Goldring and Greenfield, 2002; Leithwood and Jantzi, 2008; Leithwood and Montgomery, 1984; Printy, 2008; Robinson, Lloyd and Rowe, 2008; Rosenblum, Louis and Rossmiller, 1994; Smylie and Hart, 1999), that has been linked with increased teacher retention (Ingersoll, 1999). Correspondingly, documentation by other earlier researchers undertaken by the Center for Teaching Quality (Berry and Fuller, 2007a, 2007b, 2007c, 2008) specify that school administrators can foster positive working conditions that encourage teachers to remain at a school despite the students' demographics or other factors which are frequently associated with high levels of teacher turnover (Fuller, Young and Baker, 2011, p.175). A principal has the power to influence 'cooperation and collaboration, mutual trust and understanding, and engagement of staff in their individual and group tasks, all of which are plausibly associated with organisational or school performance' (Griffith, 2004, p.336). In fact, effective leadership behaviour has been shown to have positive outcomes not only on the school staff's experience of their work but on students and parents.

Situational Leadership

As early as 1968, Hersey and Blanchard as well as Wyld (2010) confirm that situational leadership places focus on the role of the follower; in that the administrator is flexible in his leadership approach and uses the needed leadership style to deal with an issue based on the development level of the individual so that he/she can be successful in a given working environment.

As early as 1997, Mark (p.31) stated that effective leaders should be flexible enough to change their styles as followers and situations change over time in the work environment. 'Situational leaders argue that in order to be effective managers we need to adapt our styles, according to the maturity of our people to carry out the task they are working on.' In the situational leadership model, it is also mentioned that if the correct style is used to the lower-readiness followers, they will mature and grow in their ability to perform and to do so with confidence. According to Hersey (2009) the situational leadership model relates to being more effective as a leader. Hence, as Peretomode (2012) suggests, an effective leader should be able to successfully analyze where the individuals are in their growth and development and adjust his/her leadership style as necessary to further guide them in the process.

Situational leadership mainly helps leaders to learn and gain skills needed to be the best leader

that they can be for the institution. Early documentation by House, Hanges, Javidan, Dorfman and Gupta (2004), aver that the purpose of situational leadership is to help the staff to develop competence and commitment to the task they are assigned, as well as teaching them how to provide their own direction. This form of leadership facilitates open communication at the institution and also develops as well as fosters self-reliance of staff and students. In a work environment, leadership becomes the ability to influence and motivate staff and to contribute towards organisational goals.

Contingency Leadership

There are several contingency theories, but maybe the most commonly researched is Fiedler's (1967) contingency theory of leadership (O'Neil, 2007). Fiedler's contingency model suggests that leader effectiveness is a function of the match between the leader and specific situational factors such as position power, task structure, and leader/member associations. Fiedler's model makes a distinction between task-oriented and relationship-oriented leadership styles. Fiedler claimed that a leader is one or the other, not both. Fiedler established that the efficiency of the leader/follower communication was contingent upon the factors of leader/follower relationship, task structure, and leader position power. If these factors were all high or all low, it was decided that a task-centered leader would be most effective. Conversely, if the factors were varied, an employee-centered leader was found to be most effective (Fiedler, 1961). Early documentation by Hersey and Blanchard (1969) collaborated on the viewpoint that the effectiveness of the contingency leader depends on whether the follower/staff/students lack the capacity and therefore need guidance to successfully complete the duties assigned; or whether the individual lacks commitment and needs encouragement from the leader; or whether the person lacks both and consequently the leader needs to supply guidance and encouragement.

Contingency leadership is based on the personality of the leader and the degree of stability or uncertainty of the situation (Fiedler, 1967; 1974). Contingency theory examines the task and follower characteristics to specify what behaviour is required of effective leaders. The contingency model suggests that leadership is not based exclusively on a definite combination of traits or behaviours, but rather on an "if-then" relationship in which a leader can be successful under one condition and fail under another. Given this "if-then" scenario, the leader's efficiency occurs when his/her traits and behaviours can meet the demands and needs of the situation.

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Fiedler developed three components that he thought were influential in determining the situation. Lacking these three in the right combination and context will result in leadership failure. The factors included leader-member relations, which is the extent to which there is a relationship between the leader and the follower; next, the task structure which relates to the nature of the task to be performed; then the position power, or the role of the leader's power as perceived by the follower, and the ability of the leader to mete out rewards and punishments (Northhouse, 2007). Lack of these three in the right combination and context will result in leadership failure. The interest here is on the particular variables related to the environment that might determine which particular style of leadership is best adapted for the situation. Importantly, as with the situational leadership style, this declaration presumes that no one leadership style is best in all circumstances. The success or effectiveness of contingency leadership depends upon variables, including leadership styles, qualities of the followers and aspects of the situation (Fiedler, 1967; O'Neil, 2007).

The Path-goal theory is another contingency model which deals with different aspects of leader-follower relationships and is based on the central idea that the leader is responsible to inspire those whom he/she leads. Such motivation could be accomplished by means of the leader clarifying the path, removing obstacles, and providing feedback to achieve organisational goals while providing guidelines on how to achieve those goals (House, 1971). The Path-goal theory, like the expectancy theory, presumes that individuals will be motivated to do what they believe will endow them with the greatest reward. House's early documentation(s) (1974) path-goal theory examines the leader's effectiveness at increasing a follower's motivation along the path to achieving a specific goal. House suggested three factors that would affect the path-goals relationship: the task, characteristics of the followers, and the nature of the group to which the followers belong. House believes that some followers will easily respond to direction when a task is unstructured, for example, developing building plans. Therefore, the appropriate leader style (directive or participative) depends on the nature of the task - structured or unstructured- and the competence of the followers, for example, tolerance for ambiguity (House and Dessler, 1974).

The models of contingency leadership have fostered the understanding of the intricacies of leadership. A number of authors have questioned the techniques used to test the contingency theories, even though these theories have predominated leadership research for decades (Yukl, 2002). The

results of (early) studies undertaken by Wofford and Liska (1993) as well as Miller and Monge (1986) provided no support for any of the contingency model predictions, even after considering both job type and organisational type as possible moderating variables.

Teacher Professional Development

Teacher professional development has been variably defined in the literature. As far back as 1993, Bolam defined professional development as 'activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improving the quality of their teaching and learning process (Bolam, (1993, p.3). He further stated that Continuing Professional Development (CPD) embraces those education training and support activities engaged in by teachers following their initial certification. These aim to add to their proficiency; improve their professional skills; help clarify their professional standards; and enable students to be educated effectively (Bolam, 1993).

Fernstermacher and Berliner, on the other hand, defined teacher professional development as 'the label we attach to activities that are designed in some way to increase the skill and knowledge of educators' (Elmore, 2002, p. 6) whilst Elmore defined the term thus: 'the process by which we organize the development and use of new knowledge in the service of improvement' (p. 32). Importantly, professional development is normally distinguished from pre-service training, being generally viewed as education that takes place whilst the teacher is already practicing, in the midst of the everyday routine of the job (in-service). Also of note is the fact that professional development can be done in a variety of ways, from short workshops perhaps focusing on specific items in the curriculum or specific teaching practices, to the long off-site courses which provide content and academic credit for educators (Elmore, 2002, p. 6).

Despite the variation between definitions, it is indisputable that this is a vital component for successful school transformation. Miller (2016) characterised teachers as 'mechanics' (p.144), 'providing students, through their skills, knowledge and experience the knowledge and skills they need to function effectively and independently in society' (ibid, p.144). Miller (2017), however, remarked that the requirements of especially newly qualified teachers can be disregarded as schools proceed to accomplishing goals for students. Conversely, where systems are established to support teachers'

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professional development, they are more likely to develop their skills and perform well in the classroom (Miller, 2017).

Majocha, Costa, Mpeta, Ara, Whalen and Fernandes (2017, p. 203) referring to Merideth's (2007) research suggested that teachers who wish to lead succeed on challenges and pursue professional growth to increase students' attainment. Majocha, Costa, Mpeta, Ara, Whalen and Fernandes (2017, p. 203) concluded that this view is related to personal efficacy, which is teachers' evaluation of their teaching abilities. To be efficient, teachers need to develop intellectually with the support of relevant professional development seminars to acquire information and maintain the professional proficiency that will help them to guide their students and colleagues in the school. Majocha, Costa, Mpeta, Ara, Whalen and Fernandes (2017) making further reference to the work of Merideth (2007) believe that collegiality among teachers is paramount as it involves 'both support and cooperation—give and take between professionals (p.9) which requires teamwork to meet common goals and support the vision of students' academic achievement. Additionally, teachers should convey trust and honour to their colleagues whilst they learn to incorporate content, knowledge and pedagogy. Newly trained teachers need to demonstrate their willingness to achieve a common vision to ensure that their colleagues will support their goals for student academic achievement (p. 204).

The last decade has seen a growing recognition, in educational institutions, that people matter and that consideration must be given to their needs, especially those concerning their professional and personal developmental goals. This is perhaps best epitomized by the government's emphasis on lifelong learning and the introduction of a strategy for continuing professional development (Earley and Bubb, 2007). Each year, secondary and primary schools across the Caribbean, spend millions of dollars from their inadequate budget on Continuing Professional Development for staff at all levels. Most education ministries now allocate a set sum for the training and development of principals alone. Miller (2013) further mentioned that in 1982 the Commonwealth Secretariat reported that the Caribbean region had only 'short term and ad-hoc' training courses for school leaders (1982, p. 4). Miller (2013) also noted that the capabilities of school leaders needed to be developed and enhanced since only limited educational leadership training opportunities were available for principals in the Caribbean and these did not sufficiently cater to the training needs of the time (Miller, 2013, p.15). Thirty years later, there has been significant change, as the national governments across the region have given greater priority to education in general and specifically to the training of school leaders. For example, the Jamaican government, in 2011, established the National College for Educational Leadership in 2011 to

train principals (see School Leadership). Additionally, since the 1980s, the Caribbean Community (CARICOM) policy on education has constantly endorsed the significance of successful capability, encouraging individual countries to take school leadership development seriously (Miller, 2013, p.15).

Educators (especially those who teach under challenging circumstances) face obstacles that their prior training and experience have scarcely prepared them for; such social issues as extreme poverty and dysfunctional family/community structures (Elmore, 2002, p. 4). 'Since teachers have the most direct sustained contact with students and considerable control over what is taught and the climate for learning, improving teachers' knowledge, skills and dispositions through professional development is a critical step in improving student achievement' (King and Newman, 2000, p. 576). Student learning is influenced most by the classroom instruction provided by teachers and thus quality instruction is a critical determinant of student achievement (Leithwood, Louis, Anderson and Wahlstrom, 2004). 'Improvements in instruction have *immediate* effects on student learning wherever they occur' (Elmore, 2002, p. 31). Elmore further argues that 'students will learn what they are taught once instruction is done "thoughtfully" and "effectively".' It logically follows that professional development should assist teachers in improving the quality of instruction they provide and thus it is a critical component in the process of school improvement.

A chief purpose of professional development is identifying what teachers need to learn in order to improve their students' academic performance (Hinds, 2007, p.28). However, Madden and Mitchell (1993), in their survey of continuing education for the professionals, state that CPD can fulfill three purposes:

➢ renewing and extending one's professional knowledge and skills on new developments and new areas of practice-to ensure continuing competence in the current job;

➢ training for new responsibilities and for a changing role for example (management, budgeting, teaching)-developing new areas of competence in preparation for a more senior post;

➢ developing personal and professional effectiveness and increasing job satisfaction -increasing competence in a wider context with benefits to both professional and personal roles (Madden and Mitchell, 1993, cited in Earley and Bubb, 2004, p.4).

The education system has a moral obligation to assist all its students to learn and where

professional development can assist in that end, schools ought to implement same (Hinds, 2007, p.28). Educational reform, especially over the last twenty years, has made imperative the need for urgent and high-quality staff development and training. In 2004, the (then) Teacher Training Agency (TTA, United Kingdom) was asked to expand its remit and to use its expertise to explore three new areas: to improve the training and development of the wider workforce in schools; to provide more coordinated and coherent support for the continuing professional development of teachers and support staff; as well as to link all its work to the emerging students' agenda. The school's role in leading and supporting staff learning is more crucial than ever before with more funds allocated to institutions for mentoring and professional development to assist them in enhancing the teaching and learning process (Earley and Bubb, 2007, p. xii).

In Jamaica, the government recognized the need for further staff development and training and subsequently established a college to train principals. Furthermore, as outlined in Vision 2030 (Jamaica National Development Plan, 2009, p.51) the MoE continues with its educational programmes to ensure quality assurance mechanisms for all teacher education; and implement mechanisms for all teachers to have professional training as well as an undergraduate degree in the area of specialization. All new teachers are required to undergo a two-year induction programme at their training institution which would be regularly assessed as part of quality assurance. The MoE was also to ensure an entitlement to high quality professional development.

Employees' training and development, in other words, their continuing professional development, must been seen as an investment; consequently, it is essential that each school establishes not only a Continuing Professional Development (CPD) or Human Resource Development (HRD) policy but also implements same through effective management and leadership. Schools that do not capitalize on staff professional development tend to lose their best people. Earley and Bubb (2007) believe that the arguments for professional development are that it:

- helps everyone be more effective in their jobs, so students learn and behave better and achieve higher standards;
- improves retention and recruitment – word gets around about the places where you are
- looked after, and where you are not;
- contributes to a positive ethos where people feel valued and motivated;
- makes for a learning -centered community - the students are learning and so are the staff;

- ➢ is a professional responsibility and entitlement;
- ➢ saves money-the cost of recruiting and inducting a new teacher are high (Earley and Bubb, 2007, p. 2).

Teacher professional development theoretically should lead to improved educational outcomes, chief among which is that of student achievement; the literature, however, suggests that professional development does not necessarily result in improved student learning. 'The connection between professional development, as presently practiced, and the knowledge and skill of educators is tenuous at best; its relationship to the imperative of improving instruction and student performance is, practically speaking, nonexistent' (Feiman-Nemser cited in Elmore, 2002, p. 6). King and Newman (2000, p.576) concurred, highlighting that critics have argued that, in many instances, professional development has failed to improve student learning. This begs the questions: What does effective teacher professional development look like? What are the essential ingredients necessary for professional development if it is to improve student achievement?

As early as 2005, Bubb and Early believed that CPD is also wide-ranging and goes well beyond the mere acquisition of knowledge or skill. Staff development is 'an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and collectively, to think about what they are doing, enhance their knowledge and skill and improve ways of working so that the students' learning and wellbeing are enhanced as a result. It should achieve a balance between individual, group, school and national needs; encourage a commitment to professional and personal growth; and increase resilience, self confidence, and satisfaction with and enthusiasm for working with children and colleagues (based on views of Bubb and Early, 2005). Or simply put, it is about creating opportunities for creating adult learning, ultimately for the purpose of enhancing the quality of education in the classroom. To summarize, CPD, based on the thoughts of Bolam (2003), is an ongoing process of education, training, learning and support activities which is:

- ➢ taking place in either external or work-based settings;
- ➢ engaged in by qualified, educational professionals;
- ➢ aimed mainly at promoting learning and development of their professional knowledge, skills and values;

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> ➢ to help decide and implement valued changes in their teaching and learning behaviour so that they can educate their students more effectively thus achieving an agreed balance between individuals, school and national needs (Earley and Bubb, 2007, p. 4).

Researchers King and Newman, as far back as 2000, noted that in order to yield the desired results, teacher professional development needs to be deliberately focused on the task of improving student learning. Teachers must be able to concentrate on outcomes in the specific contexts in which they teach (p. 576). 'If it is to be focused on, student learning at some point must be tailored to address the difficulties encountered by real students in real classrooms' (Elmore, 2002, p. 7). It then follows that professional development functions best when it takes place as close to the actual teaching/learning environment as possible, in the schools and classrooms rather than off-site (Elmore, 2002, p. 8). Professional development is effective when teachers have the opportunity to experiment and receive helpful feedback concerning their own teaching context (King and Newman, 200, p. 576). Thirdly, professional development ought to be collaborative, encouraging teachers to interact with their peers both within and outside of their schools (King and Newman, 2000, p. 576). 'This view derives from the assumption that learning is essentially a collaborative, rather than an individual, activity -that educators learn more powerfully in concert with others who are struggling with the same problems- and that the essential purpose of professional development should be the improvement of schools and school systems, not just the improvement of the individuals who work in them' (Elmore, 2002, p. 8). There is a school of thought that professional development works best when teachers have a say in the content and process (King and Newman, 2000, p. 576-7). Notably, professional development programmes need to be continuously evaluated, particularly on the basis of whether student achievement is being improved, as improved student learning is its ultimate goal (Elmore, 2002, p. 8).

Teachers, especially those who are the heads of departments organise and conduct internal professional development seminars according to the needs of the subject teachers they supervise. Afterwards, 'Through formal activities such as lesson or classroom observation or formal activities such as "learning walks", principals and other staff with responsibility for behaviour and/or learning in a particular area or discipline can assess what is happening in the classroom' (Miller, 2016, p.41). Teachers receive feedback from these evaluations and they in turn provide "feedforward" (as described by Miller, 2013c, p.1) to the students.

Importantly, Miller (2016, p.42) emphasizes that 'the feedback process supports personal

development through constructive critique and dialogue'… and 'successful principals understand and apply this (feedback) principle' as they are aware of the needs of their staff, listen to them, anticipate their queries and act in response to them in encouraging and supportive ways, with the hope of advancing their individual and collective capabilities. Hattie (2002, p.8) concurs with Miller that feedback … is essential; in that, when students face learning challenges, there is a greater probability that they will need and seek feedback from their teachers which should provide them with a sense of direction.

Teacher Job Satisfaction, Teacher Morale

Teachers have the most direct and profound impact on students' learning/achievement but a teacher's performance in the classroom is impacted by how he or she feels about his/her job. Teacher satisfaction has been shown to influence the quality and stability of instruction as well as teacher retention (Skinner, 2008, p.1). Job satisfaction can be defined as 'an overall feeling about one's job or career or in terms of specific facets of the job or career (for example, compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity' Skinner (2008, p.38) quoting Perir, Baker, and Whitener (1997). When teachers are satisfied with their jobs they, like individuals in other professions, are more likely to be enthusiastic about the giving of their time and energy to the teaching/learning process, which will invariably benefit students (Bogler, 2001, p. 679). Moreover, failing to provide at least a reasonable level of job satisfaction would make it quite difficult for an organisation to recruit, retain and garner the cooperation of a quality staff complement (Skinner, 2008, p. 40). Hence, the 'education mission seems to be dependent on the way teachers feel about their work and how satisfied they are with it' (Bogler, 2001, p. 665).

Having defined job satisfaction and outlined its importance for the teaching/learning process, attention can now be turned to the factors that influence it. Hertzberg (1959) did pioneering work in this area and many have built on his theories. Hertzberg's two factor theory states that intrinsic and extrinsic variables influence teacher job satisfaction and morale. Intrinsic factors have the effect of motivating (satisfying factors) through meeting *higher order* needs such as achievement, recognition, responsibility, and the opportunity for advancement... Extrinsic factors on the other hand are not thought to motivate but, if absent, have the effect of dissatisfying the educator. Extrinsic factors are also known as *hygiene factors,* and include *lower order* needs such as working conditions, salary, supervision, interpersonal relationships, and work policy (Bogler, 2001, p.665). Perie, Baker, and

Whitener, as early as 1997, built on the (earlier) work of Herzberg, Mausner, and Snyderman, (1959), viewing intrinsic factors as those variables, such as the love of teaching and children, that inspire an individual to enter the teaching profession. Intrinsic satisfaction is experienced through students' academic growth - knowing that a student has actually learned in class. Extrinsic factors, however, would include those external variables which may discourage an individual from remaining in the teaching profession such as inadequate remuneration, lack of administrative support or resources and school safety (Skinner, 2008, p. 39).

As early as 2001, local research by (Bogler, 2001; Evans, 2001) has also shown that a number of working conditions have an impact on teacher job satisfaction. These working conditions include support from the school leadership, classroom autonomy, collegiality and professional development, student performance, an orderly environment, and compensation (both intrinsic and extrinsic factors). However, it seems that teachers feel most satisfied when the intrinsic/psychic needs of their inner life are met. High salaries and the sense of power associated with other professions are not typically characteristic of the teaching profession. Consequently, it is not surprising that research has revealed that teacher morale is greatly impacted by the 'exchanges with students and their influence on young lives. Teachers take satisfaction in giving service' (Evans, 2001, p.32). Bogler's findings seem to support this view. He concluded that 'teachers reported feeling highly or very satisfied when their work gave them *a sense of self-esteem,* provided them with 'opportunities for self-development,' gave them *a feeling of success,* and allowed them 'to participate in determining school practices' (Bogler, 2001, p.677).

Orderly Environment

Creating and sustaining a disciplined/orderly environment is another critical factor in school improvement. 'Indisciplined students pose a great challenge for teachers in their fundamental bid to educate children effectively, and consequently undermine the role of school as a socialising agent' (Ametepee, Chityo, and Abu, 2009, p. 155). Indiscipline can manifest itself in many ways - noisiness, truancy, vandalism, drug abuse, bullying, sexual abuse ... and can be defined as student behaviour that does not meet with school expectations (p. 155-6). Not only does indiscipline disrupt teaching and inhibit learning, but an orderly teaching environment is also a critical determinant of teacher morale and job satisfaction. Ignoring school discipline could be at the expense of teachers' confidence to practice their craft effectively and ultimately teacher retention, as teachers who feel that indiscipline

interrupts pedagogy invariably experience considerably lower job satisfaction when compared with those teachers who do not have to contend with student misbehaviour (Skinner, 2008, p. 44).

Indiscipline is a common problem affecting schools worldwide. Indiscipline often results from a complex interplay of internal (intra-psychic) and external (environmental- peer groups, family, community) factors (Ametepee, Chityo, and Abu, 2009, p. 156). These factors related to the students and their environment (apart from the school) have been the focus of much research. Therefore, prevention programmes developed by schools often seek to target students; there is, however, an apparent shift in the focus of research on discipline in schools to explore the effect of variables related to the school context and particularly the role of teachers' influence with regard to indiscipline and misbehaviour (Somech, 2009, p. 425). Such research is based on the assumption that the teacher is the core agent of socialisation in schools and thus teachers who see reducing indiscipline as one of their core functions and not some voluntary or extra function can have a significant impact on students' misbehaviour (Somech, 2009, p. 425-6).

Teachers invariably must discipline students but how this is done can either promote or frustrate attempts to control students' indiscipline. 'The use and abuse of punishment by school teachers may actually lead to students' indiscipline instead of alleviating the problem' (Ametepee, Chityo, and Abu, 2009, p. 155). Familial and economic factors are often blamed for students' indiscipline (and with good reason); however, the school context as an agent of socialization can also contribute to or reduce misbehaviour. The means by which schools (and teachers in particular) can address students' indiscipline include rewarding students for appropriate behaviour, enforcing consequences for inappropriate behaviour, using contracts with students to reinforce behavioural expectations, initiating anti-bullying/conflict resolution/peer mediation programmes, engaging students/staff/parents in planning school safety programmes, and posting behaviour policies on notice boards/announcing them periodically over the public address system (Tableman, 2004, p. 6).

School Climate

School climate is one of the most important factors for an effective school (Andersen, 1982 in Van Horn, 2003). Every educational organisation has a climate that distinguishes it from other institutions and influences behaviour and feelings of teachers and students of that institution

(Sergiovanni and Starratt, 1988). The climate of an organisation is vital to its growth and development.

Glover and Coleman (2005, p.252) contend that the term "climate" is more frequently used as the descriptor of school environment,' but climate has been defined in various ways by many researchers. As early as 1990, Hoy (p.152), defined school climate as 'the relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in schools.' Spencer, Pelote and Seymour (1998) suggest that climate refers to the atmosphere of the workplace, including an intricate combination of norms, values, expectations, strategies and procedures that influence individual and group patterns of behaviour. Tableman (2004) shares similar views to the latter part of this statement. Tableman (2004, p.5), however, defines school climate in terms of the following four aspects of the school environment: physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem, as well as an academic environment that promotes learning and self-fulfillment.

Additionally, Moos as far back as 1979, defined school climate as the social atmosphere of the learning environment where students have different experiences according to the rules and regulations established by administration and teachers. The social environment, Moos (1979) further explained, can be divided into three categories: relationships, personal growth or goal orientation and system maintenance/system change which are aspects of environment, rules and procedures. Another definition of the term climate, according to the early documentation of Hall, Bowen, Lewicki and Hall (1987) is generalized perceptions that individuals employ in thinking about and describing the organisations in which they work; Schneider, Wheeler and Cox (1992) are of the view that climate is the employees' opinions of the events, practices, and procedures as well as their perceptions of the behaviours that are rewarded, supported and expected within an organisation. Regardless of how climate has been defined over the years, to a greater or lesser extent, all research on school climate find a positive correlation between better school climate and increased student learning and achievement (Jones, Yonezawa, Mehan and McClure, 2008, p.3).

Tableman (2004, p.2) acknowledged that even though there is no constant agreement in the literature on the components of school climate or their significance, most writers highlight caring as a core element; whilst others consider safety to be the primary factor, thus defining school climate as 'an

orderly environment in which the school family feels valued and able to pursue the school's mission free from concerns about disruptions and safety.'

Components of School Climate

Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013, p.2) ventured to outline essential components of school climate, listing five dimensions, namely:

- ➢ Safety which includes rules and norms, physical safety, social-emotional safety;
- ➢ Relationships, for example, respect for diversity, school connectedness/engagement, social support, leadership, and students' race/ethnicity and their perceptions of school climate;
- ➢ Teaching and Learning which entails social, emotional, ethical, and civic learning; service learning; support for academic learning; support for professional relationships; teachers' and students' perceptions of school climate);
- ➢ Institutional Environment such as the physical surrounding, resources, supplies...

Similarly, as early as 1969, McDill, Rigsby, and Meyers, subsequent to their study of effective schools summarized the aspects of school climate that are most strongly connected to school outcomes as high expectations, organized school environments, good morale, positive treatment of students, active and positive engagement of leadership, and amiable social relationships in school. Likewise, as early as 2006, Christensen, Marx and Stevenson (p.74) outlined factors thought to influence school climate: school vision and mission statement; department and staff work relationships; lines of communication, the principal's behaviour and instructional leadership style, as well as staff's feelings of trust and respect for leadership. Maier (2010, p.1) added the lack of parental involvement, substandard building facilities, lack of school bonding, and a sense of being unsafe as other factors that could potentially affect school climate. These, Maier concludes, could either enhance or hinder students' academic achievement as well as the perception of the school as a welcoming learning environment, which can be partially attributed to a sense of equality and partnership.

Organisational climate for the effectiveness of an association/institute is very important. Climate is indicative of how well the organisation is realizing its full potential. High-performance organisations have a tendency to make optimal use of everyone's capabilities. An accurate assessment of the climate of an institution can identify the unnecessary obstacles to staff contributing their best (LDR-Organisational Climate 2002). Thus, it is of paramount importance for the school and, in

particular, administrators to measure organisational climate factors which affect employees positively and negatively in order to create a climate, in which job satisfaction and effectiveness are supplied in an organisational environment (Gunbayi, 2007, p. 71; Hoy, Tarter and Bliss, 1990).

Principal's Role in Impacting Students' Academic Performance-Positive School Climate

As early as 1990 some research suggests that the principal's influence on students' academic success is essentially indirect, as it is the influence on the school climate that ultimately impacts achievement (Blase and Blase, 2002: Cotton, 2003; Hallinger, 2003; Hallinger and Heck, 1998; Hoy and Hannum, 1997; Hoy, Tarter, and Bliss, 1990). The principal's influence is felt through his impact on the school climate. Thus, in order to impact students' academic performance, the principal should engage in acts and procedures which support a positive school climate, as this endorses students' abilities to learn by promoting cooperative learning, group cohesion, respect, and mutual trust. These particular elements have been shown to directly improve the learning atmosphere (Finnan, Schnepel, and Anderson, 2003; Ghaith, 2003; Kerr, Ireland, Lopes, Craig, and Cleaver, 2004).

Impact of Positive School Climate

Researchers, Haynes, Emmons and Ben-Avie as far back as 1997 affirm that the school climate influences students' sense of safety and well-being as well as their behaviour. Some aspects of the school climate, particularly school leadership, may foster parental involvement by creating a convivial environment, informing parents about students' progress, and respecting them, their concerns and suggestions (Griffith, 1998). Smith and Piele (2006) acknowledged that school climate directly influences how teachers and students perceive their educational environment. A positive climate emanates warmth, a sense of belonging and camaraderie (among colleagues within the institution). Maninger and Powell (2007) avowed that this type of surroundings bolsters a safe, trusting and meaningful learning environment which fosters educational and personal growth and development. Goddard, Sweetland and Hoy (2000) as well as Hoy and Hoy (2003) declared that the school administrator is responsible for maintaining and preserving such an environment which fosters the teaching and learning process.

A positive school climate allows teachers to build what Goddard, Sweetland and Hoy (2000) consider to be academic emphasis; a situation in which teachers believe students have the capability to

attain educationally and they (teachers) provide academic instructions which support that belief. When there is a high standard of education and learning is individualized or differentiated to support the students' needs, they work diligently to be successful and realize their teachers' expectations. Singh and Billingsley (1998) maintain that literature indicates that when academic staff members feel supported by the principal as well as their colleagues, they are more committed to their profession. Guo and Higgins-D'Alessandro (2011); Hoy and Woolfolk (1993) noted that a positive school climate is also associated with the development of teachers' beliefs that they can positively influence students' educational outcome. Additionally, research has shown that school climate enhances or minimizes teaching staff emotional exhaustion, depersonalization, and feelings of low personal achievement (Grayson and Alvarez, 2008; Higgins-D'Alessandro, 2002) as well as attrition (Miller, Brownell, and Smith, 1999). Goddard, Sweetland and Hoy (2000) posit that a climate where academic emphasis is the focal point supports not only teachers but the school community as well.

Middlewood, Abbott, Netshandama, and Whitehead (2017) shared their views on collaboration in the research document **Policy Leadership, School Improvement and Staff Development…** in Miller's (2017) **Cultures of Educational Leadership…** Collaboration can be either a school in partnership with another school, or with the organisation of a group of schools working together under terms of agreement, as well as a formal association of schools operating with mutual procedures and approaches (Robinson, 2011, 2012). Townsend (2015) has suggested that there 'is the need for leaders to share what they know and what they can do, not only with teachers within their own schools, but also outside of their schools with other leaders from different schools' (p. 735). The result of this procedure of collaboration has been recognized as the emergence of a self-improving school system (Hargreaves 2010). With this system, institutions can offer mutual support to foster development and collaboration on a range of programmes, partnering to identify and address local requirements. Chapman (2015, p. 58), however, posited that school-to-school collaboration can only go so far in encouraging educational improvement in any nation and 'that without attending to the deeper structural issues rooted in society, the quest for educational improvement, whether in isolation or collaboration remains limited.'

Researcher, Tableman, as early as 2004, posited that 'School climate is a significant element in discussions about improving academic performance and school reform' (p.2). According to Kuperminc, Leadbeater, and Blatt (2001) a review of 40 major studies between 1964 and 1980, show that over half

of these studies reported the effects of school climate on student achievement. Research conducted by Hoy and Hannuum as far back as 1997, yielded similar findings confirming that school climate and students' accomplishment are interrelated. In their study on 86 middle schools, they realized that climate and accomplishment are reliant on each other. Correspondingly, 'O' Donnell and White (2005) who studied teacher perceptions of their principal's focus on school climate noted a correlation between the principal's leadership behaviours and students' achievement through positive school climate. Akin to Hoy and Hannum, 'O' Donnell and White also found this collaborative relationship between climate and achievement.

Freiberg as early as 1999, suggested that understanding the relationship between school climate and student outcomes has significant implications for the field of education as school climate could either advance or retard the progress of students' achievement. Understanding school climate is therefore vital in the process of improving student achievement, as the general condition/atmosphere of the school environment impacts the students' ability to show academic success (Haynes, Emmons and Ben-Avie, 1997; Howard, Howell, and Brainard, 1987; Hoy, 1990; Hoy and Clover, 1986; Hoy and Hannum, 1997; Hoy and Miskel, 2005; Hoy, Smith and Sweetland, 2002; Sergiovanni, 2000).

Leadership is essential for creating a positive climate in organisations. As early as 1996 research by David McClelland and colleagues at the Harvard Business School (Litwin and Stringer, 1968) and Hay McBer and Company (Kelner, Rivers and O'Connell 1996), which has been ongoing since the 1950s, indicates that successful leadership competencies and managerial styles produce motivating organisational climates. This arouses employee motivation to do work well, and predicts the preferred organisational outcomes, such as exceptional customer satisfaction and financial performance.

In order to accomplish this, Kelley, Thornton and Daugherty (2005) conclude that principals need to be in tune with the school environment and 'understand effective leadership behaviours and teacher's perceptions of their behaviours.' However, school leaders themselves do not exclusively define the school's climate; they must engage all stakeholders, including the school board, staff, parents, and the community (Stronge, Richard and Catano, 2008). This was an initiative undertaken by the TLHS principal as he guided the round table discussion regarding the institution. Fullan (2001), however, believes that it is the administrator who must ensure that amicable relationships are

established that will lead to a successful and sustainable institution. Consequently, understanding the relationship between school climate and students' performance, and the factors connected with influencing a school's climate, is vital to a principal's success.

The administrator should adopt a leadership style geared at creating a school climate that is mutually respectful, interactive and geared towards supporting the teachers and students throughout the educational process. Researchers (Howard, Howell and Brainard, 1987; Hoy and Hoy, 2003; Marzano, Waters, and McNulty, 2005) affirm that school climate is directly impacted by the leadership styles of the principal. This view is shared by Mitchell and Castle (2005) who emphasized that administrators are encouraged to develop and maintain positive school climate since they share in the high morale of the school and find communication with the teachers and the school locality an asset in the development and implementation of instruction.

Howard, Howell and Brainard (1987) suggest that the actions of school managers who are determined to achieve excellence or fail to positively impact students' academic success, can be linked to their impact on the school climate. Smith and Piele (2006) noted that school administrators create a climate where they either take an outstanding role in controlling the development of a positive environment or facilitate a work atmosphere where staff participates in cultivating a healthy work setting. Kelley Thornton and Daugherty (2005); as well as Smith and Piele (2006) explained that regardless of the path taken, the administrator is the individual who facilitates the school climate and is held to the responsibility for making sure that the school climate is successful in meeting the needs of the educators and students.

Expressly, a principal who demonstrates an effort to address the needs of the school's stakeholders, visits classrooms regularly, and advocates for the school during public functions increases the possibility of parental involvement; these activities are especially important for schools that serve families from lower socio-economic backgrounds and students who are at higher risk for lower academic accomplishment (Griffith, 2001). These practices are related to increased parental involvement and student learning (Sanders and Harvey, 2002; Sheldon, 2003). School administrators are familiar with the state of affairs of their students and situations in the school's locality. 'Schools that have done well in difficult locations and/or under challenging circumstances had "earned the right

to boast" and showcasing success could lead to improved community participation and increased staff participation' (Miller, 2016, p.157). Regardless of challenges in the immediate school environs, mostly for Jamaican (as against England's) principals, 'their ability to "secure" their school and continue providing teaching and learning under adverse conditions was an important entrepreneurial feature' (ibid, p.156). Miller (2016, p.157) recorded the views of two of those principals. 'We pride ourselves in providing a safe and orderly environment for all students. They know the rules … We can boast about how strict we are because in being strict we know we are contributing to a new social order in society' - (Principal 3, Jamaica, female); and 'We do not have the best facilities. We do not have adequate facilities even. But what we have in school is order and safety. Parents know that their children are safe here' (Principal 10, Jamaica, female).

Mitchell and Castle, as early as 2005, emphasized that administrators are encouraged to develop and maintain positive school climate since they share in the high morale of the school and find communication with the teachers and the school locality an asset in the development and implementation of instruction. The principal is responsible for this focus on academic emphasis by maintaining an environment where academic staff can provide support to the learners. Furthermore, Hoy, Hannum, and Tschannen-Moran, as far back as 1998, affirmed that the effect of positive school climate not only contributes to immediate students' achievement, but its impact seems to continue for years. Also, according to Ladd, Birch and Buhs, as early as 1999, studies have shown that when students are encouraged to participate in academic learning, their potential for academic achievement increases.

Hoy and Hoy, as early as 2003, articulated that school climate is not a stagnant concept, but, rather, a continuously changing condition that needs to be monitored and cultivated (to meet the needs of the school). Previously, students had to contribute to the cost of teaching and learning materials. This adjustment in culture fosters a positive school culture and sustains the growth of the institution. Miller (2016) made reference to the principals who 'highlighted the plight of students who are unable to find the material and supplies they need for the lessons, of some not being able to go on trips, and others not wearing appropriate or required school uniform or being able to attend to their personal hygiene due to poverty-related issues.' Note was also taken of the informal support programmes established by schools in partnership with community and parenting groups which assist students from poorer families... for example, supporting the breakfast feeding programmes and/or the provision of

free school meals (p.66) as well as the PATH programme funded by the MoE. With this assistance students have one less option for inattendance.

Buchholz (2001, p.327) discussed the concept of an open climate where individuals are supportive, participative, trustworthy and feel comfortable expressing opinions, voicing complaints and offering suggestions for improvements. Conversely, Miller (1981, p.327) argued that closed climates are confining, obscuring, with a restrictive atmosphere in which staff are apathetic. Tableman (2004, p. 327) concurs, stating that a closed climate had a social environment that was limited in interaction among teachers as well as students and that decisions at the institution are made by the administrator without the input of teachers and students.

The school administrator and staff should, together, strive to clearly define the sets of norms, goals, and values that shape the teaching and learning environment. Students, families and educators, as well as other stakeholders, should work together to develop, live, and contribute to a shared school vision and mission. Educators develop, model and nurture an attitude that emphasizes the benefits of, and satisfaction from learning. Each individual contributes to the operations of the school as well as the care of the physical environment (Thapa, Cohen, Guffey and Higgins-D'Alessandro, 2013, p.2). This, in turn, aids in fostering a positive school climate. Like Maier (2010), I do not believe that an "ideal" school climate exists; school administrators and staff, however, can endeavour to transform the school climate to create the most favourable learning environment for the students of the institution. Therefore, alteration made to a school climate should take into consideration the institution's contextual factors; this includes but is not limited to the institution's stakeholder population, resources of the institution, and the vision and mission of the school, as well as the perceptions of the immediate school community.

Miller (2016, p.53-54) emphasises that school administrators are the leaders of the school's social culture. Principals, by what they say and do, how they respond to others, indicate to others, inside and outside the school's locality, their stance on issues such as respect, fairness, equality and justice. School leaders play a key role in developing and defining the ethos of a school. Simply put, 'what a school stands for and what it wishes to be known for are central to how a principal constructs the internal environment of a school, appropriately making reference to international and national

policies that he/she interprets and applies at school level.' Miller further noted that a school may be considered to be 'a melting pot, a community crossroads where views and practices are transmitted, shaped contested, re-shaped and re-transmitted' but a school can be thought of or be seen as much more than that (p.54). McAllister and Hadjri (2013, p.63) suggest that 'To a child a school is many things: not just a place for learning, but also a place for new experiences, a test bed to develop social skills and a supportive environment in which to develop and find themselves.'

Strategies Employed by Staff of TLHS to transform School Climate

Figure 1 below outlines the strategies employed by the administrator and staff of the TLHS in an effort to transform the climate of the institution. The staff and students' collaborative approach in the accomplishment of this reformation is evident in their narration throughout this documentation.

Figure 1: Strategies Employed by Mr. Gogetter (created based on data collected)
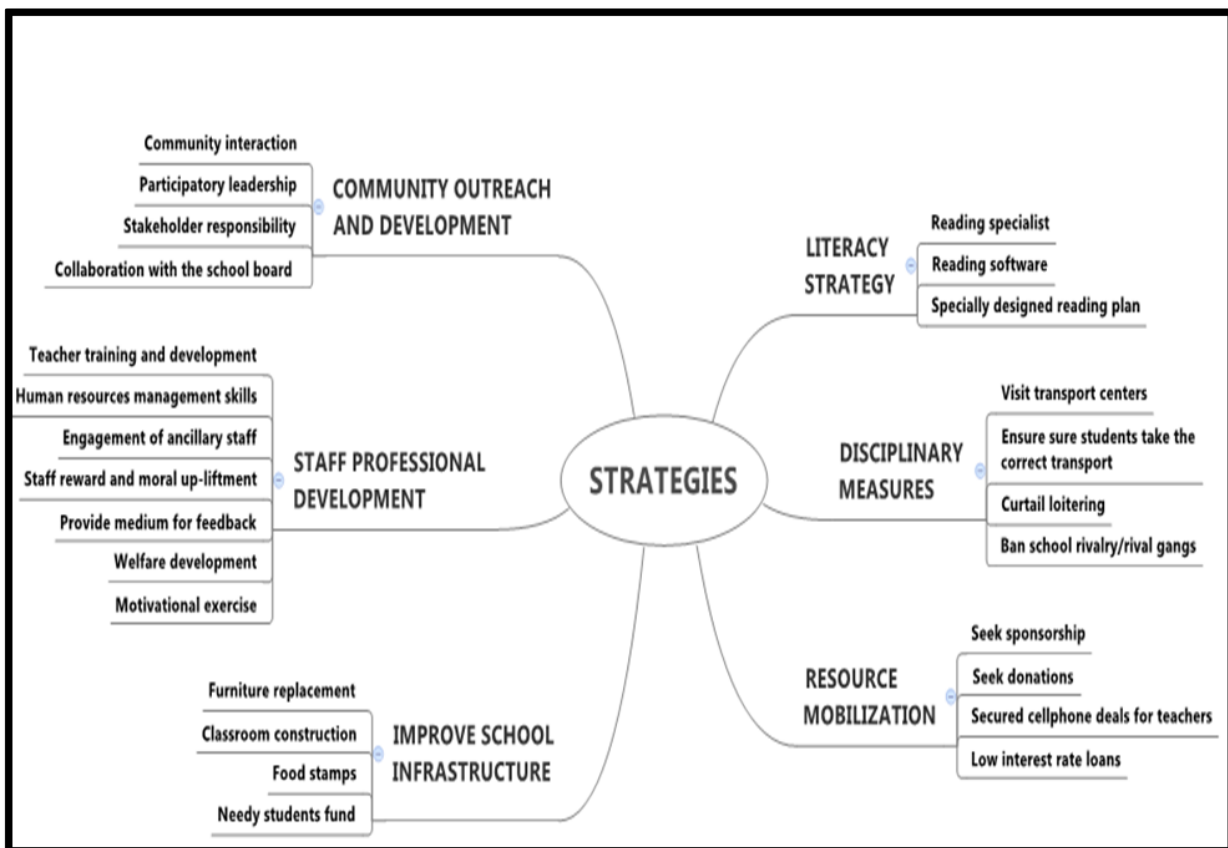
Summary

This study seeks to explore the factors which led to the perceived transformation of the TLHS. School improvement/transformation is dependent on a number of factors, some of which are explored

in the review of the literature- School Leadership, the Professional Development and Morale/Job Satisfaction of teachers and Student Orderly Environment. The literature demonstrates the significance of the above factors as they relate to school improvement. Finally, the literature review also addressed school climate, which has also been demonstrated to be an important component in school improvement. I will now seek to outline how the literature will be utilised in the analysis of data.

Some of the questions to be explored in subsequent chapters are: What perceived leadership behaviours contributed to the improvements at the Tree of Life High School? What leadership styles were employed by the principal at the TLHS and what was the perceived effectiveness of these styles in yielding transformation? Moreover, Leithwood's transformational leadership (1994, p.498-518), Hallinger's instructional leadership dimensions (Hallinger, 2010, p.7) and (Hallinger, 2003; Leithwood and Jantzi, 2006) will be used as a means to measure to what extent the principal could be said to have employed these styles.

The second and third school improvement factors reviewed move attention away from the school leader and focus on another critical stakeholder in the education system, the teacher. The Professional Development and the Job Satisfaction/Staff Morale of teachers are next to be explored because teachers have the most direct and sustained contact with students and hence can potentially have the most influence on educational outcomes (King and Newman, 2000, p.576). Thus, evidence for whether professional development was used as a deliberate strategy in the TLHS's improvement will be explored. The literature revealed that professional development does not always yield the desired school improvement (Feiman-Nemser cited Elmore 2002, p. 6). Elmore (2002, p. 6-8) along with King and Newman (2000, p.576-7) contended that if professional development is to yield the desired improvements in educational outcomes it must possess certain characteristics. The theories of Elmore, King and Newman will be used as a means of analyzing the teacher professional development strategies used at the TLHS.

Fugar, (2007); House and Wigdor (1967) explained that Herzberg, Mausner, and Snyderman, (1959) conceptualized the two factor theory, which outlines the variables that are said to influence teacher job satisfaction and morale -intrinsic (satisfying factors) and extrinsic (hygiene factors). Others like Perie et al (1997) and Bogler (2001) have built on this theory. The analysis of the data will address

teacher job satisfaction/morale by seeking to determine the extent to which intrinsic and extrinsic needs of teachers were met both before and after the perceived transformation of the TLHS. By way of explanation, the extent to which teachers were contented with the working conditions that obtained at the TLHS and the extent to which they were motivated to provide adequate instruction for their students will be discussed at length in subsequent chapters.

The final school improvement factor reviewed was related to the centre of the education system, the student. The factor of Orderly Environment was explored. Indiscipline is a matter that affects every school, though some perhaps more than others. How those in authority (teachers, principals) address indiscipline can either amplify the problem of student misconduct or curtail it (Ametepee, Chityo, and Abu, 2009, p.155). Those in authority should be mindful of how the family and community contribute to student misbehaviour; however, the school should be viewed as a powerful socializing agent in its own right. The analysis of data will explore whether the practice of discipline at the TLHS was in keeping with best practice, both before and after the school's perceived transformation. A useful statement that could also be explored is whether teachers saw the matter of discipline as part of their core function or as an extra function (Somech, 2009, p.425-6). This question, however, was outside of the scope of this research.

The first research question is related to the factors which influence school improvement. The second research question, on the other hand, pertains to school climate; another important component of school transformation. There has been extensive research (as discussed above) on this matter of school climate and its relationship with school improvement. Though "good" school climate can be said to be contextually determined, there have been those who have sought to outline some broad dimensions of "good" school climate (Deal and Peterson, 1998) which will be the subject of analysis in subsequent chapters. Finally, Marshall's school climate factors (Marshall, 2004, p.1) will also be used as a means of measuring the 'quality' of TLHS' climate before and after its perceived transformation.

CHAPTER FOUR
Methodology

Overview of Chapter

      This chapter outlines the research methodology and design and offers justification for the methods utilised. Focus is placed on my role as the researcher, and my beliefs and personal experiences which might influence unconscious biases in my approach to the collection and presentation of data. The concept of "power issues" in the field of methodology; the procedures addressing participant selection, data collection and analysis will be addressed. The verification of data and ethical issues based on the research procedure will also be considered.

Design and Methodology

      This chapter outlines my reasons for undertaking this research, discusses the methodology used - a qualitative case study- and provides justification for the methods/procedures utilised. As early as 1998, Merriam defined a case study is an 'intensive, holistic description and analysis of a single unit or bounded system' (p.12). It is used when the researcher is more interested in process than results, context than variables, and discovery rather than confirmation (Merriam, 1998). Early research by Yin (2003, p.1) posited that a case study design should be considered when the focal point of the study is to respond to "how" and "why" questions; when the researcher cannot influence the behaviour of those participating in the study; when the researcher aims to examine contextual conditions because they may relevant to the phenomenon investigated; when 'the boundaries are not clear between the phenomenon and context, as well as when the focus is on a contemporary phenomenon within some real-life context' (p.1). This study meets all four conditions. The methods of data collection used for this case study are semi-structured interviews and focus group discussion. I will elaborate on how the data was collected, coded and analysed. I will also discuss ethical issues.

Research Design

      My research design was based on interviews and focus group discussions. These were the most appropriate instruments to collect the data on site at the Tree of Life High School (TLHS) setting as many people feel more at ease in their 'comfort zone' than in an unfamiliar environment. The respondents might have been unable to function at their optimum level in another locality. Early research by McMillan and Schumacher (2001, p.16) stated that 'human actions are strongly influenced

by the settings in which they occur.' Additionally, in this study I looked for what conclusions could be drawn from the data collected (induction) rather than examining the data to see what could provide evidence to prove or disprove a specific theory (deduction).

The nature of my research influenced the ideal methods I could use to collect the data, and the individuals who would be willing to participate in the research; consequently the research site. These elements, according to Rawat (2011) as well as McMillan and Schumacher (2001, p.166) constitute the research design - a plan for selecting the participants, research sites and the data collection methods which will be utilised to answer the primary research question: What factors might be affecting the school climate of the Tree of Life High School? The research design indicates the participants, when, where and the conditions under which the study will be undertaken to respond to the following research questions being explored at a municipal high school experiencing academic and social transformation.

Research Questions
Utilizing a case study at one non-traditional school (Tree of Life High) the key research questions were:

1. What factors might have contributed to (or are contributing to) the transformation of Tree of

   Life High School?

2. How do teachers describe the climate of the school over the last ten years?

3. What were the challenges encountered as staff and students embarked on this transformation process and how were those challenges resolved?

4. What are the strategies and policies that were put in place by the principal as they relate to the goals set for the school?

For this case study research, I utilised an interactive design (Interactive Qualitative Inquiry), employing face-to-face techniques such as semi-structured interviews to collect data from the teachers based on the questions outlined above. The student participants in the three focus group discussions responded to the guiding questions in Appendix R. As early as 2001, De Vaus noted that the purpose of research design is to decrease ambiguity or vagueness of the research evidence. The main function of research design is to lessen the chance of the readers drawing erroneous conclusions from data De Vaus. Bush (2007, p.94) noted that in interviewing people we can seek to 'find out what is in somebody else's mind.' I had no doubt about the honesty of a respondent but there were occasions when I rearticulated a question and asked it later on in the interview to verify a previous response as I had

had a similar response from another participant in a previous interview. These are two of the many factors that influenced my choice of methods, hence my research design.

Case Study as Qualitative Research Methodology

Case study was my choice of methodology for this study partly because it was also the means by which I conducted my first research study during my earlier years as a college student. It was also the method of investigation utilised by many of my colleagues then and in subsequent research activities. Early research by Stake indicated that case studies are a common way of undertaking qualitative inquiry (Stake, 2005, p.443) because of their wide range of applications in numerous disciplines – education, health and business. I sought to investigate and articulate the outlook and experiences of a school community that seemed to be making progress in educating and nurturing the young minds of those entrusted to their care in a creative and artistic manner. Yin (2003) confirms that case studies are commonly used to explore, describe or explain the case of interest and enable holistic and meaningful, context-constituted knowledge and understandings about real life events, as occurred at the TLHS.

The case study I completed years prior to this related to another aspect of the teaching and learning experience (a *single* case - one student with a learning disability, and minimal interaction with parent and class teacher; however, this current *single* case study involves several participants) and serves to demonstrate the flexible prowess of case study methodology. As far back 2006 as Trochim (p.1) stated that the case study is so diverse that it has been utilised in the intensive study of a specific individual and in a specific context. Early researcher Patton acknowledged that the sample for this study was small and purposeful (Patton, 1996). Moreover, the methodology's applicability is also related to the differing phenomenon which can be investigated, from relatively common to rarely occurring phenomena (Langford, 2001). Not only can case study method be used to examine a multiplicity of educational issues but also diverse events not related to the teaching and learning process. This has been evident in both my previous research and this study.

The case study I conducted at the TLHS was a thorough, detailed investigation of a real-life experience of school transformation. My presence on the research site did not deter the participants or the other individuals at this institution from continuing their daily activities, as I appeared to be an extended member of that school family. As I garnered the data, it was natural that I would observe the

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daily routine at the research site, but I did not interrupt or influence the natural flow of the events (Guba and Lincoln, 1994). My objective was to determine the conditions necessary for the TLHS transformation as perceived by all stakeholders - students, teachers and school leadership, using a variety of sources of evidence (interviews, focus group) (Vallis and Tierney 2000).

Benefits of Utilizing Case Study

What would be an ideal method of collecting data about the day-to-day operation of an organisation? I wavered in my decision to use case study methodology when I wrote the proposal for this study as I thought that this procedure would be too labour and time intensive. However, after submission of the proposal and having explored new information on the topic, I realized that the case study methodology had numerous benefits and so should be useful in exploring the topic being researched. Several early researchers (for example, Langford, 2001; Stake, 2000 and Yin, 2003) have examined the benefits of using case study methodology. Chief among these benefits is the comprehensiveness of the methodology in that I had the option of using numerous methods of investigation and the methods are usable for a large range of problems (Yin, 1984; Hammersley and Gomm, 2000). Secondly, case study methodology allows me to *hear* the participants in a more in-depth manner than would a closed-ended questionnaire that could limit a participant to a 'yes' or 'no' response; the case study design through interview and focus group methods permitted them to voice their opinions, unrestricted and at length, on the *new image* of their institution.

As early as 1994 Yin identified six sources of evidence for data collection for case studies. These are documentation, archival records, interviews, direct observation, participant observation and physical artifacts. I utilised the methods of interview and focus group discussion.Tellis (1997) maintains that no single source has a complete advantage over the others; rather, they might be complementary and could be used in tandem. The use of these two varied methods contributed value in that I benefitted from the distinctive advantages of both procedures. Case studies are good sources of 'rich description,' (Walsham, 1995) detailed insight (Berg, 2004, p. 285) in-depth, convincing, compelling data of participants' behaviour and daily experiences, as recorded at the TLHS.

I looked beyond the factual 'yes' and 'no' questions and sought to examine the deeper, more subjective questions, for example: How would a teacher describe the ethos/climate of the school over the last ten years? Not only did I examine whether the principal's leadership style/tenure brought improvement to the school but 'how' and 'why' leadership encouraged change; not only whether

change occurred at TLHS but how the participants liked or disliked any change which occurred. Miller (2014, p.126) believes that efficient leadership is a crucial component of a successful school. He further noted however, that, 'Similarly, well-motivated, experienced, highly skilled and qualified teachers are needed to support and lead school initiatives and programmes aimed at achieving the best possible educational outcomes for students.' Consequently, educational institutions should be able to excel academically if the principal's leadership style, as well as support staff, has a positive influence on the school community. With the administrator's effectual leadership style, he or she could stimulate a positive school climate.

Role of the Researcher

The role of the researcher in any research is of paramount importance. As the investigator of this qualitative research, I was the main instrument of the data collection (Kvale, 2001; Merriam, 1998, p.20) and analysis. I realized that my beliefs and personal experiences as an educator might predispose me to unconscious biases so I had to constantly scrutinize my responses as I conducted this study. I continually asked myself whether I was documenting what I was hearing and learning or, rather, what I expected to hear and learn based on my personal beliefs and values. As far back as 1994, Wolcott (p.408) reinforced the need for this perspective. He emphasizes that it is essential that the 'biases of our careers, our personalities, and our situations' (Wolcott, 1994, p.408) be given attention. Hence, during the fieldwork I was fully engrossed in the process as I listened, interacted, observed and recorded the non-verbal responses of participants in their natural setting. As early as 2000, Denzin and Lincoln considered qualitative researchers to be versatile and compare their experiences to 'bricoleur and quilt maker' (p.4); using a range of research methods. My role as the researcher was not to merely collect data from the participants. I was an 'active listener' (Kvale, 2001) as I had to be in that moment while respondents expounded their stories; I had to 'grasp the meaning and understanding resulting in their rich descriptive narrative' (Merriam, 1998, p.3). Embodied in this study are those stories *pieced-together* to capture the emotion, experiences, sentiment of the participants and the meaning of these responses to the participants. Listening to the narratives of the respondents, the interviews with the teachers and the focus group discussion with students provided the link needed to reveal the teamwork which led to the positive change of the climate of the TLHS.

Being the primary instrument of the data collection I was sensitive to the process I was undertaking. I was competent to observe and adapt to varying conditions. A participant, for instance,

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had to attend an impromptu work related meeting at the time initially scheduled for the interview. When we met later she seemed anxious at the outset of the interview. I reminded her that she could withdraw her consent if she no longer wished to participate. She took a few minutes to compose herself and the session went well. I had to assure her that whatever she decided would not be held against her. I adapted to what was happening in that moment and my understanding of the present situation.

Positionality and Power Issues

In conducting a qualitative research, the positionality and identities of the researcher as well as the participants have the capability of influencing the research process. As early as 2002, Kezar (p.96) explained that, 'Within positionality theory, it is acknowledged that people have multiple overlapping identities. Thus, people make meaning from various aspects of their identity . . .' The positionality and identities impact the procedure through our perceptions of others as well as the ways in which we expect others will perceive us. The biases can shape the research process, serving as checkpoints along the way. Through recognition of these biases, a researcher presumes to get intuitive understanding as to how to approach a research setting, members of particular groups, and how one might seek to engage with participants.

As an educator from a rural township seeking to study an educational institution in an urban locality, one of my first thoughts was related to being granted permission by the administrator to conduct my study at the institution. Would I be considered as an intruder or be a welcomed visitor? My questioning continued; however, I would not allow myself to be daunted by my contemplations because, as the key research instrument of the data collection, I had to remain unbiased. Bourke (2014, p.2) however, acknowledges that, 'the concept of self as research instrument reflects the likelihood that the researcher's own subjectivity will come to bear on the research project and any subsequent reporting of findings.' The explanation or understanding of the data comprises two associated concepts: firstly, the ways by which the researcher accounts for the experiences of the respondents and herself; and secondly, the ways by which the study respondents make meaning of their experiences (Bourke, 2014, p.2). I was therefore aware that not only might my own prejudices influence the participants, but their responses, and my interpretations of the findings could impact the very nature of this study.

The cogency of the research process develops from the relationship between the research instrument (the researcher) and the participants. Qualitative research aims to provide an understanding

of a situation through the experiences of individuals, and specifically details of their lived experiences (Bourke, 2014, p.2). These particulars provide a means to avoid losing experiences in abstraction (Eisner, 1998) and serve as a means to elicit themes from data. Hence, 'qualitative research becomes believable because of its coherence, insight, and instrument utility' (Eisner, 1998, p.39) and such logic rises from the relations between the researcher and the participants. However, since the expression of my voice reporting findings of the research may be subjective; based on the analysis and through my voice, I leave my signature on the study, resulting from using myself as the research instrument; hence this subjectivity.

Another aspect of positionality was my professional status. Being a teacher, I am affiliated with the association which governs the teaching fraternity in the Island, so I considered the teachers at the TLHS my colleagues. Thus, from that perspective I am an insider, another high school teacher, and as a middle manager can relate to the functioning of the institution; however, not being a member of the TLHS staff, I am an outsider. I could not simply walk into a TLHS classroom and instruct the students even though I would be familiar with the school curriculum and the teaching and learning process. I could not assume that I had the right to conduct my study at the TLHS; even if I were employed there, I needed the approval of the administrator. Consequently, due process was observed before developing a researcher/participant relationship after receiving the principal's consent for the school to participate in the study.

Prior to the interviews and focus group sessions, I created a welcoming, non-threatening environment in which the participants were willing to share their personal experiences and beliefs (their lived stories) at the TLHS with me. Early researchers, for example, Taylor and Bogdan (1998) referred to this nonthreatening environment as creating 'a feeling of empathy for informants that enables people [to] open up about their feelings' (p. 48). The permission granted to conduct the study at the TLHS did not, however, place me in a position of power and authority over the participants. Therefore, they responded to the questions in a timely manner and were not compelled to respond in a particular way. I felt as if I had been accepted by them, hence their willingness to share their lived experiences with me. We were both *insiders* and *outsiders* as we were both *sharing in each other's world*. As stated previously, I then felt like a member of that extended school family, accepted and working together. 'Positionality is thus determined by where one stands in relation to 'the other' as stated by early

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researchers, Merriam, Johnson-Bailey, Lee, Lee, Ntseane, and Muhamad (2001, p.411). My positionality as an educator with knowledge of the teaching and learning process seemed to have positively affected the participant/researcher relationship as I was accepted as a member of the education fraternity. Researchers should acknowledge who they are as individuals, as members of groups, and as resting in and moving within social positions. In addition, in order to be an ally and advocate, researchers' work has to reflect the voices of those who participate in research (Bourke, 2014, p.2).

Participants

The participants selected and interviewed for this research were the principal and the vice principal (both males), six senior teachers (in terms of their levels of responsibilities as well as their years of service) and four junior teachers; all of whom have been employed at the institution between nine to thirty-four years. Only one of the ten teachers interviewed was appointed by the principal who led the transformation process. That teacher, however, was *qualified* to participate in the research, based on the timeframe criterion, as the transformation actually started two years after the employment of the present principal. Not all the teachers who were listed (a list compiled by the vice principal as requested by the principal) were willing or consented to participate in the research and they were not coerced to do otherwise. All the participants were proficient in responding to questions related to administration and the daily activities at the institution in the recent past. Each interview session was for approximately an hour, at a time convenient to the participants. This was during their unassigned/noncontact teaching periods/lunch hour. One of the twelve interviews, however, was conducted on two different days – half an hour at a time, according to the availability of the participant. All the participants, except one senior teacher, consented for me to audio record the interview sessions. She explained that she did not want her voice to be recorded but immediately assented to repeat her responses until I was able to write all that she mentioned. She also stated that she would make herself available to me if I needed additional time to complete the interview. Although this process took a little more than the designated hour, the respondent's decision did not adversely affect the data collection. Instead, it worked to my advantage as I heard the same information being repeated without alteration and it was much easier to write directly from the individual than to transcribe from the audio recorder. The interviews with the teachers were conducted in the various staff department workrooms and one in the general staff room when it was extremely quiet as there were only three teachers seated to the extreme left of where we were located, at the corner on the opposite side of the room.

The students who formed the three focus groups were from grades ten to twelve and had been attending the school for four to six years of the principal's tenure. These groups comprised males only, females only and a mixed group of students from the three grade levels – fourth to sixth form. The subject teachers of these students kindly excused them from their classes for an hour and promised to discuss/revise with them any new concept that may be discussed during their absence. The group discussion with the male participants and the mixed group was conducted in the school library when all other students were in their assigned classrooms. The female group discussion took place in the school auditorium. They were vibrant discussions, as the students were eager to air their views and voice their opinions on issues related to their learning institution.

Data Collection

One of the numerous benefits of utilizing interviews and focus group discussions was that these activities gave voice (De La Ossa, 2005, Liamputtong, 2011, p.4) to the participants' understanding of the transformation taking place within their school and the effect on teachers, parents, students and the school community. Consequently, the case study method facilitated the process of my listening to the experiences of the participants and 'describing the intervention' (Yin, 1994, p. 15) as the activities naturally occurred at the research site without interference or influence on my part. Other advantages of using these methods will be discussed in this chapter.

Interview

An interview, which is a formal meeting and discussion with an individual or groups on an issue or topic, involves more structure and research than a mere conversation, although Marshall and Rossman as early as 1999, believed that the semi-structured interview is more conversational in nature. Seidman expresses the view that 'interviewing is an interest in understanding the experience of other people and the meaning they make of that experience' (1991, p. 3) and it is from this narration that I derived my interpretation for this study. This interview or meeting was 'intended to produce material that would be used for research purposes' (Denscombe, 2007, p.173) which the participants understood and agreed to, based on the information letter I had given to them with the consent form which they read and signed to satisfy the criteria of research ethics. Interview was a more natural approach to interacting (Coetzee and Schreuder, 2010) with the participants and acquiring the in-depth knowledge I required for this study.

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These interviews were conducted for one hour with teachers who had been employed at the TLHS prior to the employment of the current administrator. The teachers had been at the institution for nine to thirty-four (34) years and could freely discuss their experiences of the everyday activities at the institution over the numerous years of their employment. All data collected was transcribed and interviewees were given the opportunity to read the transcripts for verification. This is in line with the view that, 'the stories, narratives, excerpts from interviews...cannot be fudged, misrepresented, altered or distorted, because our data are life experiences' (Denzin, cited in Satterthwaite, Watts and Piper, 2008, p.8). Such one-to-one discussion which generated a large amount of detailed data would not have been practicable with questionnaires and less feasible with telephone surveys.

To guide the discussion which formed the basis of my assumptions and to be adequately prepared to conduct this conversation, I sourced background information on the institution through the mass media. As stated previously, during the period preceding the interview session, I developed a researcher-participant rapport which fostered a comfortable and what I believed was a sincere interviewer-interviewee relationship. It was important for the participants at the TLHS to accept me as 'the type of person to whom they could express themselves without fear of disclosure or negative evaluation' as recorded by earlier researchers Taylor and Bodgan (1998, p.50). To help in this respect, I commented on the quiet work atmosphere, the inviting surroundings and the pleasant approach of the staff and students, then inquired how they were able to achieve these attributes at their institution.

As far back as 1983, Denscombe; and Silverman (1985) avow that the 'interviews involve(d) a set of assumptions and understandings about situations which are not normally associated with a casual conversation.' The questions which I used to guide the interviews in accessing this data were tailored to generate responses to the research query regarding the factors that might be affecting the school climate of the TLHS. My decision to use the semi-structured interview as opposed to an unstructured interview was based on my awareness that the former provided a fair measure of flexibility, without demanding an inordinate amount of time. However, throughout the data gathering process, I was mindful that I was not to rush through the interviews or overlook some of the issues. As I analysed the interviews after the data collection, I realized that the information was very useful as I gained primary data on what was really occurring at the research site.

As far back as 2006, DiCicco-Bloom and Crabtree; as well as Opdenakker (2006) found that the

inherent flexibility of the method enabled the participants' views, opinions and priorities to be given pride of place. I was able to allow the participants to guide the line of enquiry and make adjustments on the basis of what the participants deemed important (DiCicco-Bloom and Crabtree, 2006; Opdenakker, 2006). This personal element in the method was advantageous, as some participants found it rewarding to have an opportunity to, as Opdenakker states, share their ideas with someone who listens without interrupting and without being critical. Although there seemed to be a power issue here this was equally shared with the participants as they guided the enquiry even though I remained the researcher/leader of the investigation.

The interview was conducted within a week and a day, allowing for the investigation of various subject areas and the pursuit of issues that I had not previously considered. As Denscombe (2007, p.173) suggests, this allowed me to gain a greater depth of information and insights that provided for richer discussion. My in-depth information on the topic led to further follow-up 'conversation' based on some of the participants' responses, and they had the opportunity to describe what was meaningful and/or important to them using their own words rather than being limited to prearranged categories of questions. Bryman (2008) supports this view and McNamara (1999) - an earlier researcher, believes that interviews are particularly useful in getting the story behind participants' experiences. Finally, the interview method was fairly reliable, and provided high credibility and face validity, as I recorded the participants' direct words and these were verified by them.

Structured interview and unstructured interview were not suitable options to collect data for this research as they are interviews without any set format, even though the interviewer may have some key questions formulated in advance; hence, both formats were rejected. Conversely, semi-structured interview was quite flexible as I had the opportunity of asking the participants questions related to a view expressed during the interview, even though I had a clear list of issues to be addressed. During the interview, I adjusted the order in which the questions were considered based on the participants' response, thereby facilitating the participants' development of their ideas to speak more widely on the issues raised, as indicated by the following earlier researchers- (DiCicco-Bloom and Crabtree, 2006; Opdenakker, 2006, Kvale, 2001, p.435). There were instances when a respondent, in further clarifying his/her response, replied to questions that were already slated to be asked. My perspective is substantiated by the view of (Denscombe, 2007, p.176; Patton, 1990) that semi-structured interview

with its open-ended response places 'more emphasis on the respondent elaborating on points of interest' and issues that otherwise might have been withheld.

The ease with which the interview could be arranged and conducted was another factor influencing its use. The interview process is comprised of the participant and me; consequently, it was relatively simple for me to record the exact words of each participant. Denscombe (2007) shared a similar perspective on this issue when he proposed that this kind of person-to-person interview is relatively easy to control as there is only one participant being interviewed at each session. I had the opportunity to be totally focused and immersed in the process as each participant unfolded his/her story. Also, Newton (2010, p.2) avers that the data generated from the semi-structured interviews can be easily analysed. The language used by the respondents is considered essential in gaining insight into the participants' perceptions and values; also, the contextual and relational aspects of the participants were significant in understanding the other participants' perception. Harrell and Bradley (2009, p.11) collaborated on the view that focus groups and interviews are the best methods to resolve seemingly conflicting information, because the researcher has the direct opportunity to immediately query the concern. Besides, if I was interested in determining the relative emphasis on an issue, that is, how strongly a respondent holds an opinion, that could be achieved through the interview method. Additionally, the focus groups were used to help in explaining the results found through the interview methods (Harrell and Bradley, 2009, p.82), and the interview ensured that the respondent was working on his/her own volition (Teijlingen, 2014, p.21). Finally, the ability to gain a working relationship with the participants as well as their trust led to a deeper understanding of responses to the questions that were asked.

Focus Group

A focus group 'consist[s] of small groups of people who are brought together by a *moderator* (the researcher) to explore attitudes and perceptions, feelings and ideas about a specific topic,' as recorded by the following earlier researchers- (Denscombe, 2007, p.177; Rabiee, 2004; Byers and Wilcox, 1991). Kumar (1987) adds that focus group discussion is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher. These definitions describe the participants who willingly consented and spoke freely on a range of themes relating to their institution. Through the means of this social interaction the students contributed to data that was far richer and deeper than that which could be had from a survey with its closed-ended responses. As far back as

2003, Green, Draper and Dowler confirmed that the uniqueness of the selected focus group was its ability to generate data based on the synergy of the group interaction with each group member. The group members, after a few minutes in the conversation, seemed to be so comfortable, relaxed and engrossed in the discussion that there were spontaneous expressions of views on the research topic.

Characteristics of Focus Group Participants

One of the main aims of employing the focus group method in my study was to understand and explain the meaning of the experiences, beliefs and cultures that influence the feelings, attitudes and behaviours of the participants of the TLHS. This technique included the use of three in-depth group interviews for which participants were selected because they were a purposive, although not necessarily a representative sampling of the school's population. Consequently, the students were carefully selected on the criteria that they were fourth to sixth formers who had been attending that institution for four to six years; were experiencing the changes in their school life; were a purposeful sample or 'key informers' (Newing, 2011) on the issue of the school reform and were willing to participate in this study. The focus group discussion was organized to explore students' views and experiences of the factors which were responsible for the transformation of their school climate. I was interested not solely in what the students thought but why they thought as they did; so, akin to (early researcher) Lankshear's (1993) explanation, the gap between what the students said and what they did could be better understood. The enthusiasm with which the students shared their achievements indicated that they were pleased and self-motivated to pursue their academic goals at the TLHS.

As far back as 1994, Krueger asserted that the uniqueness of the focus group lies in its ability to generate data through group interaction or the give and take of discussion. These groups are extremely valuable when a rich source of qualitative information with vivid descriptions is needed (Krueger, 1994). The groups discussed their school experiences to express their thoughts, feelings and behaviours in relation to their everyday life at their institution. Listening to them sharing and comparing different points of view provided a wealth of information. This interaction helped me to understand the reasoning behind the views and opinions expressed by the group members. The group dynamics was also effective in stimulating the recall of data which might otherwise have been forgotten, and providing explanation for those views then being explored. Denscombe (2007, p.177) advances the view that 'the stimulus might be some shared experience that the participants bring to the session from their personal background.' The participants were not afraid to communicate their views on some

communal occurrences as a group and this might not have been examined were they interviewed individually. As early as 2006 Morgan (p.121) believed that 'focus group members share their experiences and thoughts, while also comparing their own contributions to what others have said.' The thoughts of one participant seemed to stimulate the thoughts of the other and the camaraderie motivated an engaging and enthusiastic discussion which engendered data required for this study. Early researcher, Rabiee (2004, p.656) acknowledges that a focus group can provide information about a range of ideas and feelings that individuals have about certain issues as well as illuminate the difference in perspective between groups of individuals. This procedure enabled me to view the process of the exchange among the participants and obtain data that was previously unknown to me which could not have been realized through observation or writing a personal report.

Focus group discussion was ideal for data collection in this study because it was used to collect a wide range of information in a relatively short time; that is, within a week and a day spent at the research site. This means of data collection is inexpensive and was also 'a fast way of learning from the target audience' as noted by Debus as early as 1988. Through this procedure, related but unanticipated issues were explored as they were mentioned in the discussion. Rabiee (2004, p.656) noted that 'like one-to-one interviews, the focus group discussion data can be presented in uncomplicated ways using terminologies supported by quotations from the participants.' Furthermore, the group discussion provided checks and balances in the participants' conversation and decreased false or extreme views that were discussed. The participants, being from different classes and subject groups were able to facilitate this process and, based on comparable responses to the same questions, they provided verification of the data gathered. Additionally, the focus group also engendered a wealth of views and emotions processes within the group thus making it an ideal method that was used to collect data for this study.

Coding the Data

The data for this qualitative research consisted of interview notes as well as the audio recordings and notes of the focus group discussion. I first had to undertake the task of transcribing the information collected mostly through audio recording. This data was voluminous and I had to reread and review it before the process could truly begin. The transcription of the audio recording, as Schneider (2003) concurs, assisted me in becoming more absorbed in the data. The analysis of semi-structured interview transcripts and focus group discussions was based on an inductive approach geared to identifying patterns in the data by means of thematic codes. After transcribing and reviewing the

data, I then prioritized it. That is, I decided which parts were more significant than others according to the number of times the statements were repeated by the participants. I then focused on those parts. The data selected was determined solely by their significance for the emerging analysis. As early as 1991, Byers and Wilcox as well as Kalinda (2011) shared similar perspectives and indicated that qualitative analysis of data from focus group discussions and semi-structured interviews is a continuous procedure beginning with the data collection; through to the recognition of main themes, and ending with a comprehensive description of the results.

Initially, as I examined the data collected, I realized that there were too many codes, categories and themes to have a meaningful analysis of the data; consequently, I identified where there were sufficient similarities between the data to allow some to be merged and/or brought together in a broader category. The next step was to develop a hierarchy of the codes, categories and themes identified in the data by 'differentiating among codes in terms of higher level and lower level codes' (as indicated by the following, earlier researchers- Denscombe, 2007, p. 293; Miles, and Huberman, 1994) with the former level being broader and more inclusive than the latter. Denscombe (p.98) Miles, and Huberman, 1994) suggested that 'the first stage of analysis involves the coding and categorizing of the data.' Denscombe defines codes as 'tags or labels that are attached to the *raw* data' in the 'form of names, initials or numbers…that are used systematically to link bits of the data to an idea that relates to the analysis' (p. 292). As far back as 1983, Charmaz (p.112) stated:

> Codes serve to summarize, synthesize, and sort many observations made of the data....coding becomes the fundamental means of developing the analysis... Researchers use codes to pull together and categorize a series of otherwise discrete events, statements, and observations which they identify in the data.

I then used the higher level codes -the categories and themes- to identify the key concepts relating to the data to be analyzed and compared conclusions with alternative theories and/or explanations. By identifying the themes and relationships among the codes and categories, I was able to proceed with my analysis. According to early researchers, Strauss and Corbin, (1990, p.22), 'Theory denotes a set of well-developed categories (for example, themes, concepts) that are systematically interrelated through statements of relationship to form a theoretical framework that explains some relevant social, educational, … or other phenomenon.' Adopting this approach facilitated the analysis of the data. Additionally, as far back as 1995, Morse and Field noted that thematic analysis involves the

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recognition of common views and ideas that can be identified throughout the entire interview (or set of interviews/focus group discussions) as were conducted in this investigation. Merriam (1998, p. 179) also affirms that 'categories and subcategories (or properties) are most commonly constructed through the constant comparative methods of data analysis.'

In coding the data I assigned bits of the unprocessed data to particular categories and cautiously examined the data (for example, the interview transcript) that allowed me to realize that certain portions of the data had something in common. The respondents, for example, referred to some of the same issues, used statements that were alike with similar emotion and shared the use of similar words and phrases in relation to a particular question. The selected data, therefore, had something in common and I identified the data to be coded as belonging to a broader theme/category as recorded by the following earlier researchers- (Denscombe, 2007, p.98; Taylor-Powell and Renner, 2003). This could be a very subjective procedure but I focused on the responses of the participants; consequently, the biases and prejudices were minimised in the process. Having done that, I began the formal writing of the research.

Most people think that qualitative researchers are seeking to generalize the data collected and have contended that qualitative research cannot be verified like quantitative research that quantifies data and generalizes results from a sample to the population of interest, with its statistical data usually in the form of tabulation. However, like earlier researcher - Shenton (2004, p.66), I am of the view that there are a number of approaches that may be utilised by researchers to verify and to ensure trustworthiness in qualitative research. Some of these have already been discussed above; for instance, from the moment the prospective participants agreed to participate in the study they were informed (verbally and on the information sheet) that they were free to withdraw at any time as they were not coerced into participating in this research. Due to the nature of the research, that of determining the nature and causes of positive transformation of the TLHS, and the participants' willingness to share their story, which can be verified by other stakeholders, it is unlikely that there would be false declaration by the participants. Furthermore, there were three focus groups and twelve teachers who participated in the study; hence, the data collected could easily be authenticated.

Furthermore, Shenton (2004, p.68) asserts that 'where contradictions emerge, falsehoods can be detected.' There was no indication of inconsistency with any of the participants of this research. I also

had a detailed description of the topic being studied. This was an 'important provision for promoting credibility as it helped to convey the actual situations' being experienced at that particular institution. 'Without this insight, it was difficult …to determine the extent to which the overall findings *ring true'* (p. 69) and throughout this study my intention was to be impartial, use procedures that are transparent and consistent and to organize the data in a communicable format. To attain this creditability I had to ensure that the research process and findings were established on good research practices; as Denscombe, (2007, p.296) asserts, the absence of bias and neutrality in terms of the researcher's influence on its outcome as well as the analysis being fair and even-handed should be considered.

Ethical Issues

I could not undertake this research without focusing on ethical considerations as this should be foremost in the minds of all researchers and should encompass the entire research process. This research was ethically reviewed and approved by the University Ethics Committee prior to the initial contact with the administrator of the institution being studied. As it was imperative that trust and cooperation be established and maintained throughout the process of fieldwork (Ely, 1991), my being at the research site was an ongoing process. Also, the need to 'respect the rights, needs, values, and desires of the informants' - respondents (Cresswell, 2003, p. 201) was vital.

As a social researcher I am mindful of the importance of confidentiality and anonymity. Therefore, protecting the rights and interest of the participants, as early researchers Babbie and Mouton (2001, p.258) recommended, was foremost in my mind. Bryman (2008, p. 113) states that ethical considerations 'cannot be ignored as they relate directly to the integrity of a piece of research and of the disciplines that are involved.' In conducting this research I informed the participants (in writing and verbally) that the information entrusted to me would be held in strictest confidence and I would not disclose to anyone that they participated in this research.

Confidentiality was maintained as it related to data collected from all participants in this research. Bryman (2008) explains that the researcher should utilise pseudonyms for individuals and places to ensure that when the data is published the participants or places cannot be identified. I observed this practice. Prior to the research, however, I informed the principal, vice principal and senior teachers that it might not be possible to offer them total anonymity. I explained to them (in writing and verbally) that as senior management of the institution their input in this research was

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extremely vital; names would be withheld but their position might be mentioned. I also sought their permission to use direct quotes from the interviews and focus group discussion. Therefore, there is the possibility that someone may be able to identify some of the senior staff who participated in the research -when it is published, even though their particulars will be anonymous. After my explaining and allowing the participants to reread the information sheet (see appendix) they still agreed to participate in the research. I did all that was possible to prevent harm to the participants; for example, I carefully selected from the direct quotes I was permitted to use.

As stated above, the purpose and process of this research was explained (in advance) to the participants and since I had planned to audio record the interviews, permission was sought from participants to do so prior to the commencement of the sessions. DiCicco-Bloom, and Crabtree, (2006); Denzin and Lincoln (2008); Halasa (2005); Bryman (2008, p.121) support my view that all prospective participants should be provided with detailed information that should enable them to decide if they really want to engage in the research. I endeavoured to present this research in an ethical and professional manner; therefore, all the necessary steps were taken to achieve this objective.

The data for this research was collected and processed in a fair and ethical manner. It was my responsibility to remain within the law in the way I collected the data, and I did not resort to deception or unfair means to obtain information from the participants. As far back as 1986, Lather referred to the practice of 'rape research' when the 'researcher goes into the research setting, gets what they want and then leaves, never to return, giving nothing in return.' This was never done. I revisited the research site to express my gratitude (again) as well as writing to the school's administrator to communicate my appreciation to the respondents for their participation in the study. Moreover, after transcribing the audio recordings I had verified with the respondents some quotes that could be used verbatim, to indicate the significance of their contribution to the study. As far back as 2003, Cresswell (p.202) suggested that in reporting the data, I should consider the rights, wishes, and interests of the respondents in making the final decision regarding their anonymity. Additionally, I promised the school a copy of this thesis so that present and past teachers and students will note their input, see that they have been acknowledged, be assured that I honoured my word and may even be motivated to participate in other researches. As indicated on the participants' information sheet, the audio recordings of the interviews and focus group discussion for this research were only used for analysis and illustration in this research and no one was allowed access to the original recordings of the data.

Only the data that were actually needed for this research were collected. Based on questions for the interview and focus group discussion, (see Appendix S), it is obvious that the data collected was targeted at the current and actual needs of this research and not for future study (Denscombe, 2007, p.141). Denscombe noted that researchers should 'keep the data secure,' so after collecting the data I secured it in a locked cabinet with no possibility of it being stolen or interfered with by unauthorized individuals. After I transcribed the data, it was stored on my personal laptop for which I had a password known only by me.

As I collected, processed and analyzed the data for this research, I was careful to respect the rights and dignity of the individuals who participated in the research project. I tried as much as it was humanly possible to avoid any harm to the participants arising from their involvement in the research (Opdenakker, 2006). For example, the research was conducted at the research site, the natural setting of the participants-that is, the workplace of the educators and the learning institution of the students. None of the students was required to participate in this research outside of regular school hours and no one, as far as I know, was harmed as a result of participation in this research. I conducted this research with honesty and integrity (Denscombe, 2007, p.142).

In carrying out the focus group discussion, I encouraged 'full, frank and free-flowing' conversation on the guiding questions. All the participants were from the same learning institution; some were even classmates, so there was a 'reasonable degree of trust operating among members of the focus group' based on my introductory talk with them. Denscombe (2007) maintains that 'if participants are suspicious, or if they feel threatened, they are less likely to speak during a session' (p. 183). Based on their teachers' introduction of me, the students had no reason to be distrustful. The experiences shared by the different group members were similar and this convinced me that they were comfortable sharing with each other as well as being truthful. Denscombe (2007) affirms that 'the success of a focus group depends on establishing a climate of trust within the group, and … a situation in which participants feel at ease and sufficiently comfortable … to express themselves freely' (p.183). Confidentiality, I believe, could also have increased the students' confidence in participating in the discussion of their school.

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Summary

Case study is a valuable and important research methodology with unique characteristics that make it appropriate for all types of study. This methodological approach can provide a thorough, in-depth method of research focusing on a single or multiple real-life cases while using a variety of sources as evidence to engender theories and hypotheses. Also, researchers can utilise other methods of research with case study so it may be more widely used than other means of investigation.

In this chapter, I focused on the methodology employed in my research. I explained the difference between quantitative and qualitative research, as well as research methodology and research design. Research methodology, for instance, relates to the means of acquiring knowledge by utilizing the most appropriate methods or procedures to collect data that would provide the evidence basis for the construction of data about the topic being researched. This is a qualitative case study and it is considered to be a flexible methodology that can be used in many disciplines and so was thought to be an appropriate choice to capture the life experiences of the participants at the selected institution.

The issues examined included my reasons for undertaking the research, the methods/ procedures utilised, and the advantages of using those procedures. The means of coding the data, and how it was interpreted/analyzed and verified were also discussed; so too were the ethical considerations based on the research procedure.

CHAPTER 5
Findings and Discussions - Research Question One

Overview of Chapter

In this chapter I will examine research question one: the factors which might have contributed to (or are contributing to) the transformation of the Tree of Life High School (TLHS). The main factors which emerged from the data were: The principal's leadership styles, Teacher professional development; Teacher job satisfaction/teacher morale, as well as Undisciplined behaviour of students. I will highlight the respondents' narratives regarding the multidimensional leadership qualities of the chief administrator which many of the respondents, teachers and students, credited as a key component in the school's transformation. Teachers' professional development which aims to improve the teaching/learning process is a critical factor in school improvement and will be discussed. Teacher job satisfaction is an essential factor in school improvement and can adversely impact teacher morale; hence, the respondents' thoughts will be outlined. Additionally, the issue of discipline, another critical factor in determining the outcomes of schools, and the numerous measures employed to address this problem at the TLHS will also be examined in this chapter.

Overview of Participants

Table 2 is an overview of the participants in the study who were most often male aged 40 to 50 years. The participants' years of employment at TLHS ranged from 9 to 34 years.

Table2: Demographic Characteristics of Participants

Participants Interviewed	Gender of Participants	Nationality	Age Range	Years at TLHS
Gogetter	Male	Jamaican	40 - 50	10
Smiley	Male	Jamaican	40 - 50	12
Org	Male	Jamaican	30 - 40	11
Myraid	Male	Jamaican	40 - 50	9
Thor-F	Female	Jamaican	40 - 50	19
MalT	Male	Jamaican	45 - 55	34
Cool	Male	Jamaican	30 - 40	10
Murr	Male	Jamaican	30 - 40	14
Calm-d	Female	Jamaican	40 - 50	18
Sibb	Female	Jamaican	40- 50	10
Wiltine	Female	Jamaican	40 - 50	20
Angle	Female	Jamaican	45 - 55	31

Principal's Leadership Styles

'There is... increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners' (Bush, 2007, p. 391) to enable them to be the leaders of their generation. Whereas in times past, providing learners with basic literacy and numeracy skills was sufficient (the majority of jobs required an unskilled or semi-skilled workforce) there is an evolving demand for a more effective (mature) education system (Hutton, 2010, p. 2) that prepares students to function in an ever evolving information age. Sergiovanni (2000) states that schools are perceived as communities where the principal plays an important role in facilitating the movement and direction of that community. Mr. Gogetter (pseudonym), however, needed a dedicated team to affect the growth and function of this community. A significant theme derived from the data garnered from the case study at the TLHS was that of leadership. Every respondent spoke about the impact of the principal's style of leadership on the effective administration of the institution. The respondents argued that the perception of the teachers and students of the TLHS was negative prior to the tenure of Mr. Gogetter and even shortly after his appointment. The respondents explained that the opinion of some members of the community was that the school was not making much progress. A teacher of the TLHS, in sharing his views on his place of employment in an interview with one of the country's leading newspapers, made reference to the pessimistic impressions of onlookers and the evolution of change. 'When I arrived at the TLHS to take up teaching duties two decades ago, people spoke all sort of things about the school and constantly asked me if I couldn't find another. Going down memory lane is not always nice, but to see the fruit of the school's labour (now) is even more exciting' (Taylor, 2010, p.1).

Figure 2: School Leadership - Multidimensional (created based on data collected)
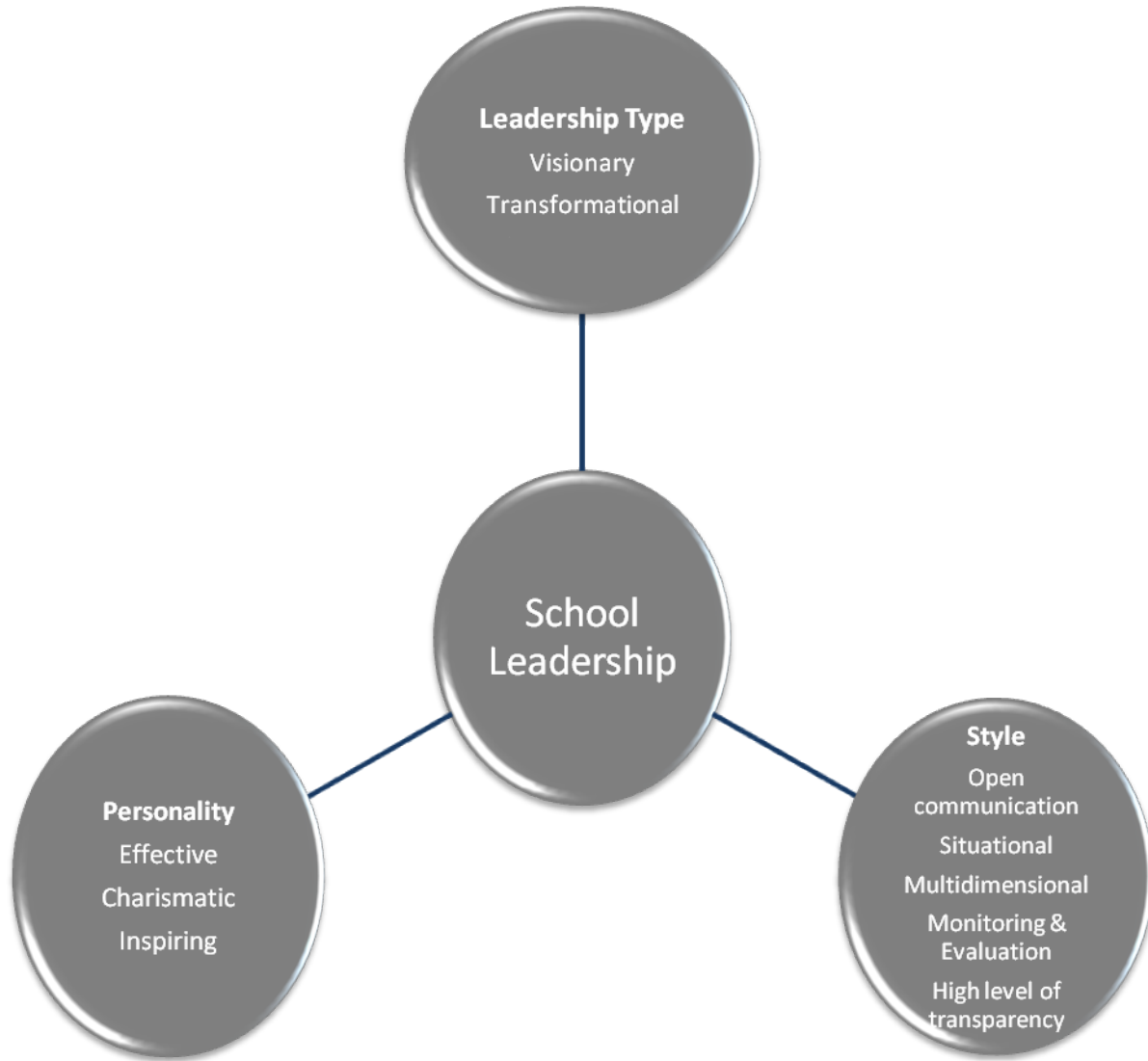
The respondents, in the stories of their experiences at this institution, referred to Mr. Gogetter as a transformational, situational, visionary, charismatic leader who is attentive, listens, motivates, and holds individuals accountable for duties to which they are assigned, as outlined in Figure 1 (p.96). Also, as illustrated in figure 2, (p.121) the effective, multidimensional, school leader monitors as well as evaluates his staff, and is an inspiring individual with whom one can easily communicate.

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According to Leithwood, Jantzi and Steinbach (1999, p.9) transformational leadership 'assumes that the central focus of leadership ought to be the commitments and capacities of organisational members.' Bogler (2001, p. 664) noted that Bass (1985) classified three sub-factors of transformational leadership which he labeled as charisma, personal consideration and intellectual stimulation. Miller and Potter (2017, p.248) believe that 'Transformational leadership is an approach to leadership that causes change in individuals and social systems. It creates valuable and positive change in the followers with the end goal of capacity development amongst followers'. These factors are indentified in the narrative of the respondents and appear to be characteristic of the administrator as outlined in figure 1 above. These will be examined in the subsequent discussion.

Mr. Org expressed his observations on Mr. Gogetter's managerial style:

> One of the factors which I attribute these improvements to is Mr. Gogetter who,
> I believe, understood what the transformation required and started driving the
> process. He was bent on improving all the areas of school life. There was a slow
> transformation to a new culture of how things were to be done (Mr. Org, 2011).

Mr. Org's remarks about the slow process of the change at the TLHS could be an indication of Mr. Gogetter's dedication to influence staff and students to be willing to endorse/implement the strategies and plans which would advance the growth of the institution. I believe that Mr. Gogetter was able to realize this accomplishment through his charismatic personality, his personal consideration of the needs of the staff and students, and his intellectual stimulation. Griffith (2003, p. 334) stated that the principal provided opportunities for group members to rethink traditional procedures and examine situations in novel ways; this is an approach Mr. Gogetter seemed to have thought would guarantee favourable, yet significant results.

Mr. Gogetter commented, 'When I learnt of the challenges (at the TLHS) it was too late to walk away.' His option then, it would appear, was to adjust to his new environment; this did not seem to be in his plan (as he indicated previously that he was from one of the 'top ten high schools' and was not accustomed to such a learning environment. Otherwise, he would have to institute the changes he deemed fit. Bush (2007, p. 392) affirmed, 'Frequently leaders initiate change to reach existing and new goals.' Mr. Gogetter's goal, like that of the MoE's 2004 policy initiative, 'Every child can Learn, Every Child Must Learn' was the driving force behind his leadership role. He, therefore, established changes to realize goals which he and his team decided on. The respondents attested to the changes which were instituted at the school. Mr. Gogetter explained:

> Initially some of the different staff members did not want to come on board so there was a struggle to move forward. These staff members were given the option of leaving or working together as a team. Some staff members left. Gradually, when a number of the reluctant ones saw that some of the changes that had been implemented were bringing about positive changes, they began to join the team (Mr. Gogetter, 2011).

More preparation as well as training for the reform of the TLHS could have minimized the challenges encountered by the administrator. As suggested by Hutton (2014, p.93) … training of '…leaders in the school, including senior teachers and teacher leaders, would have to be considered for a comprehensive preparation for authentic education transformation.'

Leading the Change

Initiating change is not generally as welcomed as the initiator would hope. Alphonse Karr in 1849 noted, 'the more things change, the more they remain the same' (Manser, 2007, p.191). Some staff members were unsure if life at the TLHS would remain the same or if some of their colleagues would adapt to the new approach of Mr. Gogetter. Not knowing what to expect seemed to have driven a fear of the unknown into them, so some of them resigned from the institution. Org, who I believe is embracing the change based on his articulation, stated, 'I attribute this (my) performance to the empowerment received from our principal'; he seems to have support from one of his colleague, Ms. Angle, who remarked regarding Mr. Gogetter's leadership skills: 'One of the main factors that I would attribute these improvements to is the employment of Mr. Gogetter. He is a charismatic kind of leader and people listen to him and are making the changes he presented. His leadership style motivates teachers, students and the school community' (Ms. Angle, 2011). Mr. Gogetter's actions concur with the view of Bush (2007, p. 403) that 'leaders are people who shape the goals, motivations, and actions of others.' Nedelcu (2013) noted that a '…transformational leader motivates the teachers and students by raising their consciousness about the importance of organisational goals;' Marks and Printy (2003, p. 375) suggest that the leader does this by 'inspiring them to transcend their own self-interest for the sake of the organisation.' Mr. Gogetter's aim seemed to be to encourage staff to be team players to realize the mission and vision of their institution and execute these for the welfare of the school community.

Mr. Myriad was among other respondents who commented on the steps taken by Mr. Gogetter in instituting changes at the TLHS. He commented on the principal's managerial and

supervisory responsibilities '…of ensuring that teachers do their lesson plans, go to their classes and teach, take part in school related activities, and get feedback from the children, to find out how best they can improve how they normally do things.' Myriad was not alone in this thought. Another teacher, Mr. Org, stressed that Mr. Gogetter 'introduced teachers' evaluation, a strategy that kept teachers on their *ps and qs* especially in terms of their lesson planning and instructional delivery.' Miller (2016, p.184) noted that 'Principals are operating in a time of increased scrutiny, increased accountability...' and appraisal is one of the policy requirements of the MoE. Mr. Gogetter seemed to have been bent on reshaping every aspect of the TLHS, beginning with tutoring and discipline. He was not just delegating; he was actively a part of the process.   Mr. Gogetter seemed to have been the role model for the teachers as he taught the teachers' classes during their absence when they were either attending developmental seminars/workshops or had to take care of their own urgent, personal matters. This was appropriate as, according to Angelle (2006, p. 320), the principal ought to see him/herself as the primary source of assistance and monitoring of classroom instruction. This seemed to have been the case here as students would be actively involved in class activities rather than being idle or engaged in misconduct during the absence of a particular subject teacher.

Class Management

Teachers' being absent from the classroom did not mean that they were free from their educational duties. It was mandatory that, on the return of the teachers from seminars/workshops they had to report (in writing and/or orally) to staff on the benefits of such conferences. Teaching/learning time was not lost in their absence; focus was still on the 'teaching and learning behaviour of teachers in working with students' (Bush and Glover, 2002, p. 10). The lessons planned by the teacher who was absent would be the guide utilised by the principal/heads of departments in assigning activities for that particular teacher's class. The attention is directly placed on the needs of the students; keeping them on task and focused, student-centered; hence, the principal's insistence that lesson plans are completed and submitted. Furthermore, Southworth (2002, p. 79) explains that 'instructional leadership ... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth' which seemed to have been one of the goals of Mr. Gogetter. Miller, (2016, p.36) concurs and asserts that as an instructional leader, most, if not all principals, will make the professional development of their staff a key area of school policy and practice, as they are concerned with students' academic achievement outcomes. In sum, the instructional leadership model conforms to the notion that successful schools create an 'academic press' through the development of high standards and

expectations and a culture that fosters and rewards continuous learning and improvement (Hallinger, 2010, p.7).

Action as Required

Mr. Gogetter's strategy for lesson delivery places him in the instructional leader category as Murphy (1988) states that '… instructional school leadership focuses on leadership functions directly related to teaching and learning.' However, Mr. Org considered Mr. Gogetter a situational leader who he thought was also autocratic in his responses; 'Mr. Gogetter portrayed a type of leadership that was more dependent on the circumstances, a contingency leader.' When asked to clarify this statement Mr. Org added, 'If a task requires some urgent attention he is going to be autocratic in his response; if it requires one of consultation he is going to be democratic in his response so I would say it is a more a contingency than his being any one particular type of leader.' The story about the male student recalled by a sixth form student in a subsequent paragraph represents a contingency means by which the principal dealt with the incident of the student in the incorrect uniform. Although the guidelines clearly outlined what should be worn, that student's particular circumstances dictated Mr. Gogetter's decision on the situation. Bush (2003, p. 16-17) for instance, highlighted that the instructional model tends to underestimate other aspects of school life, such as sport, socialisation, student welfare, and self esteem. The student's story and that of the Tuesday's movie night (socialisation), as well as Mr. Gogetter's support and encouragement of sporting activities, clearly indicate that those areas of culture were not undervalued.

Mr. Gogetter considers himself to be a creative thinker (visionary), a transformational leader who believes that communication is key to leadership, so he listens, encourages, and inspires others to excel and be the best individuals that they can be in the capacity in which they are required to serve. He stated that his 'leadership style definitely influenced the transformation plan. I hold teachers accountable and it blended in with the transformation plan.' This comment regarding accountability coincides with Org and Myriad's statements above regarding Mr. Gogetter's ensuring that teachers conduct their duties as assigned and are held responsible for duties assigned. 'Well, Mr. Gogetter demanded accountability;' recounted Ms. Wiltine who seemed to substantiate her colleagues' declarations. Furthermore, 'We were encouraged to write our lesson plans; … to use the e-learning equipment and material.' She further reported that as a result of teachers' compliance with regulations – doing their duties as they are supposed to, it makes my work easier.' This could be enabling her to do

more supervision as the head of her department and possibly enjoy more family time as she would have completed her duties during the prescribed hours of work.

Allix (2000, p. 12) asserts that transformational leadership 'has the potential to become *despotic* because of its strong, heroic and charismatic features.' Mr. Gogetter, however, seemed to have known what he wanted for the TLHS and supported his team in realizing these goals. It would be unmerited should he be considered as just a *despotic* leader, as Org referred to him as a situational, democratic as well as an autocratic leader, depending on the matter to be resolved. Other respondents have implied that as a transformational leader the principal possesses those and other leadership qualities: charismatic, monitoring and evaluation, multidimensional, visionary, innovative (teaching strategies) and inspirational, as outlined in figure one, above.

Participation Academically and Socially

The accounts of the respondents also included comments on the participative character of Mr. Gogetter. Teachers and students alike made reference to this quality. Ms. Angle remembers 'when a teacher needed to use the multimedia projector (before the administrator purchased one for the institution) he would borrow one from another school so that the teacher could have it to teach the lesson.' Mr. MalT articulated, 'When I have department meeting I would normally invite Mr. Gogetter and he takes part in the meeting and he would invite senior officers to take part in our discussions and shed some light on any development taking place in the Ministry of Education as it relates to the school.'

Mr. Gogetter's participative approach was also extended to the immediate school community. He visited, introduced himself, told them of the plans for the school and encouraged them to support *their* school. Having established that relationship, he indicated that 'the people of the immediate school community are now aware of the mission of the school and their involvement in the school activities has helped to unite the community.' Sergiovanni (1984, p. 13) points to the importance of a participative approach and suggests that this will succeed in 'bonding' staff together and in easing the pressures on school principals. Mr. Gogetter's participative nature could have led to this bonding as he acknowledged, '… I introduced movie night on Tuesdays (among other activities). I would go with the teachers and we would car pool…' Mr. Org. remarked that … 'if Mr. Gogetter is not in a particular process, then there will be a challenge in getting that process moving.' Mr. Gogetter's participative role was not confined to pedagogy but extended to the social lives of the teacher. It is likely that there

would be less conflict at the workplace if the teachers are bonding, by being cordial to each other and attending social events together. Silins (1994, p. 274) points out that, like the participative approach, transformational leadership 'bonds leader and followers within a collaborative change process' which the respondents maintained contributes to the overall improved performance of the TLHS.

The bonding did not appear to be just amongst the staff. The students of the three focus groups indicated that they have a good relationship with their administrator. They did not seem to be fearful of him and held him in high regard. The general consensus of the focus group members was 'Mr. Gogetter always has time for us and listens to even our home problems. We are not saying that he is the best or nicest person in the world but he has excellent reasoning and we can go to him and talk with him about various situations' (Female Group, Sixth Form Student, 2011). A male respondent from the mixed group emphasized that 'Everybody respects him (Mr. Gogetter) and he has a good relationship with the students.' This could be attributed to his charismatic personality to which Ms. Angle alluded. Another student elaborated on Mr. Gogetter's interaction with one of her schoolmates:

> When he sees a boy in the wrong colour shoes he would say 'Boy come here.'
> The student would come and he would explain the consequence and based on
> the boy's explanation he would call in his parents and see if there is anything
> he could do to help to buy those shoes so that the student could come to school
> in the right shoes... (Female Group, Sixth Form Student, 2011).

The stories narrated emphasized what I consider to be Mr. Gogetter's understanding disposition, as he does not only identify the problems but seeks to assist students and parents in finding solutions to them as soon as possible. Miller (2016, p.66) made reference to the principals in his study who recalled the dilemma of students whose parents are unable to provide them with the required school uniform ... In the above instance, Mr. Gogetter assisted. This could be an example of what Bogler (2001, p. 664) noted, Bass (1985) classified as personal consideration, and Leithwood' (1994, p. 498-518) defined as 'offering individualised support,' one of the characteristics of transformational leadership dimensions. For that student, Mr. Gogetter gave thought and assistance to the student's social need thereby supporting him in being appropriately groomed for school. The students being aware of his caring nature would have no fear in consulting him if they needed to.

Characterization of the Transformational Leader

We have focused on Mr. Gogetter's leadership style as one of the factors which might have contributed to (or are contributing to the transformation of the TLHS. This is based on the respondents'

views which seemed to suggest that this leadership style has positively impacted the improvement and growth of the school. As discussed in preceding paragraphs, many of the teachers credited the principal's leadership as a key component of the school transformation. Was Mr. Gogetter a transformational leader? Leithwood (1994, p.498-518) characterized transformational leadership in the context of schools along seven dimensions (Chapter Three, p.57-58). Of these dimensions the foregoing discourse cited the principal 'building school vision, establishing school goals' with stakeholders and 'providing intellectual stimulation' - staff development through workshops and seminars, improving educational status. Mr. Gogetter acted in the moment 'offering individualised support' to teachers and students. By virtue of his executing or delegating these duties it could be said that he was 'modeling best practices and important organisational values' (Leithwood, 1994, p.498-518). Mr. Gogetter 'developed structures to foster participation in school decisions' (Leithwood, 1994, p.498-518) when he included members of the education body as well as other interest groups and individuals as participants in meetings. Mr. Gogetter also 'demonstrated high performance expectations' (Leithwood, 1994, p.498-518), not just delegating but assisting in their being accomplished. By achieving these goals he was 'creating a productive school culture' (Leithwood, 1994, p.498-518); all these actions are indications that he was a transformational leader.

Teacher Professional Development

Teachers have the most direct influence on student learning as quality instruction is a critical determinant of student achievement (Leithwood, Louis, Anderson and Wahlstrom, 2004). 'Improvements in instruction have *immediate* effects on student learning wherever they occur' (Elmore, 2002, p.31). In order to achieve the desired outcome of improved student performance, teacher professional development must meet certain criteria. It may seem that this goes without saying, but teacher professional development ought to be directly focused on improving the task of student learning. Miller (2016, p.37) concurs and emphasises that 'the importance of staff being sufficiently competent and confident to guide students to successful achievement outcomes is a matter not only for teachers and principals, but for an entire school community and for society as a whole.' Hence, the practice of teacher development was a regular feature in the life of the TLHS based on the evidence of participants' responses; moreover, it was credited as a factor in the TLHS's transformation. It is noteworthy that Mr. Smiley (pseudonym) credited improvements in teacher instruction as a critical component in the TLHS transformation. Though he did not directly attribute the improved instruction to teacher development, one can infer from his and other responses that teacher development was, at least in part, responsible for the perceived improvement in classroom instruction. Mr. Smiley asserted:

> I think the curriculum, the guidelines, and the principles from the transformation
> programme was one of the main [things] or a critical thing that gave a platform for the take
> off. Moving away from being teacher centered towards meeting the needs of the
> children where they are[sic]; so the new methodology or teaching approach came
> along as it relates to how the children were taught; learning was not in abstract
> but it was geared towards meeting the needs of the individual and children on the
> whole (Mr. Smiley, 2011).

He further stated:

> I think one of the critical changes that took place was the academic staff
> primarily understanding the learning styles of our students and using the
> curriculum and adapting it to the needs of the children. The transformation
> programme is student friendly, student focused; it allows the students to be
> more involved. (Mr. Smiley, 2011).

The staff was able to facilitate the students' learning styles as the administrator provided the instructional aids (required for the process) which previously were unavailable at the institution. The results of the reading and other diagnostic tests guided teachers' preparation. Mr. Org and Ms. Angle explained that some teachers and students frequently absented themselves from classes, (to be discussed) consequently, not much time would have been spent in the teaching and learning process to assess students' ability.

Significance of Workshops and Seminars

The respondents revealed that teachers were strongly encouraged to participate in both internal and external professional development workshops and seminars. Ms. Wiltine stated, 'Teachers are asked to attend seminars and whatever they have out there for the development of teachers they are encouraged to participate and more teachers would go to these seminars.' She went further, alluding to professional development planned and the effects at the TLHS, stating, 'In our internal staff development retreat there are segments slotted for invited persons to come in to speak to us about the teaching learning process and how we are to effectively administer our classes.'

Mr. Gogetter added:

> I have organized and conducted several teachers' workshops and seminars
> at this institution. I also asked teachers to attend workshops and seminars that
> are organized by the Ministry of Education or other educational related
> entities. The teachers who participate in the external workshops and seminars
> share the benefits of these at staff meetings and or in a written report to the staff.
> Teachers speak of the value of these workshops and seminars, so these will continue
> as deemed necessary (Mr. Gogetter, 2011).

Based on Mr. Smiley's comments regarding improved classroom instruction, it can be

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inferred that professional development at the TLHS (in keeping with best practice) was focused on teacher delivery, and thus could potentially directly impact student performance. Moreover, it should not be overlooked that, in addition to teachers making use of professional development hosted by external sources, teachers at the TLHS benefited from training that was hosted by the school itself. This increased the likelihood of the development being contextual, able to meet the needs of real students in real classrooms.   Indeed, Mr. Smiley's comments substantiate this point. The new programme sought to meet the children's needs right *where they are*. The students are then able to build on their *known* foundation, moving from *the known to the unknown,* consequently having solid groundwork for further learning. Moreover, when the professional development was conducted externally, teachers involved in the training were required to share what they learned with their peers, which could potentially have a greater impact contextually.

An important point regarding the professional development effected at the TLHS was the particular interest in technology. Through the leadership of Mr. Gogetter, teachers were trained to use technology through the Mico e-Learning project[2] and these new competencies were then used to improve instruction in the classroom. In speaking of the advantage of the use of technology in the classroom, Mr. Smiley shared, 'I think one of the critical things was that children were more involved with the learning process and access to the information which helped to minimize time wasting, hence, fewer disciplinary issues were coming to the fore.' Mr. Murr and Mr. Org also made reference to the use of technology in the classroom. Mr. Org explained:

> Since the transformation, we have introduced technology into the school. Most
> teachers, including myself, have integrated technology into our lesson and in
> our instructional delivery. Since the transformation, we have also acquired a
> number of technological gadgets which are being used by most of the teachers.

Mr. Org further shared that the school 'has an extension of another Information Technology laboratory (IT) which has helped us tremendously and is still helping right now.'

Elmore contended that professional development programmes necessitate regular evaluation to assess whether the development is actually making a difference in the classroom.   There is some

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[2] This project was developed as a joint initiative with the Ministry of Education (MoE), after much consultation with principals and teachers and other stakeholders, with its components targeted at providing digitalised instructional materials for teachers and students, computers and multimedia equipment, and training of teachers in the use of the technology in instructional delivery (e-Learning Jamaica Company Limited Overview, 2013, p. 2).

evidence that the TLHS had some means of evaluation. Ms. Wiltine stated, 'Well Mr. Gogetter demanded accountability. We were encouraged to write our lesson plans and use the e-learning equipment and material.' Mr. Org shared similar sentiments emphasizing Mr. Gogetter's perspective (quoted above) on the appraisal of teachers in lesson planning and delivery, a recommendation of the MoE. Not only will the assessment guide teachers' future planning, but it would place more focus on the students' monthly progress.

Since teachers have a direct impact on student academic performance through classroom instruction; it then follows that any improvement in instruction should lead to improved educational outcomes. Teacher professional development aims to improve the teaching learning process and thus teacher professional development is a critical factor in school improvement. The TLHS's transformation, on the basis of the data collected, is in part due to improved classroom instruction through teacher professional development.

Teacher Job Satisfaction, Teacher Morale

As established above, teachers have the most direct and profound impact on student academic outcomes, but importantly, the quality of teacher instruction is influenced by how the educator feels about their job (Skinner, 2008, p. 1). When teachers are satisfied with their jobs, they, like individuals in other professions, will be more enthusiastic about their efforts at work. Satisfied teachers are more likely to be enthusiastic about the giving of their time and energy to the teaching learning process, which will invariably benefit students (Bogler, 2001, p. 679). Hence, the 'education mission seems to be dependent on the way teachers feel about their work and how satisfied they are with it' (Bogler, 2001, p. 665). Thus, teacher job satisfaction and teacher morale is another critical factor in an attempt at school improvement. Hertzberg (1959), in his pioneering work, established that teacher job satisfaction is influenced by two types of factors- extrinsic (hygiene) factors (leadership, collegiality, orderly environment), and intrinsic (satisfying) factors (self esteem/self actualization-knowing that their work is making a difference).

What seems apparent from the data, as articulated by the respondents: Ms. Wiltine, Mr. Org and Ms. Angle, is that teacher morale was relatively low pre-intervention. Ms. Wiltine's comments support this assertion; 'I got the impression, if I might add, that the teachers were not motivated.

Resources were very limited when I came here. Teachers were always disgruntled.' Some teachers spoke of other teachers absenting themselves from classes, and this could be attributed to low morale. Mr. Org specified that '…there were some (teachers) who did not take up (attend) classes for some reason…' Ms. Angle believed, 'the academic staff was frustrated' prior to the intervention at the TLHS. She later elaborated:

> The morale of staff has improved significantly. Now teachers are going to their classes promptly and planning well for their classes. Most of the teachers are utilizing technology of one kind or another in the teaching and learning experience. They are improving their academic qualification and motivating their students to excel (Ms. Angle, 2011).

This apparent lack of teacher motivation may be attributable to several factors or a combination thereof. One can infer from the data that the following extrinsic factors negatively impacted teacher morale at the TLHS: limited resources, a volatile school environment and lack of collegiality. Difficulty sourcing resources needed to aid the teaching learning process, an unsafe school environment, and disharmony amongst the academic staff could have made the working environment at the TLHS challenging at best, and it is not unusual that teachers would be demotivated and discouraged under such conditions.

Ms. Wiltine's quote in the previous paragraph made reference to limited resources and the demotivating effect on the teaching staff. Mr. Gogetter also spoke of the challenges he faced as it relates to resources. He communicated:

> When I first came here I realize that teachers and students did not have some of the basic books and other educational tools needed for their classes. Students were required to contribute to the cost of photocopy material for their class work. They also had to pay for printed information from the Internet. Some of these students are from homes where their parents can hardly provide their daily meals and transportation cost much more money for printed material.

Given the lack of instructional resources for both teachers and students, there is no doubt that facilitation of the education process and the student-centered approach to learning would be significantly affected. Miller (2016) attested to this school deficiency in his Exploring School Leadership… publication when he made reference to principals who 'highlighted the plight of students who are unable to find the material and supplies they need for the lessons, of some not being able to go on trips, and others not wearing appropriate or required school uniform or being able to attend to their personal hygiene due to poverty-related issues.' Note was also taken of the informal support programmes established by schools in partnership with community and parenting groups which assist

students from poorer families... for example, supporting the breakfast feeding programmes and/or the provision of free school meals (p.66) as well as the PATH programme funded by the MoE.

Turmoil and Teaching

Another aspect of working conditions that could have potentially impacted teacher job satisfaction was safety (or lack thereof) of the school environment. The participant responses revealed that the TLHS environment could be described as volatile. The criminality and violence that existed in the community impacted life at the TLHS. Mr. Org shared how teachers were impacted; 'At one point some teachers could not talk to some students as they would tell you they came from the area and everyone would get scared because the school is located in a volatile area and some students were involved in gangs which were some of the experiences we used to have.'

Ms. Angle added:
> There was low level of discipline. Marijuana was being smoked by some of the
> students and there was intrusion and trade of drugs on the school compound...
> Many students were involved in fights on a regular basis. There were gangs
> in the community and some of the students were involved in gang related activities.
> There were many students who took weapons to school and when there were fights
> the gang members from the immediate school community brought in more weapons,
> joined in the fight, and compounded the problem.

Mr. Gogetter echoed similar sentiments:
> There was truancy, students fought each other and their gangs from the community
> came on the school grounds to defend their gang member with various weapons...
> There was extortion, smoking of marijuana by students. Some students were defiant.
> They loitered on the street before and after school and were absent and/or came
> extremely late.

Such volatile conditions would impact teacher morale and would affect the TLHS's ability to retain and recruit academic staff.

Inadequate Collegiality

In conjunction with lack of resources and unsafe environment (perceived and real), there is evidence that the TLHS prior to the intervention had to contend with inadequate collegiality. This is another extrinsic factor that could impact teacher job satisfaction and morale. Mr. Muur reported that 'in the past teachers would not talk to each other for one reason or another; some teachers did not go to meetings because other teachers were there; there were cliques and groups, animosity against each other.' Cordial relationship in any work environment could encourage moments of laughter and relieve

stressful situations.

Extrinsic Factors and Job Satisfaction

Limited resources, an unsafe school environment and lack of collegiality are all extrinsic factors that could have affected teacher job satisfaction negatively. Compounding this is the fact that the students were not performing well academically. Despite teachers exerting considerable effort, it seems there was little return in academic outcomes. Theories on teacher morale suggest that teachers derive the most satisfaction when their students are doing well and the teachers are convinced that they are making a worthwhile contribution. Mr. Myriad's comments revealed the effort that teachers had to exert to facilitate their students' learning. The results were not always commensurate to the efforts it seems. Mr. Myriad stated that previously, 'students' passes in exams were very low. Most students could not read properly and some were not reading at their grade level.' He further commented:

> Teachers had to be teaching 150% more than teachers at traditional high schools
> which received children, most of whom could read at the respective grade levels
> and who had good Common Entrance Exam(ation) and GSAT passes which made
> it easier for teachers to teach them. Think of grade seven students with poor
> learning backgrounds, the sort of diverse problems moving from grade seven up
> through the grades at this school; it became more and more difficult for teachers
> to teach at these levels.

There are improvements in each aspect of both extrinsic and intrinsic factors, as revealed in the data. Access to resources, school safety, and collegiality, all saw improvements. Moreover, the TLHS began to see better academic results which could potentially boost teacher self-esteem. These improvements corresponded with a discernible rise in teacher morale, as stated in a quote by Ms. Angle (earlier used on p. 132).

Indiscipline

The Tree of Life High School (TLHS) has had considerable challenges with indiscipline based on the study participant responses as well as leading media reports. The level of indiscipline experienced at TLHS was unacceptable and caused observers to characterize the school environment as unsafe for students and staff. The following accounts revealed that various forms of delinquent behaviour were prominent features at the TLHS. These included fighting, truancy and defiance. Ms. Angle reported:

> There was a low level of discipline. Marijuana was being smoked by some of the
> students and there was intrusion and trade of drugs on the school compound. Some
> undisciplined students left school without permission (during the school hours) via the
> fence or the gate. The truancy level was very high.

Mr. Gogetter echoed similar sentiments:

> There was truancy; students fought each other and their gangs from the community
> came on the school grounds to defend their gang member with various weapons.
> They loitered on the street before and after school and were absent or came
> extremely late. The majority of students of this institution showed no interest in
> education. Some attended because they were sent, and for some of the others
> school was a social meeting ground.

Neither were students interested in conforming to school regulations. Mr. Org commented:

> At one point some teachers could not talk to some students as they (students)
> would tell you they came from the area and everyone would get scared because
> the school is located in a volatile area and some students were involved in gangs.

With the transformation Mr. MalT shared, 'Discipline has improved greatly. Previously, students would take matters in their own hands but now we have someone (Mr. Gogetter) we can relate our situation to and get some sound reasoning.' A student from the Mixed Focus group concurred, 'The behaviour of the students has changed positively. Normally we would have crime, students fighting, lack of respect for teachers but now there is a decrease.' A speaker from the Female focus group added, 'It is well known that previously some male students would leave school without permission and go to the main town to waste time.' The strategies of the staff seemed to be reforming the students' behaviour and attitude to their educational pursuits.

Repeatedly, teachers and students identified improved discipline as a key factor in the TLHS's transformation. This is because discipline is a critical factor for school improvement. Indiscipline impedes school outcomes by diverting attention from the teaching and learning process to maintaining order. Indiscipline also impacts on teacher morale/job satisfaction. Skinner (2008, p. 44) asserts that educators who feel that indiscipline interrupts pedagogy invariably experience considerably less job satisfaction than those teachers who do not have to contend with student misbehaviour. 'Indisciplined students pose a great challenge for teachers in their fundamental bid to educate children effectively, and consequently undermine the role of the school as a socializing agent' (Ametepee, Chityo, and Abu, 2009, p. 155). Educators are constantly faced with these social issues for which they seek solutions in an effort to create safe and secure school environments.

Indiscipline often results from a complex interplay of internal (intra-psychic) and external (environmental - peer groups, family, community) factors (Ametepee, Chityo, and Abu, 2009, p. 156).

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The TLHS is located in a community which experiences relatively high levels of crime and violence. Invariably, the school is influenced by the anti-social behaviour prevalent in its surrounding environment. Mr. Gogetter described the school environment succinctly, stating, 'It is considered to be a volatile environment.' Mr. Myriad also made reference to the negative impact of environmental factors when he remarked that 'most of them (students) not having parents; most of them do not have fathers and most of them come from areas that are very volatile.' One can reasonably infer that environmental factors significantly influence discipline at the TLHS. It should be noted that the academic staff has limited control over factors external to the school, but the means by which teachers respond to students' misbehaviour can either alleviate or compound the problem of indiscipline.

Strategies Utilised in Addressing Inappropriate Behaviour

'The use and abuse of punishment by school teachers may actually lead to students' indiscipline instead of alleviating the problem' (Ametepee, Chityo, and Abu, 2009, p.155). The family and community are powerful agents but so is the school. Teachers, hence, are not powerless in the face of students' indiscipline. The means by which schools (and teachers in particular) can address students' indiscipline in a productive manner include rewarding students for appropriate behaviour, enforcing consequences for inappropriate behaviour, using contracts with students to reinforce behavioural expectations, initiating anti-bullying/conflict resolution/peer mediation programmes, engaging students, staff, and parents in planning school safety programmes, and posting behaviour policies on notice boards or announcing them periodically over the public address system (Tableman, 2004, p. 6). There is evidence that all these methods were employed by the TLHS during the period of the transformation.

Some teachers perceived themselves to be strict disciplinarians with few exceptions; many, however, qualified this characterization of themselves by sharing that though they are strict they are not unapproachable. Importantly, there is evidence that teachers deliberately sought to listen to students, even those thought to have breached school rules. This goes against a prevailing culture in Jamaican society which maintains that *children are to be seen and not heard*. This form of authoritarian discipline can be said to be quite prevalent in Jamaica, but the responses of participants seemed to suggest that strict discipline did not translate into projecting an uncaring, inflexible teacher persona.

Mr. Muur stated, 'Yes, I am a very strict disciplinarian and a no nonsense person but I pick my easy going time.' Mr. Cool shared similar views regarding his being a strict disciplinarian but he 'uses a bit of humour when necessary.' Mr. Gogetter also considered himself to be 'strict but very fair and

approachable.' Children need boundaries, so, if being strict means enforcing consequences for inappropriate behaviour then being strict is valuable. Being strict need not be synonymous with being harsh or uncaring. Ms. Angle expounded on how she sought to listen to her students:

> I listen to everyone and ensure that no child can say, "no one listens to me." As a result of this, students feel free to report any matter to me. The fear of reporting a matter has been significantly reduced. There was once this 'informer culture' and that has also been drastically reduced. I deal with the issues that students have so there is less of the "I have to protect myself syndrome," so there is less bullying, violence and conflict.

Ms. Angle further explained that this was a general thrust of the academic staff at the TLHS. 'The Teachers, Dean of Discipline and Guidance Counsellor now deal with the issues that students face and students believe that they are being heard and their issues are being resolved.'

Various strategies such as withholding privileges, exacting various forms of punishment, providing incentives to encourage desired behaviour, gentle coercion, and social interventions were employed by teachers to address students' misbehaviour. The withholding of privileges was a common way of addressing misbehaviour such as the non-submission of assignments and students absenting themselves or arriving late to class. A fairly common way of addressing non submission of assignments was withholding a portion of students' breaks, including lunch break. Thor-F attested, 'I used to let them spend half of their lunch time to complete the work;' Ms. Wiltine and Mal-T used similar means. Mal-T concurred, 'I've tried a number of methods to get students to complete their work such as taking some minutes from their lunch break.' Mr. Org reported on withholding other privileges such as students accompanying their classmates on class educational tours. 'For me, they do not get to participate in class activities, for example when we are having external activities like field trips and so on. Sometimes it's more of withdrawal from rewards than it is of giving of rewards if they don't submit their assignment.' These strategies tend to be very effective as many students anticipate the end of term or end of year experience of being away from the regular teaching sessions with their friends especially if it is a long journey to the tour site. They enjoy the time en route to socialize and sightsee.

Another means of addressing indiscipline, as revealed by the data, was exacting various forms of punishment; that is, enforcing consequences for inappropriate behaviour. A popular means of punishment was detention. 'I would have sanctions and this is where the detention comes in where the students have to do what is asked of them' (Ms. Calm-d). She further revealed that the school had put

in place a detention system. Another teacher, Mr. Org, indicated that he uses his para-military background to assist him with discipline. Mr. Org commented:

> I have my own way of dealing with discipline from a para-military point of view
> and it seems to work for me (for example, my display or demeanour) students develop
> levels of respect for me. There are certain punishments that I will inflict on students
> (such as push- ups or something along that line) and since they don't want that they
> will behave.

Another respondent revealed that a form of punishment that she employed was giving misbehaving students additional assignments. Some of the means of punishment may belong to responses to misbehaviour that could compound the level of indiscipline rather than alleviating it. One teacher revealed denying students all of their lunch break. This same teacher shared that she would essentially publicly embarrass students into appropriate behaviour. For example, 'I tell them I will write the nicest zero on their report card when it's report time if they don't give me the assignment …' For some students who are interested in their lesson and are supervised by stringent parents, a zero on their report is not an option; whereas, it could be quite the reverse for other students.

Another important means of addressing misbehaviour was incentivizing desirable behaviour. Teachers reported not only enforcing consequences for inappropriate behaviour but rewarding good behaviour. Incentives ranged from giving phone credit to the use of stickers, for the first form students. Ms. Calm-d reported; 'Well, these days I'm giving stickers. There are different stickers showing words such as great work, amazing, keep it up, and so on; and this plan is working.' Mr. Smiley echoed similar views:

> We give incentives, rewards which have helped immensely to get students to respond
> on time with their projects or assignments. Incentives, recognition and prominent
> praise to individuals who did the assignment have helped tremendously in getting
> assignments being done properly and being presented in a proper manner for class.

Some teachers revealed that they would seek to coerce students into behaving appropriately by discussing the benefits of *good* behaviour and the negative consequences of *bad* behaviour. Ms. Calm-d reported that, 'Sometimes I try to appeal to them by showing them the importance of doing their homework because after teaching the homework will help me to know what the students understood and how they are getting on.' MalT conveyed that, 'If it (indiscipline) happens in the classroom I would sometimes talk with them and see what kind of method could assist but I don't hit my students.' Teachers are advised not to administer corporal punishment, so that would be out of line

with the recommendations of the MoE.

Finally, teachers would often use social interventions to address students' indiscipline. This was particularly evident for addressing truancy. In many instances, truancy was attributed to poverty. In some cases, parents simply could not afford to send their children to school every day and in other cases children would be forced to assist their parents in supporting the household financially. Mr. Smiley explained:

> One of the significant factors that was found with absentees had to do with financing (bus fare, lunch money). The other had to do with nutrition and through the Guidance Department's investigation and counselling, students were assisted with bus fare as well as with lunch from the welfare programme.

Ms. Sibb added:
> Parents are called in to discuss the absence of their child and sometimes you learn it's a financial problem. Sometimes it has to do with social and economic background or some breaking up of parents and sometimes the child is teased or told about his parents, and to avoid that person they refuse to come to school; students who are out for two or three weeks are referred to the Guidance Counsellor who does some visiting and we try to put measures in place so that the children are able to come to school. The Guidance Counsellor sometimes refers them to the PATH programme.

Social intervention would also be employed for other forms of delinquency such as bullying. Mr. Smiley commented:
> Yes, there have been strategies and plans put in place through the Guidance Department and through the office of the Dean of Discipline and from time to time counselling sessions are provided and mentoring wherein individuals from outside may be invited to come in and share with students. We have an informal mentoring programme that has helped to deal with individuals who have been identified as bullies... we have also seen the training of parents as a critical issue in relation to how children respond.

Mr. Smiley's comments provide a good point of departure. Teachers would generally handle minor acts of indiscipline; however, more serious disciplinary matters like bullying, violence and serious conflict were generally referred to the Dean of Discipline. The TLHS has in place a disciplinary committee headed by the Dean of Discipline and the Assistant Dean. The position of Dean of Discipline formed part of a strategic move by the Ministry of Education to address indiscipline in schools. The Dean of Discipline would not function in classroom instruction but would be responsible for developing strategies and programmes to manage students' behaviour. Though some schools had in place such a post before the Ministry's move (including the TLHS), the Dean of Discipline was

institutionalized in 2009 on a phased basis (Jamaica Information Service - JIS, 2009) Ms. Sibb credited the Dean and her team for their role:

> We have a disciplinary committee consisting of teachers from grade seven through to grade eleven. The committee has implemented strategies; for example, we award students when they behave and perform well.

Ms. Sibb further used the scenario of bullying to outline the approach of the disciplinary committee:

> Yes, we have plans; sometimes we make them act out being a bully; we then question them; we let them talk, write how they feel, after acting the bullying scenario. We give them a questionnaire requiring them to write what they should do, what they did wrong, what they should have done, what will happen the next time a situation like this arises and so on. We say to them, the teachers are here, everywhere, find a teacher...

The Tree of Life High School seemingly had a chain of command to handle disciplinary matters. MalT commented, 'Since we have employed a Dean of Discipline; we would refer that kind of behaviour to the Dean of Discipline. If it happens in the classroom, I would sometimes talk with them and see what kind of method could assist...' Ms. Wiltine added that while addressing the matters of bullying and violence prevention, 'Students are referred to the Dean of Discipline and by extension to administration (Mr. Gogetter or Mr. Smiley) if the matters are grave. If it is a minor offense, the class teacher would take the matter to the Head of the Grade, but generally it is discussed with the Dean of Discipline. She has the authority on these things.'

The work of the Dean of Discipline and her team was credited for providing an opportunity to improve academic outcomes, as teachers could use time previously devoted to behaviour management to focus on their core function of instruction. Mr. Org explained:

> It is not in every case that a teacher is going to deal with the matter and I understand why. The teacher might have 55 other students and so go on teaching. It takes away from the class time. Some matters I will deal with on my own, like asking the parents to come in and sometimes I will refer students to the Dean who has structured programmes such as guidance sessions where the parent has to enroll the student in a counselling session based on the Dean's recommendation and some evidence has to be shown of his/her attendance of the sessions.

Ms. Sibb agreed, pointing out that teachers have more time 'to spend in the classroom environment on teaching and learning contact time. The climate is now open for learning and the teacher does not have to deal with the child if it comes to a stage where the child has to be removed from the classroom, to allow others to learn.'

In keeping with Tableman's suggestions for best practice, it is important to note here that under the leadership of Mr. Gogetter, a behaviour contract and handbook were crafted with the input of all critical stakeholders. Students and their parents would be given copies of *The Pact* (pseudonym) to sign and the stipulations of the contract reinforced regularly from the public address system during school general assembly. Measures were also taken to implement conflict resolution/peer mediation programmes through instrumentation of the Peace and Love in Schools (PALS) programme (see Chapter Eight).

The view was expressed earlier that schools are socializing agents in their own right and thus should not be daunted by students who have been negatively influenced by environmental factors such as family and community. It was also suggested that although the school has little control over such external factors, it can curb misbehaviour if it acts in wise and appropriate ways. Having said this, it is important to note that the data suggests that the TLHS was not only able to influence students but the family and surrounding community as well. Deliberate attempts were made, particularly by Mr. Gogetter, to engage the community and specifically the parents. Mr. Cool commented that Mr. Gogetter did not restrict himself to his office and classroom but was regularly in the community (as stated above). Mr. Gogetter reported that he would visit the community 'morning after morning *preaching* education.' Parents were encouraged to take an active interest in their child's education. Parents would be expected to attire themselves appropriately before they entered the school compound, according to the stipulated dress code. Parents developed respect for Mr. Gogetter and the measures he took to improve the TLHS. In reference to his attempts to engage the parents and community Mr. Gogetter stated:

> Every policy, strategy they (parents) were a part of it. For example, for the first few PTA meetings, letters were sent to the parents introducing myself and inviting them to meetings. I also went to the community, introduced myself and invited the parents and members of the community to attend the meeting... That particular afternoon more chairs were needed as the auditorium was packed and that has been the same for almost all PTA since. There are over 500 parents attending PTA ... to assist in school functions, even on weekends. Parents now come in on a regular basis to see how their children are behaving/performing.

Mr. Smiley made a similar point, this time in reference to how the TLHS sought to engage parents of children who bully others:
> An investigation is done to find out reasons why someone might be called or alleged to be a bully and from investigations counselling and mentoring programmes have been

put in place to address this act of bullying, violence prevention, etcetera.

Summary

Discipline is a critical factor in determining the outcomes of schools. The TLHS, like numerous other schools in Jamaica, had considerable challenges with indiscipline. Numerous measures have been employed to address this problem and they have yielded meaningful success not only in restricting students' misbehaviour but have also in positively impacting the wider community.

In this chapter, I examined research question one, the factors which might have contributed to (or are contributing to) the transformation of the TLHS. The main factors that emerged from the data were: The principal's leadership styles; Teacher professional development; Teacher job satisfaction/teacher morale, as well as Indiscipline. The respondents communicated that Mr. Gogetter displayed multidimensional leadership qualities and many of the teachers credited his leadership as a key component of the school transformation. Regarding teachers' professional development, research revealed that it improved the teaching and learning process, and thus teacher professional development was a critical factor in school improvement. In the case of teacher job satisfaction, it was also a vital factor in school improvement. Extrinsic factors, as already stated, can negatively impact teacher morale. Finally, it was thought that discipline was another critical factor in determining the outcomes of schools. Numerous measures were employed to address the problem of indiscipline at the TLHS, some of which were successful in alleviating this problem and positively impacting the wider school community.

In Chapter Six, I will address research question two: How do teachers describe the climate of the TLHS over the last ten years? The dominant theme from the data collected was school climate, with a plethora of subthemes which comprised some of the following: Academic Underachievement, Low Morale, Number and Quality of Interactions between Adults and Students, Feelings of Trust and Respect for Students and Teachers, Environmental Factors and Availability of Instructional Resources, Feelings of Safety and Security.

CHAPTER SIX

Findings and Discussions - Research Question Two

Overview of Chapter

This chapter will focus on research question two: (How do teachers describe the climate of the school over the last ten years?) and reconstructing the prevailing climate of the Tree of Life High School (TLHS) prior to and during the tenure of Mr. Gogetter, the chief administrator of the school's purported transformation. This reconstruction of the prevailing climate will be informed primarily by the responses of the study participants (academic staff, students and Mr. Gogetter) garnered during interviews and focus group discussions. The chapter will commence by providing a clear definition of the term school climate, followed by a detailed outline of key features of the TLHS's climate pre-and post attempts at intervention led by Mr. Gogetter.

Climate and Climate Shift

Miller (2016, p.53-54) asserts that school administrators are the leaders of the school's social culture and play a key role in developing and defining the ethos of the school. Principals, by what they say and do, how they respond to others, indicate to others, inside and outside the school's locality, their stance on issues such as respect, fairness, equality and justice. Hoy (1990, p.152) defines school climate as 'the relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in schools.' Spencer, Pelote and Seymour (1998) suggest that climate refers to the atmosphere of the workplace, including an intricate combination of norms, values, expectations, strategies and procedures that influence individual and group patterns of behaviour. Tableman (2004) shares similar views to the latter part of this statement. Tableman (2004, p.5), however, defines a favourable school climate in terms of the following four aspects of the school environment: physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem, as well as an academic environment that promotes learning and self-fulfillment.

The participants' responses reflected the climate of TLHS prior to the appointment of the present principal as well as during his tenure, a period spanning over ten years. The responses of the participants revealed that over the period under review, the school's climate could be said to have been

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characterized by academic underachievement and indiscipline. Improving discipline though, was one of the factors which contributed to (or was contributing to) the transformation of TLHS and was already discussed in Chapter Five. Likewise, academic underachievement was an issue affecting the climate of the institution, but this theme will be discussed in Chapter Seven as it was considered to be one of the major challenges which faced the staff and students of TLHS.

Marshall (2004, p.1) noted that the elements that comprise a school's climate are extensive and complex. Hence, some researchers (such as Kuperminc, Leadbeater and Blatt, 2001; Johnson, Johnson and Zimmerman, 1996; Freiberg, 1998) have identified the following factors that influence school climate: low morale (student and academic staff), interaction between adults (teachers) and students, feelings of trust and respect for teachers and students; environmental factors, goal orientedness, participative decision-making, feelings of safety, innovativeness, and cooperation between teachers (p.1). These factors will be examined in this chapter.

Low Morale

The participants' responses revealed a climate of low morale in the teaching staff as well as the students who seemed to lack the motivation to operate efficiently, previous to Mr. Gogetter's tenure. The low morale amongst students at the TLHS was attested to by the comments made by Mr. Myriad, Ms. Wiltine, Mr. Cool and Ms. Angle. Their comments spoke of students who lacked interest in learning, likely due in large part to a lack of confidence in their ability to grasp the concepts being presented to them. Mr. Myriad stated, 'Although students came to school, school work did not mean anything to them.' Ms. Angle mentioned that 'The level of motivation of students to learn was extremely low. Most of them had no pride in school or learning.' Ms. Wiltine added:

> When I started here I think it was a mixed culture in that you had different sets of
> students. You had those who came for the business of learning to work, and there
> were some who came because they were within the age group, the school age and
> they were expected to be in school but the learning process was not in the forefront
> of their minds.

Equally, teacher morale seemed to have been low. Teacher remuneration is not normally high, and thus teachers tend to be intrinsically motivated by their devotion to teaching and their love for their children. Consequently, it is not surprising that research has revealed that teacher morale is greatly impacted by the 'exchanges with students and their influence on young lives. Teachers take satisfaction in giving service' (Evans, 2001, p.32). Intrinsic satisfaction is experienced through their students'

academic growth - knowing that a student has actually learned in class. It follows then that the perceived and real challenges of academic mediocrity, compounded by disciplinary problems would negatively impact teacher morale. Such seemed to be the case at the TLHS. Ms. Wiltine stated that, 'the teachers were not motivated. Resources were very limited when I came here. Teachers were always disgruntled.' Ms. Angle concurred: 'The academic staff were frustrated. There was non-attendance of teaching staff to classes and some frequently absented themselves from school as well.' Mr. Org shared similar sentiments, noting, '… as it relates to some teachers' ability, there were some who did not take up classes for some reason; it was difficult prior to now.'

There is evidence that the morale of the students as well as that of the academic staff was thought to have improved over the period being reviewed. Ms. Thor-F reported that, in her view, with time, the 'students became more focused and willing to learn.' A student from the Female Focus group shared similarly: 'Students are more interested in their school work now.' Ms. Thor-F also commented on teachers' morale, stating, 'Teachers themselves were motivated to an extent. Teachers who were not performing, they left (resigned) and others were motivated and students started to perform.' Ms. Angle added:

> The morale of staff has improved significantly. Now teachers are going to their classes promptly and planning well for their classes. Most of the teachers are utilizing technology of one kind or another in the teaching and learning experience. They are improving their academic qualification and motivating their students to excel.

The above-mentioned changes reflect some characteristic features of "good" school climate which include an environment in which professional learning is encouraged (continuous learning and improvement is normative); commitment to enhanced student learning is valued; there is a shared sense of purpose and values; collaborative collegial relationships are encouraged, and opportunities for collective problem-solving and sharing of experiences are provided. Marshall (2004, p.1) indicated that researchers have also identified the following factors that influence school climate:

- number and quality of interactions between adults and students (Kuperminc, Leadbeater and Blatt, 2001);
- students' and teachers' perception of their school environment, or the school's personality (Johnson, Johnson and Zimmerman, 1996);
- environmental factors (such as the physical buildings and classrooms, and materials used for instruction);
- academic performance (Johnson and Johnson, 1993);
- feelings of safeness and school size (Freiberg, 1998);

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➢ feelings of trust and respect for students and teachers (Marshall, 2004, p.1).

Each of Marshall's (2004) factors will be discussed with the TLHS experience in mind.

Number and Quality of Interactions between Adults and Students

The number and quality of interactions between adults and students (Marshall, 2004, p.1) is one of the factors identified as influencing school climate. Studies have demonstrated that the social-emotional dimensions of school climate are important, including the quality of teacher-student relationships. Kuperminc, Leadbeater and Blatt (2001) concluded from their study that students who were negotiating identity crises had less difficulty when social-emotional aspects of school climate such as teacher-student relationships were perceived to be positive (Kuperminc, Leadbeater and Blatt, 2001, p.155). The data garnered from the students during the three focus group discussions relate to this factor. A (sixth form) student from the all Female Focus Group explained that the teacher/student relationship is now good:

> In the past, some teachers and students spoke to each other disrespectfully and this constantly caused conflict but now both teachers and students show more respect for each other or the matter will be discussed with the principal by either teachers or students. The students are not afraid to report the teachers to the principal and he always has time for us and he listens to even our home problems. Everybody respects him and he has a good relationship with the students.

All the participants from the Mixed Group, the All Female Group, as well as the six participants from the Male Group spoke of good relationships they have with their teachers as well as their peers. They all related how the teachers at their school try to maintain a professional and respectful relationship with the students. Some teachers 'take fully to heart what it means to not leave students behind … they are approachable and this improves the teaching learning relationship' (Participant, All Male Group). One of the male participants from the Mixed Group remarked:

> Most of the teachers are very understanding and students can speak to them about any problem if they do not wish to speak with the Guidance Counsellor or Dean of Discipline. Some students tend to have a better relationship with their form teachers ... Only a few of the teachers *just teach us*; we have a good relationship with most of my teachers. (Participant's explanation to the *just teach us*). Some teachers will sit, reason with us (boys) about life after school, life at the moment, guide us in understanding ourselves, doing our school work and other things (Male participants in Mixed group and All Male group).

The Second Speaker, a male student in the Mixed Group commented:

One thing that I like since I have been attending this high school I have come

to learn that though some high school teachers are alike, many of them at this school are different. They show a lot of interest in children and sometimes they treat us as if we are their own. Some teachers act as if when we as students fail they fail and that is a good relationship for teachers to build with students.

He later added that some teachers, at another school he previously attended, represented dissimilar attitudes towards him and his classmates whom they taught. He recounted how his former teacher:

Stressed the fact that her job was not to make us (students) learn; their job is to teach and whether we learn or not is not their concern. Coming to this school there is really a change in that teachers pressure us to learn and pressure us to pay attention and they use exercises with activities and analogies to get points across and they are friendly and approachable.

The Third Speaker from the Male Group seemed eager to express his views:

Well my teaching and learning experience has been excellent. What makes it excellent is the excellent teaching staff. We have a set of teachers who are dedicated. In terms of dedication they have extra classes on Saturdays even sometimes on Sundays to prepare students for their examinations. They provide support services for students who cannot afford to fund their exams.

It would appear that the TLHS teachers' commitment, extra effort and motivation in their jobs and their commitment to education all have been positively associated with the underlying processes of transformational leadership, namely inspiration, consideration, and stimulation (Kane and Tremble, 2000; Koh, Steers and Terborg, 1995) which could be an indication that one of the principal's goals, that of motivating teachers, is being realized. Salmonowicz (2009) believes that in order to assist students who are academically 'behind' the required standard for their grade level, school leaders must provide flexible scheduling beyond the school day. The dedication of teachers at the TLHS clearly was not just for the eight hour work week, as they offered extra lessons even on weekends. This was probably due to the job satisfaction derived from their students' making progress academically.

Another respondent from the Male Group added that he viewed his relationship with his teachers as being excellent and described it as being like the relationship he has with his parents. 'I remember doing my labs recently; I called my teachers anytime I wanted to get information. For instance, last week Sunday I did not understand a question and I called my teacher and he gave me an answer despite it being the day that he goes to church and relaxes.' This is one of the instances that the Third Male Speaker of the Mixed Group refers to as 'teachers go(ing) the extra mile to ensure that we

learn and understand the concepts and information that is taught.'

A Grade Ten female participant with a post of responsibility described her relationship at school:

> During my years in lower school I was a very controversial student, so I did not think
> that many of my teachers or even my classmates liked me. Now, my relationship
> with the teachers is good because I am a…(post of responsibility) and I have
> a good relationship with my schoolmates as I have to work with them to build
> the school and maintain rules and regulations. I can always go to the teachers to
> talk with them; we work well together on school projects and co-curricular activities
> (Mixed Group, 2011).

The male leader of the student body from the All Male Group gave a similar response. Bogler's findings seem to support the following view of Evans, referred to earlier in this paper: Teachers find fulfillment and contentment in serving their students (Evans, 2001). He concluded that 'teachers reported feeling highly or very satisfied when their work gave them "a sense of self-esteem," provided them with "opportunities for self-development," gave them "a feeling of success," and allowed them "to participate in determining school practices"…' (Bogler, 2001, p. 677).

The teachers seemed to be catering to the needs of their students. Southworth (2002, p. 79) explains that 'instructional leadership ... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth.' Ultimately, the instructional leader is focused on creating a learner-centred school, another of the goals of the principal. This quote from one of the male participants (Mixed Group) summarizes the thoughts of the group(s):

> The teachers and students here have a good relationship. There is
> student/teacher confidentiality; for example, students can talk with their
> teachers about problems they have with their parents...Students share with
> other students especially if that student does not have lunch money or needs
> a text book to borrow. I feel good that I can help someone and the good
> relationships that I have developed help to make school life happy.

The responses of the participants seem to suggest that the number and quality of interactions between adults (teachers) and students (Marshall, 2004, p.1) of the TLHS is fairly good. The students are able to approach their teachers with academic as well as personal issues and have the concerns resolved. Kythreotis, Pashiardis and Kyriakides (2010, p 222) articulated that 'positive school culture is associated with areas such as student and teacher motivation, student academic achievement… commitment … collaboration and school community building' which seemed to be manifested based on the responses outlined above. Tableman (2004, p.1) states that '…school climate describes the environment that affects the behaviour of teachers and students.' The participants' responses suggest

that many of the teachers and students seemed to have been developing, on a regular basis, social relationships which encouraged and fostered the scholastic success of the students of the TLHS.

Feelings of Trust and Respect for Teachers and Students

Marshall (2004, p.1) believes that feelings of trust and respect for students and teachers is another of the factors that influence school climate (culture). Johnson, Johnson, Johnson and Zimmerman, 1996) in their study of two Texas school districts found that students valued affective aspects of school climate such as respect, trust, morale and caring (Johnson, Johnson and Zimmerman, 1996, p.65). The students commented on the relationship they have with their teachers. Relationships are built on trust and it is unlikely that a student would approach a teacher for support if he/she did not trust that teacher. Likewise, if teachers show disrespect to students there is no foundation on which they can build trust. As quoted above, one of the male participants in the Mixed Group stressed that most of their teachers are very understanding and students can speak to them regarding any problem if they do not wish to speak with the Guidance Counsellor or Dean of Discipline. The respondent also maintained that some students tend to have a better relationship with their form teachers and will confide in them if they do not feel comfortable discussing an issue with the Guidance Counsellor. This could be due to the trusting relationship that they might have developed over the years in the classroom teacher student exchanges. Miss Angle acknowledged that the 'Guidance Counsellor now deals with the issues that students face and students believe that they are being heard, 'their issues are being resolved', and 'teachers work with students in helping them resolve their issues.' This exchange, I believe, is possible because of the trust developed in the teacher student relationship.

Environmental Factors/Infrastructural Challenges

Environmental factors such as the physical buildings and classrooms, and materials used for instruction (Marshall, 2004, p.1), constitute another of the elements that Marshall believes influence school climate:

> ... the physical structure of the building to physical comfort levels (involving such factors as heating, cooling and lighting) of individuals and how safe they feel. Even the size of the school and opportunity for students and teachers to interact in small groups will add to or detract from the health of the learning environment (Frieberg, 1998, p.22).

Researchers, such as Keep (2002); Higgins, Hall, Wall, Woolner and McCaughey (2005); Lackney and Jacobs, (2004); Earthman (2004); Sundstrom (1987); McNamara and Waugh (1993) concur that

infrastructure is an important 'in-school' factor that impacts the teaching learning process. Also, Weinstein (1979), who studied students' academic achievement and building conditions, concluded that the quality of the physical environment significantly affects students' achievement.

Earthman (2004, p.18) affirmed that 'there is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn.' Keep (2002, p.1) believes that there are schools where the environment, specifically the walls, grounds, lights and the mechanical systems serve as active contributors to the students' learning process.

The improved aesthetics of the TLHS environment and the availability of instructional resources were crucial to the perceived transformation of the school. Eight of the twelve teacher participants interviewed, as well as the students from the three focus groups, emphasized the impact of these alterations on the climate of the TLHS. Some of the responses are similar and will be examined in subsequent paragraphs.

Mr. Gogetter, Ms. Wiltine and Ms. Angle addressed the issue of the physical plant. Mr. Gogetter stated, 'Furniture was needed for the classrooms and the walls of buildings all had graffiti.' He later mentioned that, 'When I asked for the buildings to be repaired, furniture to be replaced, a computer laboratory and so on they were readily provided' by the Ministry of Education (MoE). Ms. Wiltine and Ms. Angle expressed similar views on the aesthetics of the TLHS. The former indicated, 'The aesthetics of the school has improved also; buildings are painted on a regular basis.' Additionally, Miss Angle elaborated:

> The students are also urged to keep the school grounds clean by (the principal)
> giving incentives to the cleanest block/classroom. From then on little or no
> graffiti is written on the walls and if done they were quickly painted out...

Mr. Smiley, one of the administrators, supports the statements of the participants quoted above:
> The principal creates a school atmosphere that is teaching and learning friendly.
> This clean atmosphere motivated student leaders in assisting in keeping the school
> grounds immaculate. They are commended at devotions when they kept their school
> grounds clean. There are classroom/year group block competitions. The students who
> keep their block the cleanest are rewarded (Mr. Smiley, 2011).

Bunting (2004, p.12) makes a link between the physical school environment and general attitudes to learning. He maintains that if students do not leave school with a love of learning, they will

be disadvantaged in todays' society where greater emphasis is placed on acquiring knowledge. With the introduction of modern technology in the facilitation of student-centered learning, it is the vision of the education sector to 'enhance student learning by increasing the use of information and communication technology in preparation for life in the national and global communities.' (Vision 2030, Jamaica National Development Plan, 2009, p.7). Miller (2016, p.79), referring to the research of Dzidonu, affirms that information and communication technology (ICT) is vital in supporting education and training at all levels of the education system (Dzidonu, 2010). Additionally, in his recent publication, **Cultures of Educational Leadership...** Miller (2017, p.82) suggests that technology can be used to 'minimize the digital gap that exists between teachers and students in the teaching and learning experience.

The participants had much to share concerning acquiring resources for their classes. Mr. Gogetter explained that when he first came to the TLHS he realized that teachers and students did not have some of the basic books and other educational tools needed for their classes and to excel academically. He communicated that he asked the MoE to provide the required learning material and the students' progress was significantly improved (already quoted). The administrator mentioned that the students were required to contribute to the cost of photocopy material for their class work and other educational resources. Mr. Gogetter encouraged the students to 'purchase their meals at the school canteen and tuck shop. The profit would be used to purchase books, paper, ink and other teaching and learning aids.

Mr. Gogetter seemed to have thought of all the technological needs of the staff and students in an effort to improve the quality of education offered by the institution. He seemed to be very passionate about acquiring the technological equipment for the TLHS. As mentioned previously, Ms. Angle stated that Mr. Gogetter would borrow a multimedia projector (before he purchased one for the institution) to facilitate the teaching of a concept that warranted its usage. That seems like a serious commitment to a cause. Hence, to enhance the pedagogy Mr. Gogetter, with assistance from the MoE and other stakeholders, made possible the following:

> ... two equipped computer labs, each department has a laptop; a computer is in the staff room. ...Internet service in the staff room and school library... multimedia projector and white board in every classroom. Students are also taught to read by use of this technology... The students learn more visually than audibly. All teachers were trained to use this technology through the

Mico e-learning project and now teachers teach their classes using these facilities.

Similarly, Ms. Calm-d reiterated that teachers were encouraged by Mr. Gogetter to participate in the e-learning training where she learnt techniques such as 'blogging on the computer so that students can keep in touch with the teacher' and enhance their learning skills. Miller (2016) acknowledged that one principal in his study confessed, 'I must admit that I am slow off the mark with the use of ICTs as I am an older person… I am now attending classes to build my capacity, so when I talk to staff about integrating ICT in their teaching, I don't feel hypocritical about it and I can do so being able to assist someone who is unsure' (Principal 8, Jamaica, female) [Miller, p. 85-86].

Mr. Gogetter's responses are similar to those of eight other respondents - Org, Calm-d, Wiltine, Cool, Angle, Muur, Thor-F and Mr. MalT- who attested that 'the *chalk and talk* method has been reduced and now we have power point presentations and other audio visual methods being used, making learning much easier and more interesting to the students.' Mr. Org further explained, … 'taking out black boards out of the classroom was one such strategy and we have all white boards which serve a dual purpose for writing as well as for using with the multi- media projector.' Like Ms. Thor-F from the same department, Ms. Wiltine emphasized that teachers now 'have more computers, projectors, and a well equipped lab. In the _X_ centre we have modern stoves and modern sewing machines. Access to the photo copying machine has improved. Days gone by examinations had to be written on the board, now we have photocopying.'

Miss Angle substantiates the accounts of her colleagues:

> Previously, teachers had difficulty accessing or getting teaching and learning
> material for their classes. They could not, for example, photocopy a worksheet
> for an entire class without cost to the students.

Miss Angle continued to recount the ways through which the teachers could access the resources needed, almost the exact narrative of Mr. Gogetter's first response above. 'Mr. Gogetter encouraged students to purchase their meals at the school canteen…' There seems to have been an established system in place. Non- ICT material was also provided systematically:

> At the beginning of each school year, teachers are encouraged by Mr. Gogetter to
> source new texts that they will need for their classes. They should submit this
> on the requisition form available for each department. The materials and
> equipment would be sourced and provided by the institution. He then tried his
> best to ensure that all departments get what they requested (Angle, 2011).

Mr. Gogetter seemed to have provided the teachers and students of the TLHS with a

considerable amount of technology which should advance the teaching and learning process. Making these devices available was a good idea and teachers and students should therefore have no excuse for not producing quality work if those facilities are utilised. Mr. Gogetter asserted that:

> The teachers are now able to be well prepared for their students, use worksheets as well as the technology required to get students motivated and interested in doing quality work. By doing this far more lessons are taught; more assignments are completed as students are able to source the information and have it printed without cost to them.

Miller (2016, p.86) citing Dzidonu (2010) noted that information and communication technology (ICT) can be beneficial at the instructional teaching and learning level ... as well as communicating within and outside the learning institution. Hence, the use of technology is fundamental to the effectiveness of schools and to the day-to-day experience of those who study and work in them. In addition to Mr. Gogetter's declaration, other respondents, Calm-d, Cool, Org and Angle have identified what may be considered to be benefits of the integration of technology in the classroom practices. According to Ms. Angle:

> The teachers are able to get better quality work done by students as they do not have to spend time writing notes, tests or examinations on whiteboard. There is therefore more time for teachers and students to do more lessons...teachers have more facilities and methods to reach the children so grades and class attendance have improved.

Mr. Org believes that:

> Students have become more focused; teachers have become more sensitive to the needs of the students as I said in terms of integrating technology in their lessons so that I believe the other type of learners are facilitated. Not just the fast learners but all the different types of learners would now be facilitated in this process and, as I said, it has demonstrated itself in the kind of results that we actually get and therefore it has impacted students' behaviour positively.

Student learning is influenced most by the classroom instruction provided by teachers and thus quality instruction is a critical determinant of student achievement (Leithwood, Louis, Anderson and Wahlstrom, 2004). 'Improvements in instruction have *immediate* effects on student learning wherever they occur' (Elmore, 2002, p.31). Elmore further argues that students will learn what they are taught once instruction is done "thoughtfully" and "effectively."

Bunting stated that schools should create work areas where students would want to go; these selected areas should be similar to the way cafes attract people, rather than the space being purely functional (Bunting, 2004, p.12). The ambiance at these locations could be the stimulation students need for learning as they would not be in the regular classroom setting and may be more relaxed. Mark (2001, p.15) asserted that 'the traditional classroom boxes with desks lined up in rows impede teachers' efforts to work in teams and have students *in the flexible and varied groupings necessary'* – a condition which still prevails in some institutions. In my practice, towards the end of the summer term, when the cool air tends to circulate less in the classroom, some students plead with me to have classes outside under the shade of trees.

A well designed class with the required seating arrangement, well ventilated with adequate instructional resources would eliminate this situation. Knight and Rapley (2007, p.17) believe that, 'It is often the schools with greater resources that perform better and are able to hire quality staff to ensure good organisations. Schools with good computer labs, well-stocked libraries, classrooms with IT facilities, science labs and so forth, have an advantage in contrast to schools without these facilities. An inadequate infrastructural surrounding does not constitute an inspiring or creative learning environment.

Trail (2000, p.3) pointed out that, 'The physical aspects of a school need to reflect the vision for reform: examples of students' work displayed on the walls, clean, bright spaces that exhibit pride in the schools' appearance, classrooms that allow for flexibility in different seating arrangements, and adequate resources for both students and teachers.' This suggests an ideal teaching learning environment; however, this was not the case at the TLHS. The aesthetics at the institution seemed to have been uninviting, with unsightly classroom walls of graffiti. Ms. Angle, Ms. Wiltine and Mr. Gogetter reflected on earlier days when 'Furniture was needed for the classrooms and the walls of buildings all had graffiti' (Mr. Gogetter, 2011). Not only were there deficiencies in the ambiance for learning; the resources needed for instruction also seemed woefully inadequate.

Given the harmonious work-relationship with the MoE and the *success stories* that were being reported to the Ministry, the school was provided with what seemed to have been most of the educational supplies requested by the principal. Additionally, Ms. Angle indicated that '… the principal along with the staff and students organised fund-raising activities to provide … learning materials for the needy students …' The respondents, including the principal, acknowledged that

'Students were required to complete course work pieces that necessitated the use of technology, and that was unavailable at this institution.' It seemed then that Mr. Gogetter's only alternative was to find other means of providing the necessities that the MoE could not furnish the school with; an approach that many schools may have adopted in an effort to fund educational activities and purchase much needed equipment.

The availability of instructional resources as well as the improved aesthetics of the TLHS environment seemed to have positively impacted academic performance as one participant reported; 'Teachers and students are able to use the computer laboratory and print from the computer without cost. Students can no longer use the excuse that they do not have the resources to complete their assignments' (Angle, 2011). Ms. Angle further stated that, 'The morale of staff has improved significantly. Now teachers are going to their classes promptly and planning well for their classes.' A Female Focus group member shared, '…Students are more interested in their school work now.' Mr. Org concurred and added:

> Students become more focused; teachers become more sensitive to the needs
> of the students … in terms of integrating technology into their lessons so that
> … the other type of learners are facilitated. Not just the fast learners but
> all the different types of learners would now be facilitated in this process.

The provision of the much needed educational facilities at the TLHS was the basis/foundation on which the staff and students seemed to have begun the reform of their institution. There then seemed to have been a new outlook on life at the TLHS and almost everyone wanted to experience what seemed to be changing the negative perception that some onlookers harboured regarding the school.

The data has indicated that there was improvement in the academic performance of the students of the TLHS. This is another factor which Marshall (2004, p.1) points toward that researchers have identified as a direct influence on school climate. The integration of technology in the lessons planned by the teachers seemed to be directly related to the students' progress. The students referred to their lessons as being student-centered and having a pleasant teacher student relationship which facilitated the teaching and learning process. Miss Angle attributes the whole change (students' performance) to Mr. Gogetter's guiding principles, course of action and guidelines. 'He provides teaching and learning material for teachers and students thereby minimizing possible excuses regarding not being prepared

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for classes.' It could be concluded that the location of the school in a depressed area of the town, the unsightliness of the graffiti on the buildings, and lack of enthusiasm for work and study for both teachers and students could have abetted what could be described as the *ugliness* of the TLHS prior to Mr. Gogetter's tenure.

Safety and Security

No one wants to live in a state of constant fear; neither can one function effectively if he/she is in invariable apprehension. Marshall (2004, p.1) also referred to 'the feeling of safeness' as one of the environmental factors identified as influencing school climate. This environmental factor can be further sub-divided into Police/Security, Counselling Partnership, Community Support and Observers' Perception.

Miller (2016, p.157) maintains that school leaders are aware of the state of affairs of their students and their situations in the school's locality. 'Schools that have done well in difficult locations and/or under challenging circumstances had "earned the right to boast" and showcasing success could lead to improved community participation and increased staff participation.' Miller further noted that the Jamaican principals in his study explained that in spite of challenges in the school's environs, 'they "secure" their school and continue providing teaching and learning under adverse conditions[which] was an important entrepreneurial feature' (ibid, p.156). Miller (2016, p.157) documented the views of two of those principals. 'We pride ourselves in providing a safe and orderly environment for all students. They know the rules … We can boast about how strict we are because in being strict we know we are contributing to a new social order in society' - (Principal 3, Jamaica, female); and 'We do not have the best facilities. We do not have adequate facilities even. But what we have in school is order and safety. Parents know that their children are safe here' (Principal 10, Jamaica, female).

Police/Security

It has already been stated in the first chapter that the TLHS is 'located in a tough inner-city community' (Dennis, 2012, p.1) and that some students displayed inappropriate behaviour which did not promote a desirable school climate. Such knowledge, I believe, would not convey happy thoughts to prospective students, especially if they previously attended prominent preparatory schools in communities considered to be fairly safe. The school's locality, however, did not seem to deter Mr. Gogetter's plans for the institution. He explicated one of the strategies he employed in transforming the TLHS into a school of choice:

The police were introduced to the school programme and they got to know the students and develop good relationships. Social Workers were brought in to assist the Guidance Counsellor in dealing with social issues of the students and parents. The Guidance Counsellor attended workshops which assisted in helping students with their problem(s) to deter them from physically or verbally attacking the individual with whom they have a conflict.

Mr. Gogetter further explained that in an effort to have staff and students experiencing feelings of safeness in a *troubled* school community his plans were ongoing. He mentioned the 'volatile environment' of the location of the school and specified that:

> As a result of this, two security guards as well as the police from a nearby police station are on patrol on the school vicinity on a regular basis. A perimeter fence has been built to secure the premises but there is always the consciousness that the school environment is not as safe as it should be.

Counselling Partnership

It would appear that the principal continued with his quest to make the school a safe place zone to carry out the mandate of the MoE along with other vested groups and individuals:

> On my initiative, we decided as a staff that the school should adopt the Peace and Love in Schools (PALS) programme and put in place Peer Counsellors. These are students who are trained in assisting their peers in settling minor disagreements; and that is proving to be quite successful as there is now far less conflict in the classroom (Mr. Gogetter, 2011).

The implementation of the PALS programme seemingly encouraged students to report their knowledge of wrong doing to the relevant authority and discouraged involvement in community gangs, consequently promoting a safer school environment. Miss Angle indicated that 'there was once this "informer culture" and that has also been drastically reduced. I deal with the issues that students have so there is less of the "I have to protect myself syndrome", so there is less bullying, violence and conflict.'

Additionally, as if seeking *to seal a deal* in endeavouring to ensure that the TLHS is safe for everyone on its campus, Mr. Gogetter requested the assistance of Ashe:

> The Ashe programme was utilised which led to a reduction in crime. They performed dramatic pieces that encouraged peace and dissuaded crime and violence. (Ashe is a Jamaica-based Caribbean Performing Arts Ensemble and Academy. "Ashe" is an African word that means many things, but fundamentally refers to one's inner strength and self-respect).

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Community Support

Mr. Gogetter also seemed to have tried to encourage the community to support the vision he had for the TLHS – their school. 'I also went to the community, introduced myself and invited the parents and members of the community to attend the meeting to hear and contribute to the plans I had for the community.' Mr. Gogetter also developed a partnership with the residents as other principals acknowledged. Miller' (2016, p.159) explained that one of the principals related her story of developing partnership. 'We partner with local businesses so our children can get a "head start" on what may be required of them in the real world of work, through a period of work experience …' (Principal 4, Jamaica, female). It would appear that the principal took the necessary steps to guarantee that the school was a safe haven for its occupants and also established community business support. These strategies seemed to have been effective, based on the reported successful performance of students in academic and co-curricular activities.

Observers' Perception

These factors (interactions between adults and students; students' and teachers' perception of their school environment, or the school's personality; environmental factors, academic performance, feelings of safeness and school size; feelings of trust and respect for students and teachers) which Marshall (2004, p.1) indicated that researchers have identified as influencing school climate are all evident in the data. The students' and teachers' perception of their school environment, or the school's personality will be discussed based on the respondents' opinion of what observers, especially those from neighbouring communities, thought of the teachers and students of the TLHS rather than what they thought of themselves and their school environment. The remark of Ms. Calm-d for example, seems to endorse this view; 'The behaviour of students wasn't so bad; it was more the negative perception that people had of the school that was of concern.' During our conversation, she also commented that 'we are doing more CSECs now than before and the negative perception of the school has changed'; also, 'we are now getting better CSEC Examination results and the perception that this school is not a good school is not as it used to be.'

Some individuals are greatly impacted by what might be perceived about them, be it negative or positive. Miss Angle posited that 'previously teachers did not want to apply for teaching positions at this institution because of the behaviour, academic performance of students as well as the violence in the community'. She also maintained:

Students who were successful in GSAT and Grade Nine Achievement Test (GNAT)

Examinations and were placed at this school did not want to attend because of the reputation of the school. Many of those students sought transfer to traditional high schools immediately or after the completion of their first year here.

The negative thoughts that some individuals had of the institution seemed to have contributed to the underperformance of the students of the TLHS indirectly by discouraging some students from attending the school and teachers from applying for vacant positions. Ms. Angle claimed that, 'Some students did not want to attend this particular school because of its location in the inner city area of the city.' Mr. Gogetter specified, 'When I first started at this school, more than half of the students wanted transfers to other high schools…' Some students could have begun to believe the negative label attached to the school and the unconstructive criticisms. Some students seemingly did not consider themselves to be achievers; hence, no matter what was done, they would first have to distinguish themselves as achievers; develop affirmative self-esteem, and excel regardless of their school curriculum and its location.

Some of the TLHS' students are aware of the difference between their school (non-traditional) and the traditional high school. Hence, some might have sought a transfer because they felt that they could do better at a traditional high school. Mr. Gogetter, however, contends that 'their grades were low and they were not qualified to be placed in traditional high schools, yet they sought a transfer to those schools because of the reputation of the institution.' Even though exposed to a similar curriculum, the perceived or real gap between traditional and non-traditional high schools can be attributed to factors such as differences in pedagogy and the ability of students matriculating to the schools following GSAT; traditional schools typically received the *cream of the crop* (better performing GSAT students). Evans refers to the differences between the traditional and non-traditional high school:

> There are cultural differences in schools, differences in the pedagogical processes
> and the content and tone of classroom discourse that make a difference in the
> lives of students as well as in educational outcomes. Each high school occupies
> a different location in relation to the wider society and makes a different contribution
> to the life trajectories of its students (Evans, 2006, p. 26).

It has been established in literature that there is a performance gap between traditional and non-traditional high schools. However, it is important to note that although traditional high schools do, on

average, perform better than their non-traditional counterparts, some students who are accepted at traditional high schools perform poorly and conversely some students of non-traditional high schools perform exceptionally well (Jamaica National, 2013; Brown, 2017; Foust, 2017; and Clark, Ringwalt, Hanley, Shamblen, Flewelling and Hano, 2010). Some students, having been granted the opportunity to attend a traditional high school, sometimes lose focus and are content just *to be there* with their friends; others are unable to maintain the pace of their classmates and just lag behind until they are required to find placement at another institution where they might be able to perform well. Some, had they stayed at the non-traditional school, could have been able to cope. The reverse could also be true.

The performance gap between the two types of Jamaican high schools can, in part, be attributed to a resources gap. Non-traditional schools typically do not possess the same level of 'contextual resources' as their counterparts, including financial resources (Evans, 2006). Lack of resources, though, need not lead to academic underperformance. Even though the TLHS might not have had the technological resources needed at the school then, there are community resources, such as the library. Students need to be resourceful and develop a sense of independence. They will never have all the resources they need on every given occasion to make their lives more fulfilled, but life still goes on and students need to learn to utilise the facilities that are available to them.

Would the traditional high schools be able to accommodate all students who would rather be there than in non-traditional high schools? Even with the shift system (schools which operate with one group of students in the building early in the day and a second group of students later the same day) I doubt that would be possible. Demand and supply dictate that some students must attend non-traditional schools. If students are motivated and develop confident self-esteem, regardless of where they attend school, they should be able to excel academically. This seemed to have happened at the TLHS after the intervention by Mr. Gogetter. As stated above, initially, the TLHS was not the school of choice for many GSAT and GNAT students. However, this situation has been reversed. Mr. Gogetter stressed, '… Now, there is a long waiting list a year in advance.' It appears that the objectives of the school were being accomplished, consequently the change in perception. A student from the Male Group stated, 'It is good when people on the road ask if this school has a sixth form. I feel proud to actually say yes, my school has a sixth form.' The Female Group stated:

> Students are now getting better Caribbean Secondary Education Council
> Examination (CSEC) passes; students are more interested in their school work
> now and the school is no longer said to be a bad school since this principal came.

The school has made a 360 degree turn from what it used to be and the violence in the community in which the school is located has also been reduced.

Another member of the Male Group proudly emphasized, 'In the past there was this mentality that every student from this school was a "cruff" or a dunce; now a male student can approach a female from any high school without them turning their backs on him as they did some time ago.' The viewers'/onlookers' discernment/judgment apparently affected some students' self-esteem so deeply that they felt that they were not equal to their peers at other high schools in terms of being in a social relationship. With this *new* self-confidence, positive review of their school and academic improvement, some students believed that they were now on parity with students from other high schools.

Additionally, these responses could imply that the teachers and students thought positively of their school, and were proud of the progress they were making as an institution. The following comment of the Second Speaker, a female of the Mixed Group, seems to express pride and joy in the achievement of the TLHS: 'The implementation of the sixth form programme has built the image of the school; it is a great development and students do not have to leave at fifth form and apply to other schools for a sixth form programme which was usually a difficult task.'

The factors outlined by Marshall (2004, p.1) which have been posited to influence school climate were identified in the data gathered at the TLHS. The teachers and students seemed to maintain quality interactions which have advanced the educational process. The environmental factors, such as the physical buildings and classrooms, and materials used for instruction as well as academic achievement were widely discussed by the participants. The provision of the instructional resources was considered to be one of the most effective strategies in enhancing and motivating the educational growth of the TLHS. Even though the school locality is considered to be 'in a tough inner-city community' (Dennis, 2012, p.1), the participants did not focus on 'feelings of safeness', another factor affecting school culture. Mr. Gogetter, with his team, secured the grounds to ensure and maintain peace in the school environs; consequently, staff and students did not appear worried about their safety. Each time I entered the campus, I had to show my identification card to the security guard who handed me a pass which had to be returned before I left at the end of each day. Even though I was there for several days, I was not allowed into the building without my pass, so it would appear that security was being

maintained. With safety comes the 'feelings of trust and respect for students and teachers' not only in their relationships but also in the safeness of the school neighborhood.

Hofman, Hofman and Guldemond (2001) posited the provision of a safe environment as one of several qualities that they recognized as being present in effective leaders:

> One of those was a safe and secure environment where shared goals and values are established and promoted. Such an environment is possible only when the principal displays behaviours that are supportive, displaying a sense of respect towards the faculty and the teachers display behaviours that are collegial and intimate, showing they are proud of their school and have strong social relationships (Eshbach and Henderson, 2010, p. 41).

Summary

Having examined Marshall's school climate factors as a means of measuring the 'quality' of the TLHS' daily routine prior and subsequent to its perceived transformation, it can be deduced that Mr. Gogetter was an effective leader, thus his motivation to transform the TLHS. It can also be concluded that changes have been undertaken that have motivated staff and students to be efficient, to excel and develop a positive school climate.

The focus of Chapter Seven will be on the findings and discussions to research question three: What were some of the challenges encountered as staff and students embarked on this transformation route and how were these challenges resolved? Several obstacles were identified in the data and these will be addressed.

CHAPTER 7
Findings and Discussions - Research Question Three

Overview of Chapter

This chapter examines the challenges encountered by staff and students of the Tree of Life High School (TLHS) in response to research question three: What were some of the challenges encountered as staff and students embarked on this transformation route, and how were these challenges resolved? There were seven obstacles which were identified in the data. These difficulties included students' academic under-performance and the resistance of some teachers to participate as team members in the transformation plan to improve the teaching and learning experience at the institution. The social issue of undisciplined students (addressed in Chapter Five) in an institution that is located in an unsafe environment was noted as an impediment to development of the school. Additionally, the methods of pedagogy utilised by teachers, the school's limited instructional resources, as well as the matter of unmotivated academic staff were also impediments to the growth of the TLHS.

Challenges Encountered at Tree of Life High School

Although there have been significant advances in Jamaica's educational institutions, the present system continues to face multiple challenges (Caribbean Education Foundation, 2007, p.1). The TLHS, like many such institutions, encounters numerous challenges on any given day. This institution also contended with various obstacles as it embarked on the course of school transformation. These problems ranged from Academic Under-performance, Resistance to change, Inadequate Methods of Pedagogy, to Demotivated Staff and Students. Indiscipline which contributed to Unsafe Environment was also one of the factors which made transformation necessary and was discussed in Chapter Five. Infrastructural Challenges and Negative Perception of School are also factors affecting school climate and were addressed in that theme in Chapter Six.

Academic Underachievement

Academic under-performance was a major challenge encountered as staff and students embarked on the transformation of their institution. Indeed, learning is the core function of the school and thus the ultimate goal of the TLHS as an educational institution is represented well by the policy of the Ministry of Education, 'Every Child Can Learn…Every Child Must Learn.' However, based on the

evidence of the participants' responses, a significant portion of the student population could be said to have been underachieving academically. Mr. Gogetter, Mr. Murr, Ms. Angle, and Mr. Cool, as well as members from the three focus groups elaborated on the students' seeming lack of appreciation for education. Mr. Gogetter asserted:

> The majority of (recent) students of this institution showed no interest in education.
> Some attended because they were sent and school, for some of the others, was a social
> meeting ground. The passes in external examinations were not at the level expected
> by the Ministry of Education…

Prior to the transformation, as expressed above by Mr. Gogetter, a considerable part of the student population seemingly showed little interest in their education. This was reflected in their 'poor academic performance', as evidenced particularly by poor external examination results. Mr. Gogetter and Mr. MalT concurred, outlining respectively that, 'the passes in external examination were not at the level expected by the Ministry of Education' and 'basically, academic performance was less than it is now, especially in the sciences.' Some students, it seemed, were anxious to be at school not for education but to gallivant with their peers, spend the money received for lunch and transportation as they wished, and to avoid the chores they would be expected to undertake at home.

Factors Impacting Students' Academic Achievement

The participants attributed the poor academic outcomes to be, in part, the result of inequities in the education system. It was thought that many of the students matriculating to the TLHS from the primary level and at grade nine experienced learning difficulties that presented a challenge for the teaching and learning process, a problem by no means unique to the TLHS. These difficulties were usually not experienced by their counterparts in the traditional high schools. At the secondary level, there exists what has been described as a two-tier system that distinguishes traditional from non-traditional schools (Task Force on Educational Reform, 2004, p.42).

Jamaica's education system has tended to favour the traditional high schools at the expense of the non-traditional school such as the TLHS (see Appendices A-H).[3] Prior to the year 1999, students matriculated to secondary school through a placement examination called the Common Entrance.

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[3] According to statistics of the Student Assessment Unit of the Ministry of Education, the average GSAT score for students matriculating to TLHS for the period 2007-2014 was 61.8%, with a high of 69.5% for the years 2012 and 2013, and a low of 51.5% in 2008. These grades when compared to traditional high schools (whose average scores tend to range from 80-90%) are relatively low. Importantly, however, there was an upward trend for the TLHS GSAT grades for the period, indicative of an improvement of the aptitude of students entering the school.

Students were able to select the secondary school of their choice, and invariably students would choose from a few select schools (traditional high schools). As a result, the students who did well at the Common Entrance would attend the traditional schools and equally those who underperformed would be placed in the non-traditional schools.

> The Common Entrance Examination functioned as the screening mechanism in a highly competitive selection process. Students who were selected went to traditional high schools; the rest flowed automatically to new secondary schools, resulting in an institutionalised two-tiered system – one for the upper and middle class and the other for children of the masses. It is evident that the preparation of students for secondary level education is often inadequate. Many students who pass the Common Entrance Examinations (CEE) lack the required skills for secondary school work, making remedial work at the secondary level imperative (Task Force in Educational Reform, 2004, p.42).

The GSAT Examination has since replaced the Common Entrance Examination as the national assessment for students who have completed the primary school curriculum. The GSAT Examination was not to serve as a placement examination, but students still had some say in the secondary schools they would eventually attend. Moreover, those *bright* students who are placed in non-traditional schools invariably seek a transfer to the traditional schools, leaving schools like the TLHS at a disadvantage.

Mr. Smiley lamented that, 'There were concerns about the intake of students, the calibre that was coming to us as a high school; and concerns with them handling and managing the work load here at this school.' Statements by Cunningham (2012) concur with the stories of the participants. 'One of the TLHS's greatest challenges was the grade level of GSAT students the school would get, with their grades in the examination ranging from 30 to a high of 60 per cent, some with very limited competencies in numeracy and literacy' (Cunningham, 2012, p.1). Mr. Org added:

> Other factors that contributed was the type of students that we received because before now it was the 'worse of the worse' based on whatever system they used to do that. Now we are getting some very good students, students who are averaging 70% and above in their GSAT. We have been receiving a lot of those students and so it is a little bit easier to get them to understand what is required of them and so, they too are on board.

Mr. Myriad explained:
> The school was receiving students with low academic performance in GSAT and prior to that in Common Entrance. In 2002, even at grade seven (7) level many students were not literate...traditional high schools received children, most of

whom could read at the respective grade levels...Think of grade seven students
with poor learning backgrounds...it became more and more difficult for teachers
to teach at these levels, and as a result the CSEC outcome was not as good as now.

Similarly, Ms. Calm-d shared, 'When I came here there were some students who couldn't read but due to the upgrade we have better quality students, even though some may ask for transfer after GSAT but some do remain with us.'

The academic staff at the TLHS was perhaps guilty of placing too much emphasis on societal norms and the impact of external factors on the academic performance at the school. They repeatedly identified the aptitude of matriculating students as a major factor influencing academic outcomes at the school, perhaps at the expense of paying attention to how the school could improve factors such as pedagogy to assist students. Societal norms aside, schools can take measures to improve academic outcomes (see Figures 3 and 4 below, and Appendix S, the TLHS before and after the intervention).

Figure 3: Tree of Life High School Prior to the Intervention
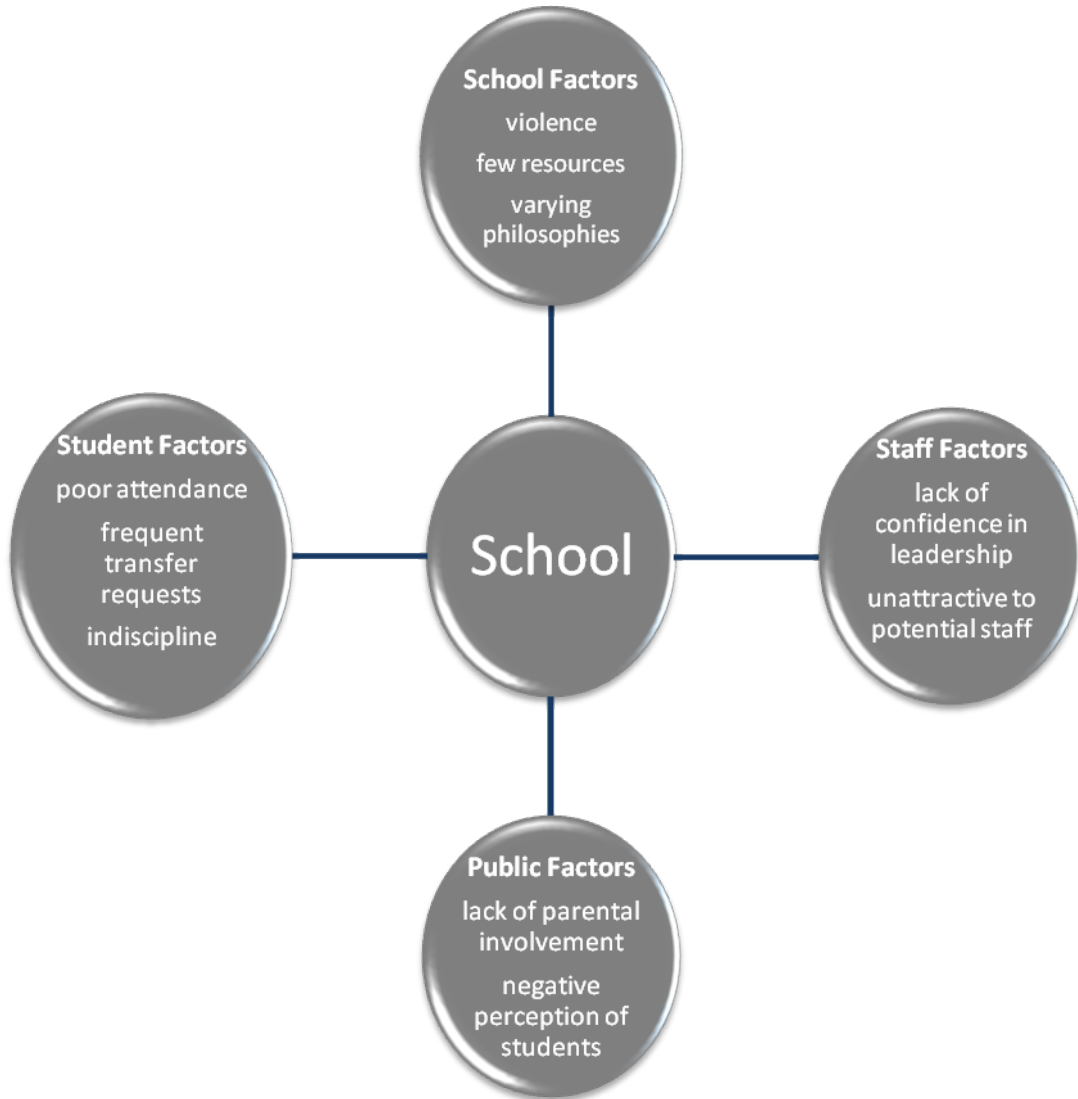
Figure 4: Outlook on Students of TLHS Prior to Intervention
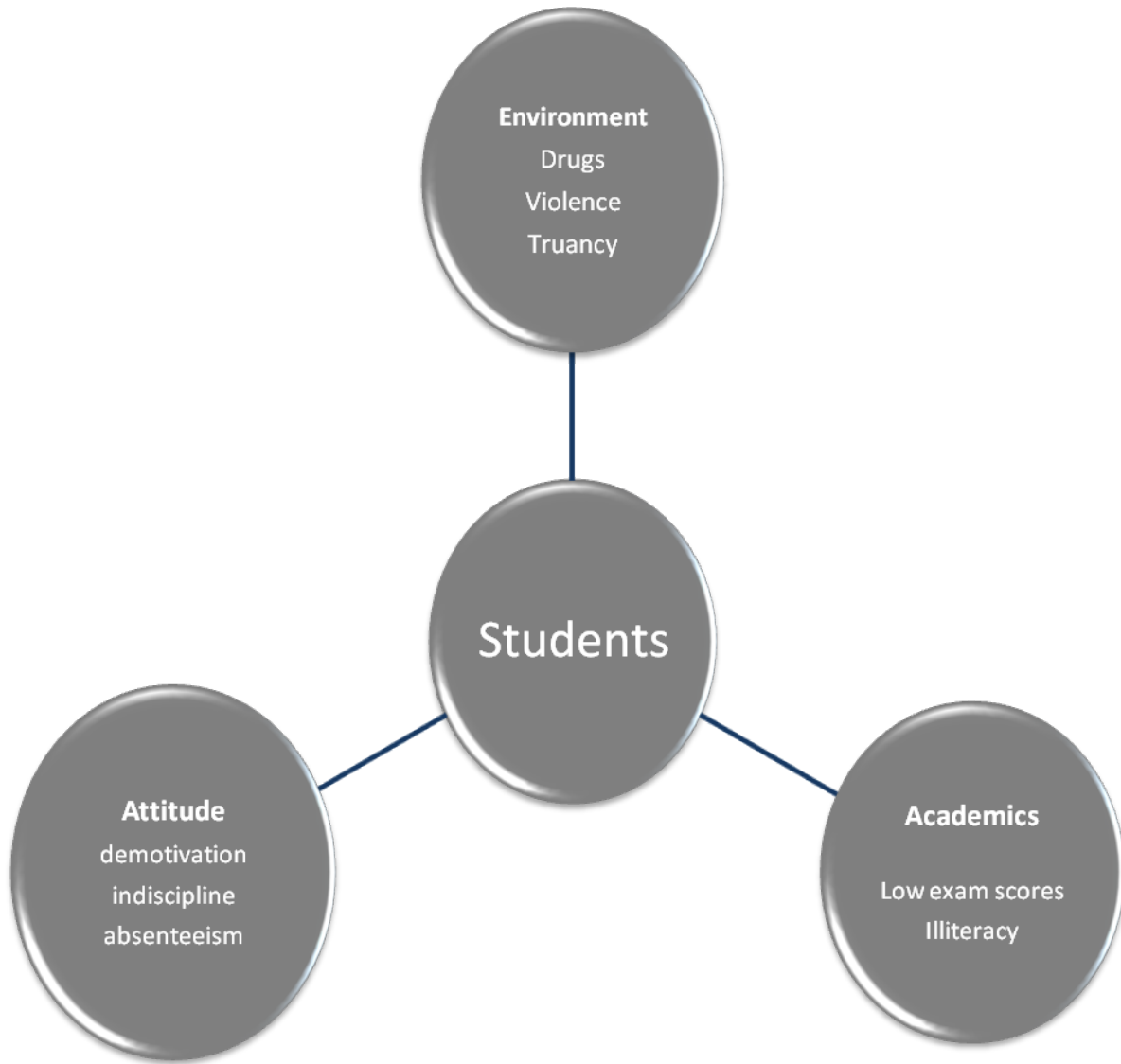
Alternatively, one can focus on the impact of curriculum and pedagogy as variables affecting student performance. These theories suggest that a school's curriculum and pedagogy often ignore the cultural knowledge and the experiences of subordinated groups. Curriculum and pedagogy should be culturally relevant, enabling students to make connections to their own culture and experiences. Evans argues that Jamaica has failed in this regard. Evans cites Connell who describes the Jamaican experience as a:

> competitive academic curriculum, in which the knowledge to be taught is derived from
> university-based disciplines, is organized hierarchically, and in which the pedagogy
> is basically transfer teaching. What the teacher knows about the subject matter is transferred
> to the pupil. Student learning is organized as appropriation of bits of knowledge, that is,
> they learn in parallel not in a joint or collaborative manner (Evans, 2006, p.182).

Matriculation and Performance of Students

It would appear that the TLHS suffered from a culture of academic underachievement, but notably one can discern from the respondents' responses a significant improvement in the academic performance of the school. Importantly, teachers credited these gains to *both* improvement in the aptitude of matriculating students (external societal/cultural factor) and improvements in pedagogy and use of curriculum (internal school structure). As a result of the enhanced aptitude of matriculating students and an improved school's image, as well as some vital interventions, the TLHS saw improved academic outcomes. Ms. Calm-d made mention of an upgrade; a reference to the TLHS abandoning the shift system in favour of a regular full day. Appreciably, this upgrade was thought to have led to the TLHS' ability to attract students with greater academic aptitude, subsequently leading to improved academic outcomes. Mr. Myriad outlined Mr. Gogetter's role in this process. He (Myriad) stated:

> When we look at five years ago, I realized (based on the GSAT scores) that
> better students were coming in ... As a matter of fact, there was a research
> carried out by a prominent researcher who stated that non-traditional high
> schools were not doing well and this was attributed to governance and teachers,
> … so our principal got very involved and showed that the school was receiving
> students with poor GSAT grades…

In examining the responses, a number of the participants felt that the ability of the students matriculating to the school contributed to the overall performance of the students of TLHS. The TLHS began to receive students with improved GSAT grades and the academic performance seemed to improve. Ms. Angle shared, 'The quality of students is better than before; that is, students with higher

GSAT and GNAT scores are now placed at this school. Students are now making this school their first choice instead of seeking to attend a traditional high school.' Mr. Myriad reported improvement in key areas:

> There was a vast improvement in English, Social Studies (sometimes 100% passes), Home Economics (100%) and Mathematics, since last year, has seen a move from 14% to 70% where 33 students passed and eight got distinction and many had four but at the same time we see it as an improvement and we are trying to improve it even more. We saw where a student from this school got the best in Art not just in Jamaica but in the Caribbean.

Ms. Thor-F, Mr. Org, Mr. Cool and Mr. MalT shared similarly on the academic improvements experienced at the TLHS. Ms. Thor-F noted that, 'In terms of academic performance there are more students getting better grades, better external exam results, and more students moving on to tertiary level institutions.' Mr. Org stated:

> The passes before were running at about 19% when I came here, in my subject area. Since of late, after the transformation, we have had 100% passes and from my particular area, which is accounts and business we have moved from about 19% to about 50% now and trying to move up higher.

Mr. MalT also shared examples of the improved examination results at the TLHS, reporting that the school had 80% passes in at least five subjects. He boasted, 'Schools are actually begging (us) the TLHS to take students.' (See **Background Information -** Chapter One, graph 1 and 2 on statistics from the MoE which validate the reports of the teachers concerning the TLHS's improved academic performance in external examinations).

Importantly, there is evidence that alongside the improvements in the aptitude of matriculating students, the TLHS did seek to upgrade their internal structures to improve academic outcomes at the school. Mr. Myriad spoke of adding value to students regardless of their ability. He articulated:

> Some of them (scored) zero in terms of learning attitude, in terms of their behaviour, in terms of even how they think of schooling and we have added value in the sense that many of them come out with 9, 8, 7 CSEC subjects; some of them are going to the University of the West Indies, University of Technology and many other colleges in Jamaica and they come back and say this is what we are doing.

Furthermore, Mr. Gogetter endorsed the Education Ministry's policy to all the TLHS stakeholders, 'Every Child Can Learn…Every Child Must Learn.' He took a special interest in what took place in the classroom, holding teachers accountable. Additionally, he invited reading specialists from the Ministry of Education to assist students who were not reading at the required grade level. Mr.

Gogetter stated, 'I asked the Ministry of Education to provide reading specialists and we got the specialists...I purchased the reading software needed...The students' reading level significantly improved.'

Improved Pedagogy

Another factor was also credited for the upgraded academic output at the TLHS - that of improved pedagogy and use of curriculum. Mr. Smiley's observations allude to these internal changes related to the teaching and learning process. The way in which teachers taught their lessons was said to have moved away from a teacher-centred approach to one that was student-centred. He acknowledged, 'I think one of the critical changes that took place was the academic staff primarily understanding the nature of our students and using the programme curriculum and adapting it to the needs of the children, over against teaching students irrespective of where they were.'

There was one other factor to which improvement of academic outcomes at the TLHS can be attributed; that of an improved image of the school. Ms. Calm-d made mention of an upgrade. This is a reference to the TLHS abandoning a long-standing shift system in favour of a regular full day. This upgrade was thought to have improved the school's image appreciably and contributed to the TLHS' ability to attract students with greater academic aptitude, subsequently leading to improved academic outcomes. Mr. Myriad outlined Mr. Gogetter's role in this process of improving the school image. As stated above, Mr. Gogetter 'got very involved and showed that the school was receiving students with poor GSAT grades…' and accessed the help necessary to acquire the instructional resources needed to assist students in further developing their reading skills and improving their academic attainment. A culture of academic underachievement had been characteristic of the TLHS; however, there is evidence of a discernible shift as a result of the improvement in the aptitude of matriculating students, and important interventions to address students' learning difficulties such as student-centred pedagogy and use of curriculum.

Resistance to Change/Resistance to the New Dispensation

While school administrators usually 'understood and accepted the need for, and welcomed, changes to the education sector, there was a sense of exasperation among them at "being unable to cope" due to a "policy implementation rush", "on top of everything else" ' (Miller, 2016, p.108). For the institution where this study was undertaken, the change, however, was not a direct MoE policy. The TLHS, under the leadership of the administrator and staff, embarked on a route to improve the life

of the institution and, in particular, its academic performance. Significant change within any organisation is often met with resistance, even if that change is of a positive nature such as the incorporating of modern technology in the education process. This seemed to be no different at the TLHS, as some of the staff members did not embrace the transformation at the outset. A male respondent, Mr. Org, mentioned that 'the new principal who, I believe, understood what the transformation required started driving the process. He was bent on improving all the areas of school life. There was a slow transformation to a new culture of how things were being done.' Mr. Org continued to explain that, at the onset, he (Mr. Gogetter) 'had a few support staff but once he is on board with something and driving the process, it's going to get moving.' As stated in the previous chapter, Mr. Gogetter reported that:

> Initially some of the different staff members did not want to come on board so there was a struggle to move forward. These staff members were given the option of leaving or working together as a team. Some staff members left. Gradually, some of the reluctant ones who saw that some of the changes that were implemented were bringing about positive results, they began to join the team (Gogetter, 2011).

The staff members at the TLHS seemed reluctant to change from the known to the unknown, but seemed content with what had prevailed for years and had become a normal way of life to them, their school climate. Sergiovanni and Starratt (1988) concur that school climate influences the behaviour and feelings of teachers and students of that institution. This, I believe, was one of the reasons for the apparent disinclination of the staff of the TLHS to start anew; they would rather continue on what is considered to be the known path.

Although the goal of transformation was admirable, one must consider whether the means by which transformation was undertaken, as led by Mr. Gogetter, was the most effective. The means by which the principal approached transformation could have alienated some of his staff. Had he not given that option, the teachers might have stayed, as some did, though not initially supporting the transformation plan as they did not share the Mr. Gogetter's vision; the others later worked as a team when they realized that the vision was becoming a reality. Mr. Gogetter, as well as other respondents-Ms. Angle and Mr. Org- substantiated this perspective. It is vital that the administrator and staff at the TLHS work as a unit as Durrant and Holden (2006) believe that greater teacher capacity and shared decision-making is emerging as a significant component of many school improvement efforts. DuFour, DuFour and Eaker (2005) mentioned that many current school reform efforts urge school-wide change through professional learning communities focused on collaboration between teachers. Team-work in

the classrooms fosters partnership which abets educational endeavours. Joint effort is essential for school success. Wahlstrom, Louis, Leithwood, and Anderson (2010) concur that school leaders set direction by bringing a focus to the collective work of staff, the goals as well as the expectations for students' achievement, an approach Mr. Gogetter adopted.

Management of Change

How was the transformation plan, which seems to have been a reasonable objective, presented to the TLHS teachers? Why was it rejected by some staff members? It could have been that some staff members might not have fully understood the intricacies of the transformation and the principal might have been oblivious to this situation. When changes are managed effectively, these will be perfected over time and those stakeholders who did not seem pleased with the changes, had they had the opportunity to understand the process might have reacted positively. Mr. Gogetter invited all stakeholders to 'sit around the same table and make decisions for the school' (Gogetter, 2011). Other respondents, teachers and students have alluded to these meetings and would have had their input. Is it that they did not voice their concerns then or those concerns were disregarded by the principal? The thought of failure and fear that the plan might not materialize could have prompted some teachers' decision to reject the plans for reform at the TLHS. Some individuals can be fearful of situations, issues that are unfamiliar to them, also known as social anxiety (Maner, Richey, Cromer, Mallott, Lejuez, Joiner, and Schmidt, 2007). It is possible that this was the experience of some of the teachers at this institution. Fear of the unknown, personal or public, can lead to risk avoidant decision-making (Maner, Richey, Cromer, Mallott, Lejuez, Joiner, and Schmidt, 2007).

The staff's unwillingness to work as a team on the goals advocated for the institution did not seem to cause the principal to waver in his decision for the new dispensation. Mr. Gogetter indicated that he was, 'a senior teacher at a prominent high school for fifteen years ...' In other words, Mr. Gogetter can be seen as possessing a high level of achievement motivation and self-esteem. Being from an outstanding high school where the majority of the students seem to excel to the level of matriculating to tertiary institutions, it is likely that he would have desired the same for the TLHS; even though he was from a traditional high school located in a community that could be considered to be comparatively safer than the TLHS's locality. Students attending his former institution were considered to be the *cream of the crop* (excellent) and achievement seems to have been their motto; in other words, 'Every Child Must Learn.'

§ *R.E.H.C.* §

Regardless of the differences between the institutions and the reluctance of some members of staff at the TLHS, Mr. Gogetter, decided to advance his plans. He knew that the performance of teachers and students resulted in achievement and that seemed to have been his intent for the TLHS. Knight and Rapley (2007, p.17) in the **Educational Reform in Jamaica** reported that, 'the MoE explains that the national education system will be *performance driven* and *result-oriented* but so far the results have not been impressive.' A performance driven and result-oriented culture might have prevailed at Mr. Gogetter's former institution; however, this did not seem to be the case at the TLHS, hence, his drive to 'improve all the areas of school life' as Mr. Org suggested.

Although Mr. Gogetter was aiming for students to achieve (the ultimate goal of the MoE and some educators - 'Every child must learn…') this could not be done in isolation from all other related variables, for example, knowledge of the existing environment, student and teacher profile and interest, as well as available resources, which he then addressed. Regardless of the reluctance of some members of staff, the principal decided to advance his plan of educating all students placed at the TLHS. This approach could have been a formula for failure as the school's success is highly dependent on the other stakeholders in the education system, not just the principal. The process of achieving the educational goals is as critically important as the end result. Principals are simply carrying out their work on behalf of the school and its learners (Leithwood, Jantzi and Steinbach, 1999). Mr. Gogetter might have thought that what he was doing was in the best interest of the institution, so he proceeded nonetheless. Miller (2016, p.181) referencing his Miller and Hutton (2014) publication, elucidates that when leaders are enthusiastic and committed to their profession, such qualities increase the intensity of their leadership and encourage more effective leadership. 'It is this intensity that makes principals offer themselves up daily, almost as sacrificial lambs, to the cause of national development through education in the hope they'll contribute to transforming the lives and futures of students and families.'

Motivated and Confident

Inability to execute the transformation plan might have been Mr. Gogetter's fate. He explained, 'Initially, there were serious challenges and some staff members said that the strategies and plans would not be possible. I was not daunted by this. I never knew of failure and was not planning to experience this…' It appears that the staff of the TLHS had become so accustomed to activities not being successful that failure had become the way of life for them. Mr. Gogetter, however, did not seem intimidated as his past experience was quite the opposite; hence, he favoured a culture of success. He

confidently announced, 'I came from a prominent high school in the city, with high standards and considered to be one of the top ten high schools in (the Island) where failure wasn't an option.' Mr. Gogetter indicated that, 'As soon as the plans and strategies were showing results, more teachers started to buy into the vision and came on board,' indicating that there might have been some value to the former statement regarding individuals' and organisations' reasons for being confident.

'There were many serious challenges that initially seemed insurmountable' (Mr. Gogetter, 2011) at the TLHS. Ms. Wiltine, however 'thinks he (Mr. Gogetter) had a *vision for change* so even though 'some teachers openly rejected the transformation plan' Mr. Gogetter explained that 'most came on board when they saw the progress that the school was making. They bought into my ideas and ran with it.' One wonders if the reluctant teachers just 'came on board' because they were considered to be the outsiders and opposition to Mr. Gogetter's plans or they were fearful of being dismissed for noncompliance.

Additionally, with regard to the teachers who seemed to be working as a team, did they stay initially because their options were employment as against being unemployed or did they have a genuine desire to see a change in the culture of the TLHS which they believed Mr. Gogetter could initiate? Ms. Wiltine, Ms. Thor-F and Mr. Murr addressed this viewpoint. Ms. Wiltine posited, '...There was a core of teachers who wanted to see a change and who gravitated towards that change... wanted to have a sense of pride that they worked *somewhere.*' Ms. Thor-F, however, seems to believe that there were 'Teachers who were not performing; they left and others were motivated...'

The teachers who left did not seem prepared to engage in the duties for which they were paid, so they walked away. As Ms. Wiltine suggested, there were teachers who seemed anxious to experience a change in the culture of the TLHS. The first chapter of this dissertation highlighted life at the TLHS prior to the intervention and one might have thought that most of the teachers were contented to work in that environment where they could benefit from their own agenda. Ms. Wiltine's comments, however, give the impression that there were some teachers who seemed to have had the desire to work at an institution where they could feel satisfied that they were achieving the mandate of the MoE; fulfilling their responsibilities as educators. They were pleased to converse with others about the progress at their place of work, thus experiencing job satisfaction.

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'Leadership is arguably the most important ingredient in the successful functioning of a school, either as a whole or as a combination of different parts' Miller (2016, p.31) and Mr. Gogetter's aspiration was to administrate a successful institution regardless of challenges. For a young leader who might have been ridiculed, taunted, and had his every step scrutinized for failure, such circumstances cannot have been heartening. This might have been the fate of Mr. Gogetter. However, as mentioned earlier in this chapter, he had previously worked in a highly successful school 'where failure wasn't an option.' When individuals and organisations are confident in their plans and decisions, with a former record of success, it is unlikely that there will be future failure if the plans are effected as replicated under similar conditions. Mr. Gogetter indicated that 'as soon as the plans and strategies were showing results more teachers started to buy into the vision and came on board', indicating that there was some value to the statement regarding individuals and organisations being confident because of previous experience of success.

So how did this challenge, the reluctance of some staff members to embrace the transformation at its outset, impinge on the (ultimate) goal set for the TLHS? Teamwork is essential in achieving organisational goals, but Mr. Gogetter would not have had the full complement of teachers working as a team as '...staff members were given the option of leaving or working together as a team. Some staff members left' (Mr. Gogetter, 2011).

Staff Collaboration

There was the possibility that while the team was deeply engaged in their commitment, others who were not team-players could have been hampering the process. The team leader seemed to have been leading by example, as he actively participated in events and activities at the school while he supervised the process. 'I go to … teachers' classes in their absence and teach the students myself' (Mr. Gogetter, 2011). Mr. Muur, Ms. Angle, Mr. Org, as well as Ms. Sibb, elaborated on the value of teamwork. Mr. Muur, like Ms. Angle believes that 'Teamwork is very good. We now have more teamwork than we previously did.' Mr. Org elaborated, 'Personally I value team work because I'm no superman and I cannot do everything…I might have a particular skill and team members are able to learn from each other based on their skill, and their contribution and input in the team are very valuable.' Ms. Sibb also articulated the benefit of teamwork, 'Teamwork is good. Teamwork is success. Teamwork is bonding. Teamwork takes you beyond the sky. Teamwork is unity and if we do not work as a team, then it's going to flow right down to our students.'

This might have been the intent of Mr. Gogetter for teachers to cooperate in completing tasks and that this would have a ripple effect on the students' performance and achievement. Ms. Sibb concluded with a statement that I thought was profound; it is 'very important to engage in teamwork for the growth of the organisation.'

This level of teamwork is evident in many high schools in Jamaica (Personal Communication–Teachers' Seminars, 2013, 2014). These schools function with a substitution timetable and it is highly unlikely that the principal would be timetabled as some senior teachers are not scheduled to deputize based on their heavy workload. If the teacher assigned to substitute is unavailable, there is always another individual to act on behalf of that teacher, thus encouraging the spirit of teamwork. Mr. Gogetter might have wanted his staff to realize that no task was below his status, so he portrays that he is a team-member by teaching other teachers' classes. Mr. Gogetter, by leading by example, demonstrates that productivity of staff does not rest solely on the shoulders of junior staff.

Pedagogy

Effective pedagogy is critical to achieving the goal of ensuring that every child learns. Students' learning is mostly influenced by the classroom instruction provided by teachers and thus quality instruction is a critical determinant of students' achievement (Leithwood, Louis, Anderson and Wahlstrom, 2004). 'Since teachers have the most direct sustained contact with students and considerable control over what is taught and the climate for learning; improving teachers' knowledge, skills and dispositions through professional development is a critical step in improving student achievement' (King and Newman, 2000, p.576). The art of teaching can be effective when much thought is given to the learning abilities and needs of individual students as well as the teaching strategies being executed in the teaching learning process. Teaching and learning should be student-centered and there is no single teaching strategy that will be suitable for any class of students, as students learn differently. All share commonalities with regard to the bio-psychological and social tools employed in the learning process; however, individuals have preferences concerning how they give meaning to and acquire information. 'All information which becomes the subjective life of an individual after giving meaning process may have individual-specific differences in ensuring permanence of learning and remembering' (Yilmaz-Soylu and Akkoyunlu, 2009, p.43).

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One of the individual-specific differences of learners is their learning style. 'Instruction designed to address a broad spectrum of learning styles has consistently proved to be more effective than traditional instruction, which focuses on a narrow range of styles' (Felder and Brent, 2005, p.59 cited in Lehmann and Ifenthaler). Though learning style is not immutable, it takes time to change, thus effective teaching ought always to be mindful and respectful of the individual characteristics of the learner, organizing methods and strategies to fit the learner (Yilmaz-Soylu and Akkoyunlu, 2009). The teachers need to utilise a combination of teaching learning strategies depending on the subject and students being taught. Additionally, teachers ought to be cognizant of a variety of strategies and know when and how to use them according to the characteristics, abilities and experience of the learner[s] (Roofe -Bowen, 2012).

Based on Mr. MalT and Mr. Gogetter's comments as well as those of students of the focus groups, the teaching experience at the TLHS '… was little more than the old *chalk and talk'* (Mr. Gogetter, 2011). MalT added that "…the *chalk and talk* method has been reduced.' The third speaker of the Male Group gave credence to this statement about improved pedagogy stressing that 'the teachers try to create learning experience for students by using different teaching strategies.' Moreover, Mr. Smiley credited improvements at the TLHS to deliberate attempts by the academic staff to understand their students and adapt the use of the curriculum to meet the needs of the students. 'It (the transformation programme) put the emphasis on looking where the students are and meeting the needs where they are and then the curriculum forming the basis to teach the children where they are' (Mr. Smilely, 2011). Merely writing on the chalk board and teaching students without the aid of hands-on instructional resources seemed quite inadequate and presented a challenge to the TLHS realizing the goal of 'Every Child Must Learn.'

Demotivated Staff

Louis 2007; Louis, Dretzke and Wahlstrom (2010) and Walker, Lee and Bryant (2014) explained that some principals may influence students' learning by shaping teachers' working conditions and motivation. Motivation is the internal and external stimulants that determine the behaviour and the priority of a person (Munn, 1968). Employment in an educational institution where the academic staff is experiencing issues such as students' academic under-performance; resistance of staff to change in administration; teaching undisciplined students with inadequate pedagogical resources; working in an unsafe environment with infrastructural challenges, as well as other negative issues could easily lead to demotivation of anyone in any field of work.

Motivation is the cause and explanation of individuals' behaviour. Motivation is the force that causes an individual to act in a certain manner or to be oriented towards it (Gibson, Ivancevich and Donnelly, 1988). Some members of the academic staff at the TLHS were motivated, to undertake the roles and responsibilities entrusted to them, while others had no such inclination. It is unclear if the staff members who resigned from their post lacked that compelling force within them to be enthusiastic to serve. There is no certainty that all the teachers who remained were motivated to carry out their duties; some might have stayed to observe the outcome of the new dispensation.

According to Osterloh, Bruno and Frost (2001), motivated workers are more dedicated to the organisation. They have job satisfaction and, as a result of this, they work more productively. Mr. Gogetter's eagerness and charisma could have been the *drive* which persuaded some teachers to remain at their posts initially. The success of the strategies employed by staff could also have prompted the spirit of teamwork and joy in students' achievement. Snowden and Gorton (2002) suggest that school principals have to keep in mind that teachers who do not have job satisfaction and are demotivated may weaken educational programmes. The students proudly spoke of their teachers' commitment to serving them, so it can be assumed that they were both pleased with their experience.

Consequently, principals should also be sensitive to the social needs of teachers. If they are not aware of these and do not display any effort to fulfill them, they will have difficulty in motivating their staff (Bursalıoğlu, 2002). For this reason, principals have to understand what motivates teachers and be aware of how they can enhance teachers' energy and motivation in order to reach the aims of schools (Adair, 2002). Apparently, Mr. Gogetter was aware and introduced his strategy of teacher motivation, which seemed to have been effective; before his input, the respondents' views conveyed that some staff members at the TLHS were demotivated and they were not effectively fulfilling their responsibilities as educators.

Demotivation Impacting Performance
It appears that demotivation amongst staff was part of the climate of this institution. Ms. Wiltine, Mr. Org and Ms. Angle were some of the respondents who elaborated on the issue of demotivated staff of the TLHS. Wiltine noted, 'I got the impression … that the teachers were not motivated.' Ms. Angle admitted, 'I was demotivated and wanted to leave this institution because of the

disruptive behaviour of students, gang related fights, little or no interest in academics…' Org said that there were 'some teachers …who did not take up classes for some reason; it was difficult prior to now', and Angle also claimed that, 'The academic staff was frustrated.' The respondents all concurred that they and their colleagues were experiencing challenges which unfavourably influenced their performance and, in my view, would affect students' achievement. Teacher motivation impacts teacher performance in the classroom; hence, it seemed logical that with all that was happening or not happening at the TLHS, teachers would not be "perky" or performing their duties. Connie (2000) and Tiziava (2003) contend that teaching (like other human-development activities) is inextricably linked to motivation, and thus a demotivated staff would present a challenge to the creation of a productive learning environment.

Workload

Figure 5 below suggests what could be a pictorial representation of teachers' practices at the TLHS prior to the tenure of Mr. Gogetter. Some teachers' work-load might have been another factor which could have been grounds for teachers' demotivation. Mr. Org and Ms. Wiltine recalled that 'some teachers were pressured, mainly those who teach the core subjects. They are the ones who would work the entire week with a clash, without any relief from other teachers, but now all teachers are reasonably timetabled so the burden is not much on us.' Org's response seems to coincide with Wiltine's; he points out that, '…quite a few people might be overworked… I had to carry over forty (40) sessions even while being a senior teacher…currently, that has changed…' It is likely that some of those teachers who absented themselves from classes could have been those who displayed low morale, were demotivated and overworked. That, however, does not justify their actions, as students could have been left unattended. Considering the behavioural pattern of some students based on the participants' responses, those teachers would have been held responsible had those students misbehaved in their absence and got themselves into trouble.

Figure 5: Teachers' Motivation/Practices at the TLHS (before the intervention; created based on data)

Mr. Myriad shared a frightening experience that would cause anyone to be demotivated. He explained, 'One year I was in the staffroom with some other teachers and we had to lie on our stomachs as they (gang members) were shooting outside; some students were expelled; others got *blocked records*; (not being able to get, for example, a recommendation from the institution) and one student was killed. It was a traumatic experience.' Teachers, other staff members as well as students would be

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unable to function effectively in such a volatile school environment and this might have been another reason for the absence of some teachers from their post, and the low staff morale.

Given the perception of the school, its locality, and infrastructural challenges, it is very likely that some teachers would be reluctant to be a member of that staff. The principal, Ms. Angle and Mr. Myriad indicated that, 'Previously teachers did not want to apply for teaching positions at this institution because of the behaviour, academic performance of students as well as the violence in the community' (Angle, 2011). Fear of being harmed in transit or on the campus, as well as being unable to discipline the students might have deterred some qualified, dedicated teachers from being employed at the TLHS.

Devolving Power?

The challenges discussed, as encountered by staff and students at the TLHS, seemed insurmountable at the outset. Mr. Gogetter, along with his staff, seemed to have realized that deploying the assistance of parents and police was just the beginning of the path to the transformation of the institution. With his collegial approach, Mr. Gogetter seemingly 'devolved power to teachers and other stakeholders in order for them to become an integral part of the leadership processes of the school that are guided by that school's shared vision' (Sergiovanni, 1991, p.26). As the Igbo and Yoruba (Nigerian) proverb states, 'It takes a whole village to raise a child.' Mr. Gogetter collaborated with the neighbouring communities and other interest groups to support the school reform plans. He might have been assuming, as Trail (2000, p.2) suggested, the role of a social worker in establishing a safe and comfortable environment, one in which students can grow academically and emotionally. The respondents' conversation recalled above suggests the desired goals were being achieved by the institution based on the strategies employed by the principal and staff. Trail (2000, p.3) also suggested that, 'As implementation progresses, it is important for principals to acknowledge teacher success with celebrations and commendations.' Trail further specified that, 'Forums such as faculty meetings, PTA meetings, school newsletters, and school board meetings all make excellent places to share good news about teacher success' (p.3). The public's negative perception of the institution would then be changed to viewing the school as an institution now transformed and experiencing academic and social success nationally and internationally, thus highlighting it as a school of choice.

Summary

In this chapter, I examined the challenges encountered by staff and students of the TLHS as

they related to academic under-performance of the students and the resistance of some staff members to being team-players in the transformation plan to improve the teaching and learning experience at the institution. Some staff members submitted their resignation rather than embark on the change. The issues of inappropriate methods of pedagogy, the school's limited instructional resources, as well as the matter of unmotivated academic staff were also addressed. The administrator sought the assistance needed to improve the climate of the institution, thus motivating staff, students, and the immediate school community, as well as other stakeholders, to work as a team in transforming the lives of the future leaders of our nation.

In Chapter Eight I will address the responses to Research Question Four: What are some of the strategies and policies that were put in place by the principal as it relates to the goals set for the TLHS?

CHAPTER 8

Findings and Discussions - Research Question Four

Overview of Chapter

      The focus of this chapter will be on research question four: What are some of the strategies and policies that were put in place by the principal as it relates to the goals set for the school? These strategies and policies include sharing the lead and sharing the load at the Tree of Life High School (TLHS); the professional development of staff as well as the improvement of the school infrastructure programme. The ambiance of the school is vital to the students' education and the administrator's role in its state of readiness is crucial.

      School principals are expected to be the key individuals in the functioning and development of the institution which they administer. According to Sherman (2000) a principal's role is multidimensional (as shown in Figure 2, p.121) and, as he/she manages the institution, there are multiple tasks that are expected to be completed for its smooth functioning. Trail (2000, p. 1) concurs that, 'the job of a principal can indeed be staggering in its demands, particularly in the context of school reform' and further notes that the responsibility of the *new* principal is a far cry from the traditional administrator of decades past. 'The job has evolved significantly over the last twenty years, and today's principal is constantly multi-tasking and shifting roles at a moment's notice', possibly with the intention of realizing, in its entirety, the mission and vision of that specific institution Trail (2000, p. 1). Sherman (2000) supports Trail's view:

> Research tells us that principals are the linchpins in the enormously complex workings, both physical and human, of a school. The job calls for a staggering range of roles: psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, cheerleader. The principalship is both lowly and lofty. In one morning, you might deal with a broken window and a broken home; a bruised knee and a bruised ego; a rusty pipe and a rusty teacher (Sherman, 2000, p.2).

The TLHS administrator seemed to have had aspirations to fill all of these roles at TLHS as he adopted the motto of the MoE, 'Every Child Can Learn...Every Child Must Learn', a student-centered approach to education, which became his ultimate goal for the institution. Mr. Gogetter stressed:

> I believe that every child must learn and I have articulated this to parents. We have discussed the parents' role in this and they have an understanding of what they need to do to achieve this. I believed that, through education, crime and violence can be

solved and I have articulated this to the teachers, parents and students.

Mr. Gogetter, in keeping with Trail's (2000) assertions as well as the views of Sherman (2000), employed a multidimensional approach to achieving the goal of students learning, using numerous strategies and policies (see Figure 1, p.96) that have been characterized using the following themes: Sharing the Lead and Sharing the Load, Staff Professional Development, Resource Mobilization, Community Outreach Development, School Feeding Programme and Disciplinary Measures, as well as Improved School Infrastructure. How these strategies were employed, particularly by the principal, to overcome the challenges is a point of paramount significance.

Sharing the Lead and Sharing the Load
'Schools across the world may have similar goals and objectives; [however] the situation under which these are to be accomplished will require different strategies, skills competencies and abilities' (Hutton, 2010, p.2). It is essential that workers in any organisation interact with each other, as the exchange of ideas assists in successfully achieving organisational vision and objectives. Besides, this interaction lays the foundation for further relationship building. One of the strategies employed by Mr. Gogetter to achieve the goal of improved student learning was that of a deliberate effort to meaningfully incorporate other key stakeholders in the education process; including students, teachers, parents, and the community… Employing a participatory or a collaborative approach to leadership (as shown in figure 1, p.96). Mr. Gogetter ensured that 'members of the community were involved in matters of governance, with real power to direct the school in the community's interests, and to mediate in difficulties that arose for children…or even among community members' Corson (2000, p.117). The school and the community are working in unison to educate students and engage parents more in the process. Corson (2000, p.117) further mentioned that 'by negotiation, they lessened undesirable structural constraints, like those that prevented staff from diverse backgrounds from being hired, or community members from having a strong voice in governance.' The compromise was effective, as Ms. Angle reported that, 'Now there would be approximately 30-50 applications for positions or vacancies advertised' for the TLHS.

It is evident from participants' responses that the principal was approachable, willing to listen to and include stakeholders in decision-making. Trail (2000, p.2) avers that 'a principal's skill in promoting healthy, productive interactions among the staff is valuable, particularly in making sure that

both negative and positive feedback is heard and considered, effectively giving teachers *power* to participate in decision-making and enact change in the school.' Mr. Org, the teachers' representative on the school board declares that, 'We have a good rapport with Mr. Gogetter and there are some issues that we can easily communicate to him as it relates to our duties and job, and he would give us some guidance on how to execute those…' Mr. Cool and Mr. Murr stated it simply, '… We can always talk with him…' A respondent from the Female Focus Group described the students' relationship with their principal: '… He always has time for us and listens to even our home problems …we can go to him and talk with him about various situations. He would take us to his office and discuss the situation…' Trail (2000, p.2) believes that 'by truly listening to what teachers and students are saying, a principal can continuously take stock of the school culture (and/or climate) and use feedback to make reform efforts more effective.' One then gets the impression that there was an *open-door policy* at the TLHS. Mr. Gogetter strengthened his inclusive leadership strategy, stating:

> We sit around the same table and make decisions for the school. I delegate responsibilities to all staff members. There is teamwork. All categories of staff members are represented at each meeting- administrative, auxiliary and a representative from the student body and the opportunity is theirs to share their views. They are always welcome to speak with me at any time on a one-to-one basis.

The data seem to reveal that there is a good level of communication amongst the TLHS staff, students, parents and residents in the schools' locality. Not only did Mr. Gogetter lean on his staff but, as previously stated, he engaged the parents and indeed the wider community in plans facilitating the school's vision for mission. He stated: 'I also went to the community, introduced myself and invited the parents and members of the community to attend the meeting to hear and contribute to the plans I had for the community.' It was stated by Ms. Angle that Mr. Gogetter 'visits the community morning after morning, *preaching* education.'

It is important that principals work effectively with the varied stakeholders to achieve school goals. Sergiovanni (1984) cited in Trail (2000) indicated:

> The principal is… the one who seeks to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its identity. In helping to shape the vision, a principal must work to include all of the stakeholders throughout the entire change process. This inclusion helps ensure not only the buy-in of the stakeholders, but also an increased sense of empowerment and greater potential for long-term sustainability of the school's reform efforts (Trail, 2000, p. 2).

The principal can delegate as well as collaborate. The virtues of participative leadership are outlined by Trail: 'there are many benefits of sharing the responsibility and the rewards of leadership with teachers, administrators, students, parents, and community members. The most immediate benefit of leadership as a collaborative effort is that principals not only share the lead, but share the load' (Trail, 2000, p.4). Trail further suggests that the principal cannot undertake all the responsibilities as the administrator of the institution; 'it's too much' (p.4). 'No man is an island, entire of itself; every man is a piece of the continent, a part of the main' (Donne, 1959 [1624]), might have been a thought that was ever present in the reflections of the principal, hence, his undertaking to incorporate other stakeholders.

Collaboration does not, by any means, suggest that Mr. Gogetter allows only the groups and individuals to make the decisions; he remains active in the decision-making process and votes when a decision is being made. In this case, the weight of an important decision is carried more easily by many shoulders (Brunner, 1999) and not just by the principal. Trail (2000, p. 5) noted that when there is shared leadership it is 'embedded in the school community as a whole,' and there is a greater possibility for reform to be sustained. According to Mohr and Dichter (2001, p. 746):

> Setting up a leadership team is like planning for a class - a good teacher doesn't approach a class in a rigid, arbitrary manner; nor does he or she turn the class over to the students. Good teachers know that it is their job to teach the students how to be good learners, how to take on responsibility, and how to value one another's voices. Good teachers don't leave that to chance. Neither do good leaders.

Collaborative problem solving, shared responsibility and accountability with colleagues build staff cohesion (Tourkin, Thomas, Swaim, Cox, Parmer, Jackson, Cole and Zhang, (2010). Mr. Gogetter's inclusive approach bore fruit, 'The people of the immediate school community are now aware of the mission of the school and their involvement in the school activities has helped to unite the community. There is less gang violence since the changes that have been taking place in this institution' (Mr. Gogetter, 2011). With the citizens being involved in the strategies and policies planned for the school, knowing and not wondering what is happening, it is more likely that their perceptions would be positive in nature and they would assist by cooperating in the applications. With all stakeholders collectively taking responsibility for leadership, they can help to prevent a collapse of the reform programme even if there are changes in the school's administration, as suggested by Corson (2000). The responsibilities of the principal can be very demanding but the strength from the

collaboration of shared leadership is an essential resource for the execution of plans. In other words, leadership must be democratic in nature. Gastil (1994, p. 954) states:

> Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members. . . Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership.

Distribution of Leadership in School

As Trail (2000) avows, when an administrator distributes leadership he/she also shares the load. Mr. Gogetter's leadership is a collaborative effort with the vice principal, academic staff (middle managers/senior teachers), PTA, school prefects, PALS/peer counsellors, student counsellors and the police. (In the Jamaican context, the police are rarely involved on a regular basis in shared leadership at educational institutions; however, this approach was adopted due to the volatile locality of the school). The principal and vice principal, along with the middle managers, share the administrative responsibility of the institution. Mr. Smiley acknowledges that, 'staff involvement and delegation of responsibilities is one of the biggest strategies I have used' to assist with the volume of work. Ms. Wiltine, head of a department, uses a similar approach; 'tasks are delegated...I communicate verbally; we discuss, make plans for the department, so even if I am out for a day, the teachers work together as if I was present because they all know what should be done.' The students are considered in undertaking leadership duty. Mr. Gogetter referred to the PALS initiative in which, 'students are trained in assisting their peers in settling minor disagreements... there is now far less conflict in the classroom.' There are also the Student Council and Prefect bodies which were trained to assist with disciplinary matters. Planning and entrusting tasks to other staff members and students who work together as a team seem to have aided the leadership in school management.

The PTA and the police also played their role in leadership. Ms. Angle explained that 'the attendance of parents to PTA has considerably increased...' She later emphasised that some 'parents assist in the preparation and participation of school activities - (fund raising) concerts, valedictory and graduation services...so some of the weight is taken from the teachers.' She added that, 'some parents even accompany the students when they are competing in National Festival of Arts, cricket, Head, Heart, Hands, and Health (4H) competitions...' Mr. Gogetter affirmed that 'parents have been coming in to assist with school activities, even on weekends.' The police 'patrol the school vicinity on a regular basis' so that the administrators, teachers and student leaders are relieved to conduct their regular

functions. Trail (2000, p.4) contends that, 'when shared leadership is embedded *in the school community as a whole*, there is a much greater potential for long-term sustainability of reform.'

Staff Professional Development

Earley and Bubb (2007, p.4) suggest, 'Effective continuing professional development is likely to consist of that which first and foremost enhances pupils outcomes, but which also helps to bring about changes in practice and improves teaching.' Bubb and Early (2005), believe that professional development is wide-ranging and goes well beyond the mere acquisition of knowledge or skill. Staff development is 'an on-going process encompassing all formal and informal learning experiences that enable all staff in schools ... to think about what they are doing, enhance their knowledge and skill and improve ways of working so that the students' learning and wellbeing are enhanced as a result. It should achieve a balance between individuals, group, school and national needs; encourage a commitment to professional and personal growth; and increase resilience; self confidence, satisfaction and enthusiasm for working with children and colleagues (cf. Bubb and Early, 2005).

Addressing teacher professional development was seemingly deemed by Mr. Gogetter to be critical to achieving the goal of Every Child Can Learn; Every Child Must Learn. Teacher Professional Development was examined in Chapter Five (research question one). This factor might have contributed to (or is contributing to) the transformation of TLHS. Mr. Gogetter employed a number of methods to address Teacher Professional Development, including teacher workshops and seminars, opportunities for improved human resource management skills (such as interview and orientation for a new teacher for a specific department) and motivational exercises, for example.

Mr. Gogetter provided teachers with numerous opportunities for their training and development. He reported that he has 'organized and conducted several teachers' workshops and seminars at this institution...asked teachers to attend workshops and seminars that are organized by the Ministry of Education or other educational related entities.' Some of the respondents, (Ms. Angle and Ms. Wiltine) substantiated the report of Mr. Gogetter in this regard, acknowledging their attendance at teachers' workshops and seminars facilitated by him. Bolam believes that the professional development activities engaged in by teachers will enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improving the quality of their teaching and learning process (Bolam, 1993, p. 3). He further expressed that Continuing Professional

Development (CPD) embraces those educational training and support activities engaged in by teachers following their initial certification which aim to add to their proficiency; improve their professional skills; help clarify their professional standards, and enable students to be educated effectively (Bolam, 1993).

Benefits of Professional Development

Mr. Gogetter's provision of opportunities for teachers to improve their human resources management skills was achieved through initiatives such as the Mico e-learning project (see footnote Chapter Five). Teachers participating in this project were guided in the correct use and function of a variety of technological equipment which would advance the creation of interesting, hands-on, student-centered learning activities. Initiatives such as these seemingly had a bearing on the classroom as evidenced by student responses. The fourth speaker, a male from the Mixed Group stated that, 'The teachers try to create a learning experience for students by using different teaching strategies.' This was also the view of the third speaker from the Male Group who added that, 'Teachers have developed and implemented programmes with more student related activities to help students to learn.' A speaker from the Male Group elaborated: teachers '…instead of giving us all the content on the topic, have implemented some strategies to ensure that we, as students, go and read and understand the concept more and even come with new ideas.' A speaker from the Mixed Group added, teachers '…try their best to make us understand what they are teaching and they try very hard to implement ways to help slow learners in class understand what they are teaching…' It could be understood from the respondents' feedback that the teachers are applying the knowledge and skills developed at the seminars with the aim of improving students' education. Hinds (2007, p. 28) concurs that professional development helps to identify what teachers need to learn in order to improve their students' academic performance. Madden and Mitchell (1993) identified three other benefits of professional development to teachers:

➢ renewing and extending one's professional knowledge and skills on new developments and new areas of practice to ensure continuing competence in the current job;

➢ training for new responsibilities and for a changing role, for example, (management, budgeting, teaching) - developing new areas of competence in preparation for a more senior post;

➢ developing personal and professional effectiveness and increasing job satisfaction – increasing competence in a wider context with benefits to both professional and personal roles (Madden and Mitchell, 1993, cited in Earley and Bubb, 2004, p.4).

Strategies for Encouraging Teacher Job Satisfaction

Mr. Gogetter also utilised numerous creative strategies for encouraging teacher job satisfaction, including motivational exercises, attending to welfare development, establishing methods of staff reward and morale enrichment and seeking to improve staff inter-relations. Griffith (2003, p.336) noted that, 'The principal's relationship with school staff likely influences job satisfaction, which in turn relates to staff job performance.' When individuals feel appreciated and are recognized for service rendered, they tend to immerse themselves in the duties and work beyond their regular work hours because of the satisfaction of service and stewardship (Sergiovanni, 1991). Mr. Gogetter seemed to live by the old adage which states, 'Encouragement sweetens labour;' in other words, a few kind words supporting teachers in their efforts tend to make it seem worthwhile. He explained, 'I have staff meeting every Wednesday. I purchase small tokens for each teacher and I motivate the teachers.' Mr. Gogetter explained that besides the motivational tokens, 'I had *Teachers of the Month* strategy. I got sponsors (business community) to donate plaques for the award and teachers vied for this award.' Dinham and Scott (1998, 1999, 2000, 2003) stated that including staff in the planning, problem-solving, decision-making and implementing of school programmes, likely leads to greater job satisfaction, commitment, and motivation among staff. The teachers acknowledged that they feel appreciated and motivated by being recognised and commended for their services.

Mr. Gogetter went further in seeking to promote the social welfare of his staff; for instance by encouraging teachers to improve their academic qualifications, and even providing a means for staff to benefit from the best offerings for loans and cell phone providers. He specified, 'I also encouraged the teachers to improve their education standard from first degree to second and so on. I personally went to the University of the West Indies (UWI) to collect the application forms for them.' Importantly, the principal seemed to have been trying to treat all members of staff equally and so extended the same challenge to other staff members. 'The ancillary staff was also encouraged to upgrade their educational standard. A few took the challenge and sat subjects in Caribbean Secondary Education Certificate (CSEC) Examinations and were successful and have continued their academic achievements.'

Mr. Gogetter further supported his staff's personal requirement of an economical and effective means of communication by seeking assistance from a service provider. He elaborated:

> I even encouraged a telephone company to offer the TLHS staff a good deal on cellular telephone service. They now have a group contract cellular telephones. They pay as a school at the end of the month and because it is a group contract.

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The rate is reasonable and affordable for the teachers.

He also explained, '... I invited loan officers from the bank to visit our school and speak with the teachers about their product. The teachers were able to acquire loans and improve their living standard.' Such ventures should convince staff to be more dedicated to serve. Mr. Gogetter further described the effect of such actions:

> …It motivated the teachers to attend regularly as they sometimes did not know what plans or spontaneous activity I had for them. The teachers who were then frequently late for work and their classes are now rarely tardy since we, as a staff, have been embarking on a course of action that is producing positive changes in this institution (Mr. Gogetter, 2011).

Mr. Gogetter also attended to teacher job satisfaction through efforts to improve staff interpersonal relationships. Mr. Muur reported that 'in the past teachers would not talk to each other for one reason or another; some teachers did not go to meetings because other teachers were there; there were cliques and groups, animosity against each other.' Even Mr. Smiley alluded to the negative relations among some staff members; 'Team work has grown and it really has taken the burden off too much factions and cliques here and there.' Mr. Gogetter described some strategies he employed to facilitate the process and to pull the teachers together. He explained: 'I organized movie night on Tuesdays. I would go with the teachers and we would car pool.' Such social interaction could foster camaraderie amongst staff members who might not have had the opportunity to work closely with other members of a department and the relationship developed could further advance team-spirit in the institution.

Finally, Mr. Gogetter's inclusive approach to leadership would also have some bearing on teacher job satisfaction. He indicated that staff and students alike 'are always welcome to speak with me at any time on a one-to-one basis.' Respondents, Mr. Muur and Ms. Angle, for example, made reference to conversations with Mr. Gogetter. Mr. Murr said that 'he could always talk with him' and Ms. Angle believed '…Mr. Gogetter is a charismatic kind of leader and people listen to him…' Individuals were easily drawn to Mr. Gogetter due to his pleasing personality. There seemed to have been genuine conversation between him and the stakeholders. Griffith (2003, p. 350) believes that, 'There is likely better communication among staff, greater mutual trust and understanding, greater cooperation and collaboration, and more active engagement of staff when there is job satisfaction.'

Staff professional development in all its various forms (for example, teacher training and development, staff reward and moral enrichment, motivational exercise or staff welfare programmes),

all seemed to have positively impacted the transformation of the TLHS. Some staff felt encouraged by the gestures and shared their thoughts. Regarding arrangements for phones and the acquisition of loans, Ms. Wiltine, as well as some of her other colleagues, shared the view that 'Mr. Gogetter is not just concerned about teachers being on the job and carrying out their duties but he also cared for them and their social well-being.' Mr. Murr, Org and Cool were impressed by the genuine nature of Mr. Gogetter regarding teachers improving their academic standard, so that he went to the UWI to collect the application forms for them. These interventions benefitted the staff, as 'Mr. Org and Ms. Thor-F are now studying' (Mr. Gogetter, 2011); and Mr. MalT stated, 'I am in the process of purchasing a motor vehicle; and other teachers are making use of the benefits too' (MalT, 2011).

The initiatives employed to assist staff professional development seemed to have encouraged teachers to be more confident, proficient, dedicated, sensitive to the learning needs of the students, and to improve instructional outcomes, thus increasing levels of literacy which would consequently improve CSEC results. In turn, improved performance could have encouraged students' positive perception of themselves. Students being on task, achieving their academic and co-curricular goals are more disciplined and the TLHS seemed to be moving along the path to where every child is learning. Griffith (2003, p.350) explained that 'higher levels of job satisfaction and cooperative working relationships would be expected to lead to a better implementation of school programmes and their intended effects' – the goals of the TLHS.

Earley and Bubb (2007) assert that professional development must be seen as an investment; consequently, it is essential that each school should establish not only a Continuing Professional Development programme (CPD) but also implements this plan through effective management and leadership. Schools that do not capitalize on staff professional development tend to lose their best people.

Improved School Infrastructure

Chapter Six examined Environmental Factors and Infrastructural Challenges which encapsulate furniture replacement, classroom construction, acquiring a reading specialist, procuring reading software and a specially designed reading plan to assist students who had reading challenges. Hutton (2010) elucidates, 'Many non-traditional schools face unique challenges including massive

overcrowding, poor and inadequate facilities and an unacceptably high level of illiteracy (p.2) so this was an issue that had to be dealt with immediately. Mr. Gogetter stressed:

> For the Grade Six Achievement Test (GSAT) students who could not read, I asked the Ministry of Education to provide reading specialists and we got the specialists. I purchased the reading software needed to assist students to read. To enhance the reading programme, the reading specialists designed a special plan in the form of a classroom with computers and the reading software, which were utilised in teaching the students to read. The students' reading level improved significantly.

A preponderance of the evidence suggests that the condition of the built environment impacts student and teacher performance (Higgins, Hall, Wall, Woolner, and McCaughey, 2005). Researchers have conducted a plethora of studies that demonstrate that school infrastructure influences learning outcomes, student behaviour, and school attendance (Branham, 2004), though the degree of the influence is difficult to discern (Earthman, 1998). Fisher (2001) identified twenty-seven critical building elements which, he states, have 'consistently …shown... [that] design features, condition and levels of maintenance all influence learning outcomes and student behaviour' (p.4). These building elements have been divided into two categories, namely structural and cosmetic factors including features such as building age, lighting, colour, acoustics, interior and exterior painting, and landscaping.

The importance of the built environment is aptly conveyed by Fisher (2001, p.7) who states that 'The aesthetic appearance of a school can convey subtle messages that can act as perpetual constraining factors for both staff and students. School architecture can facilitate the transmission of cultural values, stimulate or subdue, aid in creativity, slow mental perception and cause fear and joy.' The school infrastructure has a psychological impact on staff and students. Disrepair conveys the subtle message that no one cares and that those who are part of the institution do not matter (Branham, 2004). This message, in turn, negatively impacts academic performance, students' behaviour, attendance and interest in learning.

As outlined in Chapter Six, Mr. Gogetter strategically found ways to improve the physical infrastructure of the TLHS. With the full support of the Ministry of Education, school board and community, under his administration the school was outfitted with a new computer laboratory, buildings were repaired and dilapidated furniture replaced. He communicated that upon his arrival, 'Students were required to complete course work pieces that necessitated the use of technology and that

was unavailable at this institution. Furniture was needed for the classrooms and the walls of buildings all had graffiti.' He further stated that he ensured the following:

> The buildings were constantly painted and if students defaced the wall with graffiti these were constantly painted out. After lunch each day, the auxiliary workers were seen cleaning the lunch area and removing garbage that might not have been disposed of properly by the students. This clean atmosphere motivated student leaders in assisting in keeping the school grounds immaculate. They were commended at devotions when they kept their school grounds clean. There was classroom/year group block competition. The students who kept their block the cleanest were rewarded (Mr. Gogetter).

A concerted effort was made to improve the physical environment at the TLHS. These efforts bore discernible fruit in students and teachers' performance as well as in facilitating the teaching learning process. This was particularly the case with the construction of the new computer laboratory. Mr. Gogetter stressed:

> The teachers are now able to be well prepared for their students, use the worksheets as well as the technology required to get students motivated and interested in doing quality work. By doing this, far more lessons are taught, and more assignments are completed as students are able to source the information and have it printed without cost to themselves.

The positive effect of the general improvements to infrastructure on the teaching and learning process and on students' outcomes was also corroborated by others. A number of the participants agreed that construction of the new computer laboratory, coupled with the employment of new teaching methodologies that included technology, helped to improve students' educational outcomes at the TLHS.

Challenges Related to Resource Deficiencies

The principal and his staff also addressed challenges related to resource deficiencies in other areas that would impact students' learning. Nutrition was one. It seems a number of the TLHS students would attend classes without the benefit of a nutritious breakfast. A breakfast programme was established to address this challenge. Ms. Sibb mentioned the benefits of this as well as the Programme for Advancement through Health (PATH) which 'assists them (students) with breakfast. There is also a breakfast programme which provides students with breakfast at a minimal cost.

Ms. Angle reinforces the explanation and adds:

> The Guidance department also raises funds to provide subsidized cooked lunches for

students whose parents cannot afford to give them lunch money and to assist those who are not on the PATH Programme. The Guidance Department and Dean have easy-to-fix food items (cup soup, ginger and mint tea, biscuits) that they can fix to give a child who is ill or has no money for lunch or had no breakfast.

Students are better prepared to learn when they have had their meals and the TLHS staff attended to the concern of the nutrition of their students. There is evidence from studies indicating that eating breakfast has a positive effect on children's cognitive performance, particularly in the domains of memory and attention (Wesnes, Pincock, Richardson, Helm, and Hails, 2003; Wesnes, Pincock and Scholey 2012; Widenhorn-Muller, Hille, Klenk and Weiland, 2008; Cooper, Bandelow, Nevill, 2011; Pivik, Tennal and Chapman, 2012). The staff of the TLHS wanted to minimize the negative effects of not having that first meal of the day.

Disciplinary Measures

The United States Department of Education in their Guiding Principles document (2014) identified three broad rules for improving school climate and discipline, namely: creating positive climates and focus on prevention, develop clear, appropriate and consistent expectations and consequences to address students' misbehaviour, and, thirdly, ensure fairness, equity and continuous improvement. The document recommends numerous strategies, some of which were employed at the TLHS. The recommendations included, among other things, seeking input from various stakeholders - students, staff, community representatives, and family in devising a school wide discipline policy which should set high standards for behaviour and clear and appropriate consequences for misbehaviour. Suspension and expulsion should be a last resort.

The importance of discipline to student academic achievement has been discussed at length in Chapter Five. All the participants referred to the inappropriate behaviour of some students and gang members from the community. Mr. Gogetter, Ms. Angle, Mr. Org and Mr. Cool commented on students' defiance of authority, extortion of their peers' property, smoking of marijuana, high level of truancy, and fighting each other with various weapons in their gangs from the community… Some parents seemed to have been just as disrespectful as their children and Mr. Gogetter reported that 'they cursed teachers.' It could then be inferred that 'children live what they learn' and the educators could not have expected that some students would portray behaviour that was not reflective of their parents or community. It is almost natural for children to replicate what they observe on a daily basis - learnt behaviour… (Rice, 2001).

School as a Microcosm of the Wider Society

'Schools are mirrors reflecting the sociocultural, economic and political problems existing in the neighbourhoods and the communities in which they are located' (Romanik, 2010, p.1). When students attend school some of these issues are addressed by continuously encouraging behaviour change, but at the end of the day the students return home to the behaviour that is deeply imbedded in them from their home environment. There is no *undo* button to reverse the unacceptable behaviour, so the cycle continues. Schools are a microcosm of the wider society and thus the school cannot be easily separated from the cultural milieu of which they are a part (Evans, 2006). The undesirable behaviour present in the home and community had then penetrated the TLHS environment. This placed additional strain on the limited resources of the school. Indiscipline presents a challenge to learning, as educators are now forced to redirect these resources to the eradication of these elements that were affecting learning.

Mr. Gogetter and Mr. Myriad communicated to me what seemed to have been frightening experiences at this institution. Mr. Gogetter, in our conversation, explained, '…I had to stay there (at the TLHS) during the night with students as they could not get home due to the violence.' Mr. Myriad recalled an incident of shooting when staff and students had to secure themselves. The stories were not just from the teachers, as students expressed views similar to those of their leaders. A student from the Mixed Focus group articulated, '…normally we would have crime, students fighting, lack of respect for teachers...' The school administrator and his team then had to think of behaviour modification before the school improvement plans could be effectively pursued. This meant changing the means by which students are socialized; for example, preventing them from being in gangs.

Indiscipline impacts learning directly by disrupting teaching and inhibiting learning, but an orderly teaching environment is also a critical determinant of teacher morale and job satisfaction. Student learning is also impacted indirectly by indiscipline, as teachers may be demotivated because of disruption to their lessons from outside forces. Ignoring school discipline, therefore, could be at the expense of teachers' confidence to practice their craft effectively, and ultimately teacher retention. Teachers who feel that indiscipline interrupts pedagogy invariably experience considerably lower job satisfaction when compared with those teachers who do not have to contend with student misbehaviour (Skinner, 2008, p.44). It follows then that some teachers reported low staff morale at the TLHS; some even absented themselves from the classroom and others would not give optimal effort to the

teaching/learning process According to Duke, Tucker, Belcher, Crews, Harrison-Coleman and Higgins (2005) the principal should directly deal with disciplinary issues in the school. Mr. Gogetter was one of the first administrators to seek the assistance of a Dean of Discipline to relieve teachers of dealing with some punitive matters, as these negatively impact job satisfaction and ultimately hamper the success of the school.

In summary, indiscipline disrupts and inhibits the teaching and learning process directly and indirectly (Barton, Coley, and Wenglinsky, 1998). This is done directly by diverting attention from pedagogy to behaviour modification and indirectly by impacting teacher job satisfaction and morale negatively. The TLHS was challenged by numerous disciplinary matters including defiance, fighting/violence, and truancy. Mr. Gogetter, together with his academic staff, employed a number of strategies to successfully address students' indiscipline.

Multi-stakeholder Approach

Mr. Gogetter took a multi-stakeholder approach to addressing indiscipline at the TLHS. Teachers, parents and students were all invited to join in crafting a code of conduct handbook; *The Pact*, (an agreement or promise) previously mentioned. This *Pact* clearly outlined the expectations of student behaviour and the consequences that would follow misbehaviour. Parents and students were expected to sign *The Pact* and observe its dictates. When *The Pact* was broken, the appropriate outlined consequence was meted out. In some instances, this meant student suspension and even expulsion for the more serious offences. Measures were also taken to reward appropriate behaviour.

The Pact was compared to the Bible by some of the members of the focus groups. They explained that just as the commandments were known and meant to be observed by people of that age, so was *The Pact* by students of the TLHS. Therefore, they all knew the result of non-compliance with the signed agreement. Consequently, it was not unusual to hear a chant of 'three day' if students dared to fight. The third speaker from the Male Group explained that, 'my schoolmate who had broken one of the rules felt real embarrassed when his mother was asked to come in with him to speak with the principal and Guidance Counsellor before he could return to classes.' The members of the focus groups all agreed that it was easier to obey the rules of the school 'than to walk beside your parents on the school grounds, especially if your parents had to take a day from work and lost that day's pay...going home could be more uncomfortable if it meant more punishment for some' (Second Speaker - Female Group).

Discipline, when instilled in children by their parents, enforced by teachers in an academic institution, and encouraged by citizens in the wider school community should have a positive impact on the youngsters in such an environment. This scenario seemed to have been occurring with the reform of the TLHS. The school's vision was being realized and with positive behaviour modification there was improved academic performance as well as a boost to self-esteem.

Additional Intervention

An additional intervention employed by Mr. Gogetter was extending an invitation to the Peace and Love in Schools (PALS) programme, which trained students to act as peer counsellors. Influential personalities were also invited to address students to motivate them to achieve. Students' involvement in co-curricular activity was strongly encouraged as a means of providing a positive outlet for them to express themselves and build self-esteem in an effort to curtail misbehaviour. Concerts and *dancerts* became a regular feature in the life of the school, and the community was invited. The performing arts group Ashe was invited and they performed dramatic pieces that encouraged peace and decried crime and violence. Ms. Sibb highlighted:

> When the children are involved in these extra-curricular activities you get more out of
> them...you get them to be more disciplined; you get them to learn how to understand each
> other; you get them to know how to live with each other; they learn how to forgive, how to
> quell a fight, quarrel…

Mr. Gogetter communicated:
> … I motivated students to become members of the school dance club and to compete
> in the National Festival Arts Competition. The pictures of students who were now
> performing well are placed on the school's notice board, to further motivate them
> and inform the school and wider community of their success.

Mr. Gogetter took a hands-on approach in addressing students' misbehaviour. He would frequent the transport centres where students would congregate to ensure that his students would make their way to school in the mornings or home in the evenings. He also made sure that two security guards were posted at the school and that the police made a regular patrol of the area. Also, a perimeter fence was erected to secure the premises.

Summary

The focal point of this chapter was the strategies and policies employed by the principal regarding the goals set for TLHS. The administrator adopted a participative leadership style, thus

sharing the lead and sharing the load at the TLHS. The emphasis on staff professional development as well as the improvement of the school infrastructure programme created a climate ~~of~~ for teaching and learning that is vital to education. Empowering teachers to lead increases the direct impact on students, and with the collaboration of the immediate school community and other stakeholders, the TLHS progressed on a path of achievement. 'Quality principals and teachers help a society to grow, and their absence can lead to grave consequences for students, their families, and for society' (Miller, 2014, p.129). Mohr and Alan (2001, p.5) are of the view that, 'Teachers who are empowered to make decisions about their school will structure their classrooms to empower students in the learning process, encouraging them to take greater responsibility for their own education;' which was verified by the narratives of the respondents in this and preceding chapters.

In the concluding chapter, there will be summation and discussion of the research findings focusing on the key research questions, as well as discussion of the implications of the research at policy and practice levels. I will also identify my claim for doctorateness.

CHAPTER NINE

Conclusion and Summation

Overview of Chapter

In this chapter I will develop my conclusions based on the research findings, focusing on the key research questions and will also identify the implications of the research at policy and practice levels. Suggestions will also be made regarding directions for further complementary research and the contribution of the study to the education sector. I will discuss my claim for doctorateness and conclude with summation of the thesis.

Reinforced Aim of Thesis

This qualitative case study dissertation aimed at identifying the factors which contributed to the perceived improvements at a non-traditional high school - Tree of Life High School (TLHS). These factors emerge from data garnered from multiple sources - namely the principal, teachers and students. Additionally, this research aims at examining both the challenges and the administrator's role in the organisational transformation. The prevailing climate of the school pre-and post-intervention was also examined.

Conclusions Based on the Key Research Questions

This dissertation**, Organisational Leadership And Change In An Urban Institution,** recounts the narratives of the administrators, staff and students of the TLHS situated in a metropolitan locality. The participants studied shared their *lived experiences* through their responses to the following key research questions:

Research question one:

What factors might have contributed to (or are contributing to) the transformation of TLHS?

The data from question one regarding the factors which might have contributed to (or are contributing to) the transformation of the TLHS were: The principal's leadership styles, Teacher professional development; Teacher job satisfaction/teacher morale, and the positive behaviour modification of the students. The respondents' *stories* emphasized the multidimensional leadership qualities of the chief administrator which many of the respondents- teachers and students alike- credited as an important component in the transformation of the institution. Teachers' professional

development was also discussed, and teacher job satisfaction is also an essential factor in school improvement and can adversely impact teacher morale; the issue of discipline, another critical factor in determining the outcomes of schools, was also addressed.

The respondents indicated that they do not feel overwhelmed by the administrator's leadership styles so they are motivated to execute their daily duties well; not just for remuneration but for the satisfaction of achieving their goal of demonstrating that 'Every child can learn.' Teachers' professional development is continuous; they have access to far more instructional resources than they have ever had, so that they can plan and effect their lessons successfully. Strategies, including the implementation of *The Pact,* have led to the improvement of discipline and the climate of the institution is now more conducive to teaching and learning. These and other reforms have boosted the morale of the teachers and students at the TLHS.

Research question two:
How do teachers describe the climate of the TLHS over the last ten years?

The participants revealed that during the period being reviewed, the climate of the TLHS was characterized by academic underachievement, indiscipline and low morale. Prior to the appointment of the present administrator, some trained teachers did not apply for teaching positions at the institution and students did not want to attend because of the public's negative perception of the school's climate. There is now the opposite effect since the transformation of TLHS, as initiated by the present administrator. Marshall (2004, p.1) indicated that researchers have identified six factors that influence school climate and these were utilised to discuss the climate of the TLHS. Some of the indicators that the institution has "quality" climate were the interactions between adults and students, academic performance, feelings of safeness, as well as feelings of trust and respect for students and teachers.

Teachers and students alike communicated that there is a good understanding and work relationship between staff and students. Previously, it was felt that some teachers and students showed disrespect to each other and this negatively impacted the education process. Now, there is mutual respect. The focus groups attribute their improved academic success to their teachers whom they can always consult about school related matters. Some students admitted that it was easier to discuss some issues with their form teachers than with the Guidance Counsellor. Students' having better rapport with their teachers builds the foundation for further understanding of educational concepts explored; additionally, previously discussed changes have been fostering a positive school climate, thus attracting teachers and students to be members of a progressive school body, and possibly making TLHS a school

of choice for many students.

Research question three:

What were the challenges encountered as staff and students embarked on this transformation process and how were those challenges resolved?

Seven obstacles were identified in the data. These included students' academic under-performance; the resistance of some teachers to participate as a team in the transformation plan to improve the teaching and learning experience at the institution, as well as the social issue of undisciplined students in an institution that is located in an unsafe environment. Additional impediments to the growth of this institution were the methods of pedagogy utilised by teachers, the school's limited instructional resources and the matter of unmotivated academic staff.

Prior to the transformation, the respondents (teachers) explained that a substantial part of the student population showed little interest in their education which was reflected in their poor academic performance and evidenced particularly by poor external examination results. For some students, their priority at school was meeting their peers and having a good time outside of class. However, with the provision of adequate teaching and learning equipment, positive behaviour modification of students, and staff, parents and community interest in the plans for the institution, there are marked, encouraging changes in the climate of the TLHS. Initially, some of the staff members at the institution were reluctant to change from the known to the unknown and seemed content with issues that had prevailed for years. Realizing that efforts of other staff members were coming to fruition, the reluctant staff members decided to unite with their colleagues in the transformation plan. Consequently, one of the 'serious challenges that initially seemed insurmountable' (Mr. Gogetter, 2011) was resolved and the institution, with almost the full complement of the academic staff, embarked on the journey towards a desirable climate shift, academically and socially.

The change in climate saw a move from the old methods of pedagogy- *chalk and talk* - to the incorporation of technology in the teaching and learning process, as well as lessons that were student-centered and utilized the most suitable learning techniques to address the learning needs of the students. With *hands-on* learning, the students became more focused, interested in learning and *stayed on task* which resulted in improvement in internal as well as external examinations. These changes were vital to the growth of student academic achievement.

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Research question four:
What are the strategies and policies that were put in place by the principal as they relate to the goals set for the school?

Numerous strategies and policies were advanced by the principal and staff of the TLHS as they relate to the goals set for the school. These include themes: Sharing the Lead and Sharing the Load, Community Outreach Development, Improved School Infrastructure, School Feeding Programme, Staff Professional Development, Resource Mobilization, and Disciplinary Measures (the latter three already discussed). One of the strategies employed to achieve the goal of improved student learning was to incorporate other key stakeholders in the education process; (students, teachers, parents, community). By employing a participatory approach, the administrator delegated tasks as well as collaborated with the team in order that the work load was not solely on his shoulders; everyone was well-informed of the targets to be achieved and worked together to realize them. With community collaboration, the outreach development programme fosters a growing body of parents who volunteer their services to the school. This relationship encourages students to be disciplined and attentive in classes, as they are aware that their parents are engaged in school related activities and are often on the school grounds and could easily be informed about their inappropriate behaviour. The bond between school and community encourages students to adhere to the rules and regulations of the institution and focus on educational pursuits.

Regarding improving school infrastructure, the administrator, along with the MoE, school board and the community outfitted the institution with two new computer laboratories and a multimedia projector. Each department has a laptop; there is a computer in the staff room and there is Internet service in the staff room and library. The buildings are repaired and painted as necessary, and dilapidated furniture is replaced. The availability of teaching equipment and an ambiance conducive to learning are part of the foundation for transformation of the TLHS.

Students are not able to function efficiently or learn if they are hungry. The administrator considers the needs of the students as many of them are from homes where there are financial constraints. The operation of the breakfast and the government PATH programmes are two means of assisting students with warm meals. Hence, the principal and his team thought of all aspects of the daily function of the TLHS to ensure that the plans for reform could be successful. The institution's accomplishments are not only in academics. Students excel in co-curricular activities nationally and

internationally. The participants aver that the students' victories in these activities increase their confidence and this has a ripple effect on their studies.

Implications of Research at Policy and Practice Levels

There is a Jamaican proverb which speaks to the need to accept the voice of experience. It states, 'If fish come from river bottom and tell you river deep, believe him.' Thus, Mr. Gogetter should be regarded as a valuable resource of the education sector, particularly in the areas of school leadership and improvement. The National College of Educational Leadership in particular (whose mandate is to equip the next generation of school leadership) could benefit from his experiences at the TLHS. Moreover, the TLHS administrator could be asked to expand the literature in this area, building on the findings of this thesis.

With regard to the role of the Ministry of Education in assisting in school transformation, the provision of physical and environmental resources and adequate guidance to the National Parent Teachers Association are areas for consideration**.** The Task Force on Educational Reform (2004) offered numerous recommendations aimed at transforming Jamaica's education system. The formation of the National College of Educational Leadership to train the next generation of school leaders, the creation of the post of Dean of Discipline to mitigate indiscipline in schools, as well as provision of literacy specialists for remediation are all positive developments following the Task Force report. However, despite these and other gains, considerable inequities still exist in the education system for which deliberate corrective strategies ought to be devised. The Ministry of Education needs to devise ways to pay particular attention to schools deemed ineffective. This should include the provision of resource support.

The MoE is responsible to supply the educational institutions it governs with the instructional resources required for the teaching/learning process. However, the schools are not adequately supplied with the material and equipment needed. To alleviate this problem, the MoE could establish school clusters with shared equipment, especially gadgets that are expensive, to adequately service IT needs for transformed pedagogy. The schools in each cluster could prepare timetables to determine when each would have access to particular resources, to the benefit of all institutions in the cluster.

Suggestions Regarding Further Complementary Research

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Clarification regarding leadership styles and their effects on school climate is an area which could be usefully pursued for further studies, with a comparative study on leadership styles in an institution considered to be successful versus one considered to be unsuccessful. There could also be a similar focused study on the role of any one of the mentioned elements, for example teacher morale, in effecting educational transformation. The participants concurred that the morale of the TLHS academic staff improved significantly as the reform progressed. I am unsure of the exact extent to which this occurred, but it was at a level to boost the performance of the academic staff in their roles and responsibilities. The research could examine the extent.

Tracer Study

There is scope for further research in this area. A study could be conducted to trace the progress of a designated number graduates who were part of the pre and post transformed TLHS. The objective of the study would be to ascertain the impact the institution had on their educational achievement and present lifestyle. Detailing specific moments/day/situations which most influenced their years at their alma mater could be recorded to verify that reform fosters students' academic stride. Requiring the participants to state specifically the factors or factor that was the most compelling force (leadership, facilitated learning process, curriculum offerings, co-curricular activities...) in his/her early education could assist in curriculum planning for students with similar abilities and skills.

Claim for Doctorateness

The sequence of events related by the respondents could lead one to conclude that the strategies and policies adopted by the staff and students of the TLHS influenced a transformation which resulted in the overall growth and development of the institution. The originality of this case study of the transformation of a local non-traditional high school with the typical weaknesses of many schools presented in the reports of the National Education Inspectorate makes it a valuable data-based guideline for school improvement. Based on the 2015 report of the National Education Inspectorate, nine hundred and fifty-three (953) public primary and secondary schools were inspected between September 2010 and March 2015. Approximately forty-five percent (45%) or 431 of the schools inspected were rated as effective. Fifty-five percent (55%) or 522 schools were rated as ineffective (National Education Inspectorate, 2015, p.8). My thesis is particularly valuable as a potential model for school reform of this 55% of schools deemed ineffective. This thesis could be a model as it outlines the strategies and policies of the TLHS's administrator and team in the reform of that institution, and similar success could be realized if other schools were to implement.

Today, many associations and institutions use the expression *best practice* in applying approaches that foster efficiency in other organisations with similar functions. Every organisation aspires to attain maximum productivity and seeks to learn from the *best practice* of other corporations. As educators we are encouraged to adopt *best practice*. The course of action experienced by staff and students of the TLHS could be worthwhile if implemented in schools which are not meeting the expectations of the MoE. Other partners in the education sector could also be motivated through this means to facilitate the efforts made by schools to improve the teaching and learning process.

Additionally, for schools which are not failing but performing below their potential, a careful study of the factors responsible for the transformation of TLHS might reveal elements which could be adopted in order to improve the performance of these schools. Since the study reveals data driven conclusions, it is an invaluable weapon in the arsenal of education stakeholders with the power and desire to improve teaching and learning in Jamaican schools. Furthermore, this research has identified and presented valuable information which was untapped, a success education story, to fill the gap with necessary data of how a *failing* school can be motivated to aspire to realize institutional as well as MoE goals regardless of the locality or social issues of the institution.

Finally, in this study, the focus groups - student participants - had equal opportunity as their teachers to share their *lived experiences,* as their narratives were as important as their leaders'. The students expressed that they felt even more valued because their voices were heard and they narrated their own stories; not "the students said that..." The students were seen, and their narratives heard, recorded and appreciated. My research gave students a voice in providing information for policy makers.

Contribution of Study to the Education Sector

This study highlights how academic staff can be motivated to be dedicated to their task, resulting in teachers experiencing job satisfaction and students excelling in their overall performance. Based on the data collected from the respondents, this study offers verification of the nature and influence of the principal's leadership on the performance of academic staff, particularly by working in collaboration with teachers to institute changes in the teaching and learning experience of both teachers and students.

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Another reasonable contribution of the study is that it demonstrates that teachers who seek professional development to be more effective in carrying out their duties; for example, improving academic qualification at the university level as well as for fulfilling or achieving their personal goals, become more effective educators. Students, in turn, benefit from teachers' accomplishment of personal and professional development.

These findings also highlight the need to reinforce the student-centered approach which fostered a new level of engagement in learning and developed students' knowledge, skills, and positive attitudes to learning, facilitating the teaching and learning process, thus encouraging students to maximize their full potential and excel academically. It also inspired positive attitudes in administrators and teachers to improve the practice for this generation and those in years to come. The participation of students in various co-curricular activities seemed very useful in facilitating the education process and should be encouraged by school administrators.

Stakeholders at all levels of the education sector- administrators, teachers, school boards, PTA …and departments of preparation programmes for this division- should benefit from this study as it emphasizes and extends the support for the initiatives to improve schools and teacher professional development and address critical student achievement challenges. Finally, the knowledge gained from this study is sure to inform my own practice as an educator who aims to support the work of the teachers and administrators whose goal is to help their students to maximize their educational achievements.

Summary and Conclusion

The TLHS experienced a climate transformation which included improved feelings of trust and respect between teachers and students as well as improved attendance and punctuality. Also, there ceased to be frequent requests for transfers for students to attend traditional high schools:

> Students are now choosing this school as their preference/first choice instead of
> seeking to attend a traditional high school…some parents who were not then aware
> of the transformation sought transfers for their students after their first year. Those
> students cried and pleaded with their parents to let them stay and to attend the PTA
> meetings to know about the changes that are taking place at the school (Angle, 2011).

Students do not necessarily make the right decision but their request to their parents to be informed about their school activities could be considered a clear indication that they were sure about what they were explaining to their parents.

According to the respondents, they are now experiencing a positive change of school climate which they attribute to 'a charismatic kind of leader (Mr. Gogetter)…people listen to him and are making the changes he has presented. His leadership styles motivate both teachers and students' (Ms. Angle, 2011). Even though initially Mr. Gogetter's leadership style was not totally accepted by all members of staff, the respondents credited him as the one 'driving the process' (Org) for the transformation of the institution. He is accredited for instituting the sixth form programme and introducing more co-curricular activities (others previously mentioned) which enabled students to successfully participate in events nationally and internationally. Such acts, the respondents asserted, have highlighted the school as one making strides. The 'TLHS is also known for being administered by a strong principal who is democratic, transformational, effective, inspiring… a leader who motivates staff and students to efficiently achieve desirable goals, some of which are outlined in the education plan for the country. Furthermore, results of a study by Leithwood, Louis, Anderson and Wahlstrom (2004) indicate that leaders who provide a clear sense of direction can significantly impact student achievement. This view is supported by the improved students' external examination results.

Based on the data, it can be concluded that the reform initiatives launched at the TLHS positively impacted students' engagement and achievement. These changes involved new approaches to leadership, developing a common vision, instituting student centered learning and greater accountability among staff, all of which led to an improved perception of the school by the community. This outcome positions the TLHS to fulfil Jamaica's Vision 2030. 'Globally, many countries are transforming their education systems and establishing increasingly ambitious and challenging goals' (Vision 2030 Jamaica National Development Plan. 2009, p. 3). It is further stated in this Plan that a country's educational level is a social indicator of its economic growth and development as well as its potential for future enterprise. How well a country's people are educated tends to indicate that 'country's economic development and the stock and quality of its human capital' (p.3). Therefore, investing in education is imperative for any country as this facilitates the development of the learners' full potential and consequently creates a competitive workforce. 'Rapid technological change and the move towards a knowledge-based society have necessitated a reassessment of the content and delivery of education to better face the challenges of the 21st century' (p.6). As a result, Information Technology has become embedded in the curriculum of all schools in order to prepare students to meet the needs of a fast paced technological society. A higher level of education is also required.

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Demands for educational opportunities also are growing …higher rates of primary
completion, demands from industry for a higher trained workforce; and a perception
of the positive gains from progressing to and completing secondary- and tertiary-level
programmes (Vision 2030 Jamaica National Development Plan, 2009, p. 6).

Principals and teachers are focused on addressing these concerns and fulfilling these requirements.

What can be gleaned from the results of this study is that even though urban high schools are beset by numerous challenges, principals and teachers working together can make a significant contribution to urban students while learning to identify their academic and social needs; create appropriate learning environments, and effectively resolve problems as they arise. Educators can use the approaches adopted by the TLHS to strategically initiate change that has a positive impact on student achievement. These changes will not only improve conditions for the individual students, but will also improve the condition of the Jamaican society because a nation is diminished to the extent that any high school fails to make available all that it should for every student (NASSP, 1996).

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APPENDIX A

Comparative Bar Graph Showing Average Score Obtained By GSAT Students for Three Non-Traditional Jamaican High Schools For the Period 2007-2010
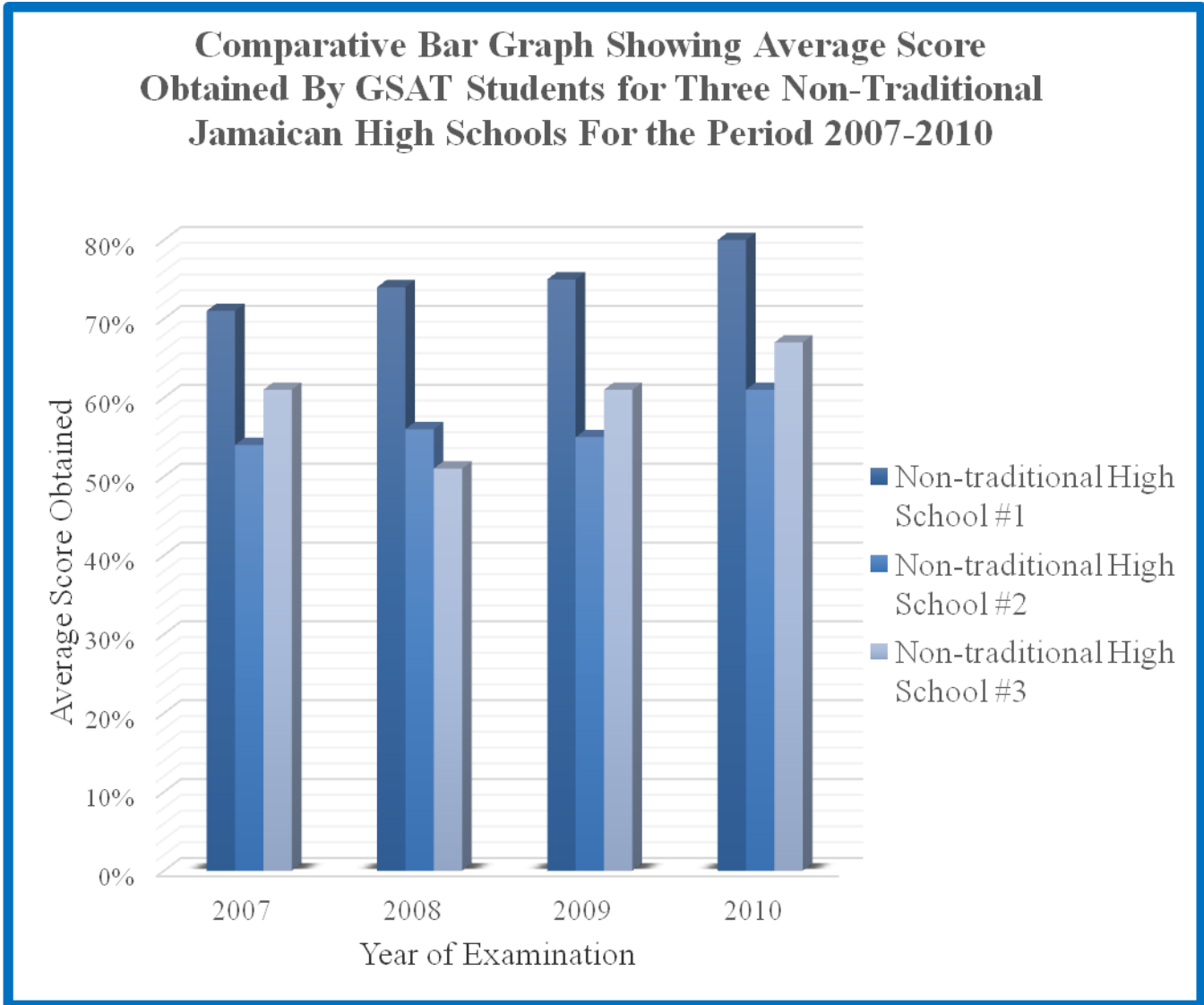
APPENDIX B

Comparative Bar Graph Showing the Average Score Obtained By GSAT Students for Three Traditional Jamaican High Schools For the Period 2007-2010

APPENDIX C

Comparative Bar Graph Showing Average Score for GSAT Students For Three Traditional High Schools for the Period 2011-2014
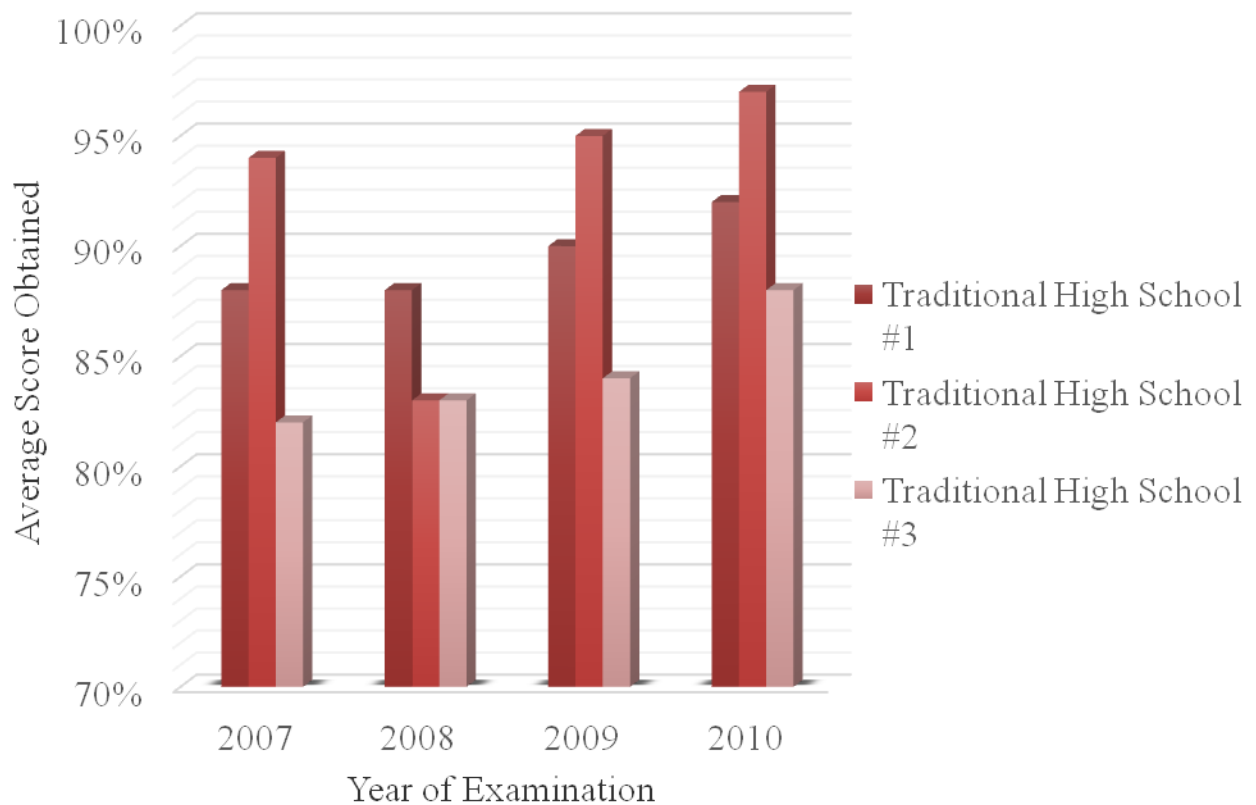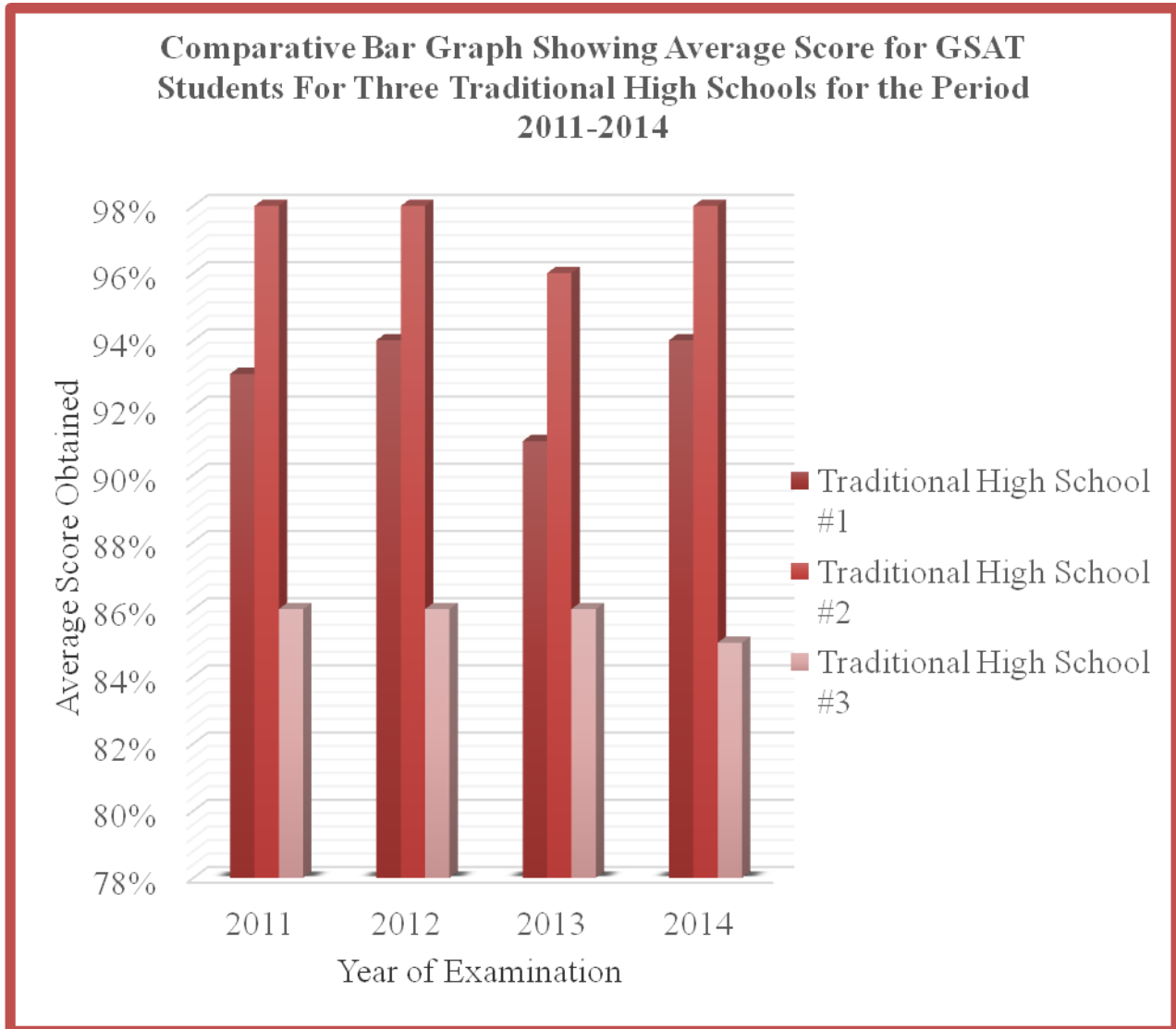
APPENDIX D

Comparative Bar Graph Showing Average Score Obtained By GSAT Students For Three Non-Traditional Jamaican HIgh School for the Period 2011-2014

APPENDIX E

Comparative Bar Graph Showing the Average Mathematics Scores Obtained by GSAT Students Who Passed for Three Traditional Jamaican High Schools for the Period 2007-2010

APPENDIX F

Comparative Bar Graph Showing the Average Mathematics Scores Obtained by GSAT Students Who Passed for Three Non-Traditional Jamaican High Schools for the Period 2007-2010

APPENDIX G

Comparative Bar Graph Showing the Average Language Arts Scores Obtained by GSAT Students Who Passed for Three Non-Traditional Jamaican High Schools for the Period 2007-2010

APPENDIX H

Comparative Bar Graph Showing the Average Language Arts Scores Obtained by GSAT Students Who Passed for Three Traditional Jamaican High Schools for the Period 2007-2010
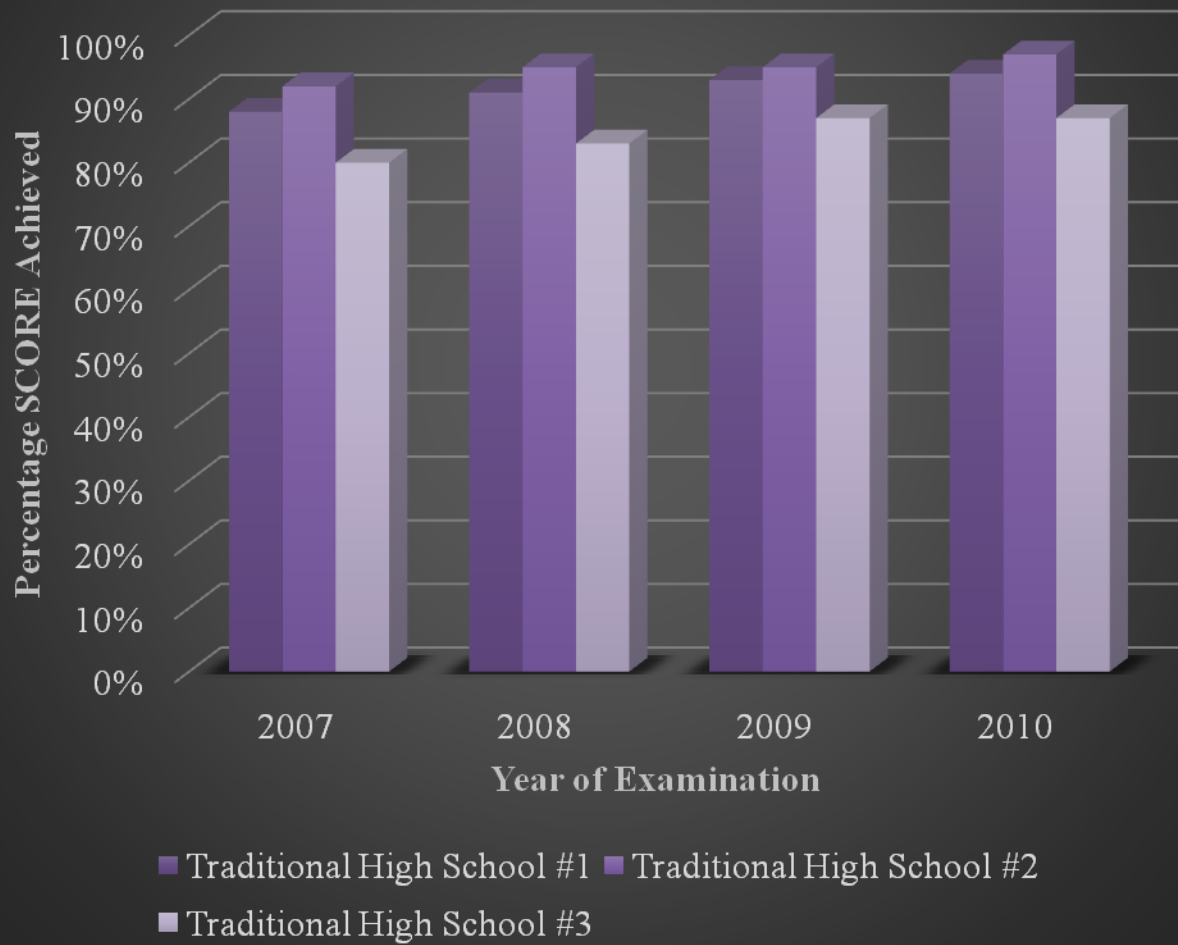
APPENDIX I: Strategies undertaken by Mr. Gogetter and Staff (with Results)

MEASURE	OUTCOME
■ Reading specialist ■ Reading software ■ Specially designed reading plan	Improved reading scores
■ Establishment of disciplinary committee ■ Draft of *The Pact* (pseudonym) school rules ■ Principle of deterrence ■ Reward good behaviour ■ Positive reinforcement ■ Guidance counselling ■ Police intervention ■ Social intervention ■ Partnership with JCF and Social workers	Improved school discipline
■ Visit transport centers ■ Covert observation of students ■ Ensure students take their correct mode of transport	Curtailed loitering Prevent school gang rivalry
■ Community interaction ■ Participatory leadership ■ Stakeholder responsibility ■ Inclusively ■ Community identity and belonging	Improved school and community relationship
■ Teacher training and development ■ Staff re-train other staff ■ Human resources management skills ■ Staff reward and moral up-liftment ■ Motivational exercise ■ Medium for feedback ■ Welfare development ■ Engagement of ancillary staff	Improved staff moral
■ Introduction of extra-curricular activities	Improved students level of maturity Help students to relax Access to scholarship opportunities Improves time management skills

APPENDIX J

| University of Sheffield School of Education
RESEARCH ETHICS APPLICATION FORM |
|---|

Complete this form if you are planning to carry out research in the School of Education which will <u>not</u> involve the NHS but which will involve people participating in research either directly (e.g. interviews, questionnaires) and/or indirectly (e.g. people permitting access to data).

Documents to enclose with this form, where appropriate:
This form should be accompanied, where appropriate, by an Information Sheet/Covering Letter/Written Script which informs the prospective participants about the a proposed research, and/or by a Consent Form.

Guidance on how to complete this form is at:
http://www.shef.ac.uk/content/1/c6/11/43/27/Application%20Guide.pdf

Once you have completed this research ethics application form in full, and other documents where appropriate email it to the:

<u>**Either**</u>

Ethics Administrator if you are a member of staff.

<u>**Or**</u>

Secretary for your programme/course if you are a student.

<u>**NOTE**</u>
- Staff and Post Graduate Research (EdDII/PhD) requires 3 reviewers
- Undergraduate and Taught Post Graduate requires 1 reviewer – **low risk**
- Undergraduate and Taught Post Graduate requires 2 reviewers – **high risk**

I am a member of staff and consider this research to be (according to University definitions)
:   **low risk**   ☐   **high risk**   ☐

I am a student and consider this research to be (according to University definitions):
low risk   ☐   **high risk--yes**
*Note: For the purposes of Ethical Review the University Research Ethics Committee considers all research with 'vulnerable people' to be 'high risk' (eg children under 18 years of age).

University of Sheffield School of Education
RESEARCH ETHICS APPLICATION FORM

COVER SHEET

I confirm that in my judgment, due to the project's nature, the use of a method to inform prospective participants about the project (eg 'Information Sheet'/'Covering Letter'/'Pre-Written Script'?:	
Is relevant	**Is not relevant**
Yes (if relevant then this should be enclosed)	

I confirm that in my judgment, due to the project's nature, the use of a 'Consent Form':	
Is relevant	**Is not relevant**
Yes (if relevant then this should be enclosed)	

Is this a 'generic "en bloc" application (ie does it cover more than one project that is sufficiently similar)	
Yes	**No**
	No

I am a member of staff	
I am a PhD/EdD student	Y
I am a Master's student	
I am an Undergraduate student	
I am a PGCE student	
The submission of this ethics application has been agreed by my supervisor	

Supervisor's signature/name and date of agreement

....

I have enclosed a signed copy of Part B	Y

§ *R.E.H.C.* §

University of Sheffield School of Education
RESEARCH ETHICS APPLICATION FORM

PART A

> **A1.** **Title of Research Project: Organisational Leadership and Change in an Urban Institution**

A2. **Applicant (normally the Principal Investigator, in the case of staff-led research projects, or the student in the case of supervised research projects):**

> **Title**: Mrs   **First Name/Initials**: Ruthline   E.   **Last Name**: Haughton Cameron

> **Post**: Student   **Department**: Education

> **Email**: rehaughtoncam@yahoo.com   **Telephone**: 876 996 1244 / 876 855 6788

A.2.1. **Is this a student project?**   Yes
If yes, please provide the Supervisor's contact details:

> Dr Jennifer Lavia
> Lecturer in Education
> Director, Caribbean Programme
> University of Sheffield
> Telephone: +44 (0) 114 222 8097
> Fax: +44 (0) 114 222 8105
> Email: J.Lavia@sheffield.ac.uk

A2.2. **Other key investigators/co-applicants (within/outside University), where applicable: N/A**

> Please list all (add more rows if necessary)   **N/A**

Title	Full Name	Post	Responsibility in project	Organisation	Department

A3. **Proposed Project Duration:**

Start date: January 2011   End date: 2012

A4. **Mark 'X' in one or more of the following boxes if your research:**

X	Involves children or young people aged under 18 years
	Involves only identifiable personal data with no direct contact with participants
	Involves only anonymised or aggregated data
	Involves prisoners or others in custodial care (eg young offenders)
	Involves adults with mental incapacity or mental illness
X	Has the primary aim of being educational (eg student research, a project necessary for a postgraduate degree or diploma, MA, PhD or EdD)

A5. Briefly summarise the project's aims, objectives and methodology?

A source in The Daily Gleaner (a traditional newspaper in Jamaica) stated that Tree of Life High School (Pseudonym) – the institution to be studied - has had some serious challenges in the recent past, such as budgetary constraints, high level of behavioural problem and low academic performance of students as well as other challenges (such as gang violence, crime...) that may occur with the school being located in an inner-city environment. Despite these challenges, this school has transformed itself into achieving an impressively proud academic record in fulfilling the mandate of the Ministry of Education.   For example, in 2010, the school achieved 100 percent passes in six subject areas and 90 and 80 percent in other subjects in the regional examination - Caribbean Advance Proficiency Examination (CAPE) and numerous students have achieved nine subjects in the Caribbean Secondary Examinations Certificate (CSEC) which meet the criteria for them to move on to CAPE which is the equivalent of Advanced Level examination. The source has also expressed that despite the school's notorious reputation in the past, as a non-traditional high school it now stands proudly as a positive role model of transformation to the extent that it has introduced a sixth form programme similar to that of traditional high schools.

There is also the general feelings among some teachers and other individuals who are closely associated with the school that the principal has established a kind of ambience at the institution where teachers are finding it much more comfortable to teach in their various disciplines; and that the principal's rapport with the teachers and his balanced projected response to their needs is creating the climate for a positive school culture.

The aim of this project is to determine, through the means of a case study, the principal, teachers and students' perceptions of some of the leading factors that affect school climate.

School leadership is essential if an educational institution is to function successfully. Leadership, however, is not the only factor that can influence an institution's growth and development. There are numerous factors that can affect the quality of the teaching and learning process in educational institutions. This project will seek to determine the factors affecting the progress of this particular institution being studied.

The objective of this research is to identify what may be considered to be best-practice in this particular institution.

The key research question is:
1. What factors might have contributed to (or are contributing to) the transformation of Tree of Life High School?

I intend to employ the use of case study methodology in this research. The methods to be utilised in this case study are in-depth interview with principal, two vice principals, five senior teachers and five other teachers as well as three focus groups discussion with students of the selected institution. The focus groups will comprise of males only and females only, as well as mixed groups of students (comprising of six to eight students per group) from all the grade levels.

A6. What is the potential for physical and/or psychological harm / distress to participants?

The study is envisioned to cause negligible or minimal distress to the participants. The in-depth interview with the principal, vice principals and teachers as well as the focus group discussions should not cause any psychological harm / distress. The students participating in this research will be in groups in their own school environment with their peers and should not suffer any discomfort or distress from discussing their everyday school experience.

A7. Does your research raise any issues of personal safety for you or other researchers involved in the project and, if yes, explain how these issues will be managed? (Especially if taking place outside

§ *R.E.H.C.* §

working hour or off University premises.)

This research, a case study, will be conducted on the school grounds during the normal working hours of all the participants. Therefore, the participants in this research will not be exposed to risks that are greater than or additional to those they encounter in their normal lifestyles. With permission, the interviews and focus group discussions will be carried out in an office in the main / central building on the campus. The research will be conducted in the school environment which is not considered to be physically dangerous. It is not expected that any harm, unusual discomfort or other negative consequences might occur in the prospective participants' present or future life, as a result of participating in this research.
I will be working alone on this research.

A8. How will the potential participants in the project be (i) identified, (ii) approached and (iii) recruited?
Permission will be requested from the principal (with whom I have already spoken) to conduct this study and to visit the research site on a regular basis. Permission will also be sought from the teachers as well as the students whom I hope will participate in this research. The teachers whom I hope will participate will be randomly selected from a list (which I will ask the principal to supply) of teachers who have been employed at that school at least five years prior to the employment of the present principal.

Teachers will be asked to supply a list of the names of students who like to express their views/opinions or just like discussing various issues relating especially to school life. The participants for the focus groups will be randomly selected from this list and will be asked to participate in this research.

Based on the research topic, the content and line of discussion for interview is not considered to be highly sensitive or related to sensitive / personal issues so participants should not feel that the questions are intrusive, making them uncomfortable or invading their privacy. The issue to be discussed is not likely to cause harm to the participants.

A9. Will informed consent be obtained from the participants?

Yes	Y
No	

If informed consent is not to be obtained please explain why. Further guidance is at
http://www.shef.ac.uk/ris/other/gov-ethics/researchethics/policy-notes/consent
Only under exceptional circumstances are studies without informed consent permitted. Students should consult their tutors.

A.9.1 How do you plan to obtain informed consent? (i.e. the proposed process?):
I intend to ask for an appointment to personally speak with the principal (from whom I have already received verbal permission) at the institution. The principal will be given, in writing, the information relating to the research. I will also discuss this data with him and sufficient time (if he needs to reconsider) will be given to decide whether or not he still wishes to participate, having learnt more about the research. Only after he agrees to participate will he be required to sign the written consent form.

After the process stated in question **A8,** I will also seek the informed consent of the teachers randomly selected, in a similar manner as discussed above; that is, only after they have been fully informed about all aspects of the research process, in which they may be participating. The teachers and students randomly selected will not in any way be coerced to participate, instead their free and voluntary consent will be sought to participate in the research. Some of these prospective participants are educators and should be competent to give informed consent. The informed consent of the students who are eighteen years and older will be sought. For students who are considered to 'vulnerable people,' their consent as well as that of their teachers/parents will also be sought. I would like to audio record the interview and focus group sessions, therefore permission will be sought from the participants to have this done. I also intend to make it quite clear to the prospective participants that it is

their explicit right to refuse to participate in and/or to withdraw from the research at any stage and that this right will be respected.

A.10 How will you ensure appropriate protection and well-being of participants?

The collection of the data for this research will be gathered at the research site (where the teachers are employed) therefore, it is not expected that any harm, unusual discomfort or other negative consequences might occur in the prospective participants' present or future life, as a result of participating in this research.

A.11 What measures will be put in place to ensure confidentiality of personal data, where appropriate?
All the data that will be collected during the course of the research will be kept strictly confidential. I will utilise pseudonyms for individuals and places to ensure that when the data is published the participants or places cannot be identified. It might not be possible, however, to offer total anonymity to the principal, vice principals and senior teachers. They are the senior management of the institution and their input in a research as this is extremely vital; although names with be withheld, their positions will be mentioned. Also, with permission, I will use the direct quotes of some of the participants; therefore, there is the possibility that individuals closely associated with these participants may be able to identify some of the senior staff who will participate in the research (when it is published).
The participants will be informed of this possibility (that is, the researcher not being able to offer total anonymity) before agreeing to participate in this research.

A.12 Will financial / in kind payments (other than reasonable expenses and compensation for time) be offered to participants? (Indicate how much and on what basis this has been decided.)

Yes

No　N

A.13 Will the research involve the production of recorded or photographic media such as audio and/or video recordings or photographs?

Yes　Y

No

A.13.1   This question is only applicable if you are planning to produce recorded or visual media:
How will you ensure that there is a clear agreement with participants as to how these recorded media or photographs may be stored, used and (if appropriate) destroyed?

I would like to audio record the interviews sessions. The recordings will be used only for analysis and for illustration in this research. No other use will be made of them and no one will be allowed access to the original recordings.

PART B - <u>THE SIGNED DECLARATION</u>

Title of Research Project: Organisational Leadership and Change in an Urban Institution

Name of Applicant: Ruthline E. Haughton Cameron

I confirm my responsibility to deliver the research project in accordance with the University of Sheffield's policies and procedures, which include the University's *'Financial Regulations', 'Good research Practice Standards'* and the *'Ethics Policy for Research Involving Human Participants, Data and Tissue'* (Ethics Policy) and, where externally funded, with the terms and conditions of the research funder.

In signing this research ethics application I am confirming that:

1.   The above-named project will abide by the University's Ethics Policy for Research Involving Human Participants, Data and Tissue':
       http://www.shef.ac.uk/ris/other/govethics/researchethics/index.html

2.   The above-named project will abide by the University's 'Good Research Practice Standards':
       http://www.shef.ac.uk/ris/other/gov-ethics/researchethics/generaprinciples/homepage.html

3.   The research ethics application form for the above-named project is accurate to the best of my knowledge and belief.

4.   There is no potential material interest that may, or may appear to, impair the independence and objectivity of researchers conducting this project.

5.   Subject to the research being approved, I undertake to adhere to the project protocol without unagreed deviation and to comply with any conditions set out in the letter from the University ethics reviewers notifying me of this.

6.   I undertake to inform the ethics reviewers of significant changes to the protocol (by contacting my supervisor or the Ethics Administrator as appropriate

7.   I am aware of my responsibility to be up to date and comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data, including the need to register when necessary with the appropriate Data Protection Officer (within the University the Data Protection Officer is based in CICS).

8.   I understand that the project, including research records and data, may be subject to inspection for audit purposes, if required in future.

9.   I understand that personal data about me as a researcher in this form will be held by those involved in the ethics review procedure (eg the Ethics Administrator and/or ethics reviewers/supervisors) and that this will be managed according to Data Protection Act principles.

10.   If this is an application for a 'generic'/'en block' project all the individual projects that fit under the generic project are compatible with this application.

11.   I will inform the Chair of Ethics Review Panel if prospective participants make a complaint about the above-named project.

<u>Name</u> of the Principal Investigator (or the name of the Supervisor if this is a student project:

     Dr Jennifer Lavia

If this is a student project insert the student's name here: Ruthline Haughton-Cameron

<u>**Signature**</u> **of Principal Investigator (or the Supervisor):**

<u>**Signature**</u> **of student:** *Ruthline E. Haughton Cameron*

<u>**Date:**</u>   December 13, 2010

<div style="border:2px solid black; padding:10px;">

Email the completed application form and provide a signed, hard copy of 'Part B' to the course/programme secretary

For staff projects contact the Ethics Secretary, Colleen Woodward
Email: c.woodward@sheffield.ac.uk for details of how to submit

</div>

§ *R.E.H.C.* §

APPENDIX K: COVER LETTER TO PRINCIPAL OF SCHOOL STUDIED

Woodstock Housing Scheme
Lot 43
Buff Bay P.O.
Portland.

December 13, 2010

The Principal
……………High School
……………………………
……………………………

Dear Sir

The purpose of this letter is to ask you your kind permission to conduct a research study in the above mentioned educational institution which you administer. I am a doctoral candidate at The University of Sheffield, England. The topic of my study is **Organisational Leadership and Change in an Urban Institution.**

In keeping with the sentiment that the Ministry of Education has committed to "developing an accountability framework to ensure that leaders execute education policy to the highest standards" (Holness, 2010, p.6); this research is timely. The results of this study could be a valuable contribution to efforts in improving school leadership and teaching and learning practices in the Jamaican education system.

The information sheet enclosed will provide further detail about this research. Please sign the informed consent form (attached) indicating your willingness to participate in this research. By signing the consent form, you acknowledge that you understand the nature of the study, that there are no potential risks to you or any of the participants and the means by which your identity will be kept confidential.

I believe that this research will help both administrators and teachers to make our educational system more effective.
Thanks in advance for your help in this most important endeavour of my life.

Sincerely,

 Ruthline Haughton Cameron
 (Researcher)

APPENDIX L: Information Sheet for Research Participant – Administrator of School

Research Title: Organisational Leadership and Change in an Urban Institution

The aim of this research is to determine, through the means of a case study, the principal, teachers and students' perceptions of some of the leading factors that can affect school climate. There are numerous factors that can affect the quality of the teaching and learning process in educational institutions. This project will seek to determine the factors affecting the progress of your institution.
A case study in this research is a thorough investigation of this school to document a present-day life experience, described above, that is deemed worthy of investigation.

The objective of this research is to identify what may be considered to be best-practice in this particular institution. As an educator, I would like to adopt those practices that will foster greater educational achievement for both teachers and students alike in the Jamaican society.

I would be very grateful if you would participate in my research project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read this information carefully and I will explain anything that is not clear and / or supply you with additional information if needed. Take the time needed to decide whether or not you still wish to participate in this research.

If you do decide to participate you will be given this information sheet to keep and you will be asked to sign consent forms one of which you will also be given. It is your right to refuse to participate in and/or to withdraw from the research at any time without stating a reason and this right will be respected.

The collection of the data should take approximately four months and the research process will begin in January 2011 and should end in the year 2012.

This research is a case study and based on the nature of the study the participants will have to fall in a particular category. That is, the participants should be teachers who have been employed at this school for at least five years prior to your employment as principal. With your consent to participate I would therefore ask your permission to interview you for an hour and to supply me with the names of the teachers who fall in this category. I will then randomly select five senior teachers as well as five other teachers from the list from whom I will seek their informed consent to participate in this research.

The research methods to be used are in-depth interview with you, the two vice principals and ten teachers (as explained above) as well as three focus groups discussion with students. The interview could be once or twice (two half hours or one straight hour) on the school campus during the teachers' unassigned sessions. The focus groups will comprise of males only and females only, as well as a mixed groups of students (comprising of six to eight students per group) from all the grade levels. I would also seek your permission as well as that of the teachers to utilise an half an hour of their class session and the students' agreement to allow me to use a part of their lunch hour for the focus group discussion.

I would like to audio record the interview and focus group discussions. I am therefore asking
§ *R.E.H.C.* §

your permission to have this done. The audio recordings of our interview made during this research will be used only for analysis and for illustration in this research. No other use will be made of them and no one will be allowed access to the original recordings.

There will be minimal lifestyle restrictions as a result of the participants participating in this research which will be conducted on the school grounds during their normal working hours. Therefore, the participants will not be exposed to risks that are greater than or additional to those they may encounter in their everyday activities. With your permission, I would be grateful if the in-depth interviews and focus group discussions can be carried out in an office in the main or central building on the campus. Your school environment is not considered to be physically dangerous, hence, it is not expected that any harm, unusual discomfort or other negative consequences might occur in your present or future life or that of the other participants, as a result of participating in this research.

Whilst there are no personal, individual or immediate benefits for you and the other participants participating in this research, it is hoped that this work will be brought to the knowledge of the Ministry of Education, that if these best-practice are effective, the ministry could examine and then implement them in the national education system. With success, other institutions in the Caribbean and elsewhere might be able to adopt some of the practices that could improve their teaching and learning process.

This research is not expected to end earlier than scheduled but if does, it will not affect the lifestyle or the daily routine of you or the other participants as you would not have been taken out of your everyday work environment.

In this research, all participants will be treated with the utmost respect. If you feel that you are being disrespected in any way you may withdraw immediately without prejudice and report the matter to my supervisor or the University's Registrar and Secretary at the address noted below.

Supervisor

Dr Jennifer Lavia
Lecturer in Education
Director, Caribbean Programme
University of Sheffield
Telephone: + 44 (0) 114 222 8097
Fax: + 44 (0) 114 222 8105
Email: J.Lavia@sheffield.ac.uk

Mr Phillip Harvey
Office of the Registrar and Secretary
Firth Court
Western Bank
Sheffield, S10 2TN
Telephone: 0114 222 1100

Fax: 0114 222 1103

Email : registrar@sheffield.ac.uk

All the information that will be collected from you during the course of the research will be kept strictly confidential. I will use fictitious names for individuals and places to ensure that when the data is published the participants or places cannot be identified. It might not be possible, however, to offer

total anonymity to you (the principal), vice principals and senior teachers. You are the senior management of the institution and your input in this type of research is extremely vital; although names will be withheld, their positions will be mentioned. Also, with permission, I will use some of the direct quotes of you and the other participants; therefore, there is the possibility that senior staff may be identifiable to closely associated individuals once the research is published.

You are now being informed of this possibility before you agree to participate in this research that I will be unable to offer total anonymity.

The result of this research will be published after its submission to The University of Sheffield, May 2012. A copy of the research will be given to you thereafter. Worthy of note here is the fact that this project might be used for additional or subsequent research.

I am personally responsible for the funding of this research as it is being submitted in partial fulfillment for a degree in Education in the School of Education at The University of Sheffield, England.

This research has been ethically reviewed by The University of Sheffield Research Ethics Committee.

For further information you may contact my supervisor at the address noted above.

Thank you for participating in this research.

Ruthline Haughton Cameron
(Researcher)

§ *R.E.H.C.* §

APPENDIX M: Information Sheet for Research Participant -Teacher

Research Title: Organisational Leadership and Change in an Urban Institution

The aim of this research is to determine, through the means of a case study, the principal, teachers and students' perceptions of some of the leading factors that can contribute to the transformation of a turbulent school climate. There are numerous factors that can affect the quality of the teaching and learning process in educational institutions. This project will seek to determine the factors affecting the progress of your institution.
A case study in this research is a thorough investigation of this school to document a present-day life experience, described above, that is deemed worthy of investigation.

The objective of this research is to identify what may be considered to be best-practice in this particular institution. As an educator, I would like to adopt those practices that will foster greater educational achievement for both teachers and students alike in the Jamaican society.

I would be very grateful if you would participate in my research project. Before you decide, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and you could discuss it with your administrator if you wish. I will explain anything that is not clear and / or supply you with additional information if needed. Take the time needed to decide whether or not you wish to participate in this research.
If you do decide to participate you will be given this information sheet to keep and you will be asked to sign consent forms one of which you will also be given. It is your right to refuse to participate in and/or to withdraw from the research at any time without stating a reason and this right will be respected.

The collection of the data for this research should take approximately four months and the research process will begin in January 2011 and should end in the year 2012.

Based on the nature of the study the participants will have to fall in a particular category. That is, the participants will be teachers who have been employed at your school for at least five years prior to the employment of your present principal. You have been randomly selected from that list (which I asked the principal to supply) and nine of your colleagues are also asked to participate in this research.

I would like to audio record the interview session(s). I am therefore asking your permission to have this done. The audio recordings of our interview made during this research will be used only for analysis and for illustration in this research. No other use will be made of them and no one will be allowed access to the original recordings.

You will be participating in the research process for approximately four months. The research method to be used is in-depth interview. I am asking your permission to interview you – once or twice for the interview (that is, two half hours or one straight hour) on the school campus during your unassigned sessions. The questions will be based on your perceptions of some of the factors affecting school climate.

This case study research will be conducted during your normal working hours. There will be minimal lifestyle restrictions as a result of you participating in this research. Therefore, you will not be exposed to risks that are greater than or additional to those you may encounter in your everyday activities. With permission from your administrator, the interviews will be carried out in an office in the main / central building on the campus. Your school environment is not considered to be physically dangerous,

hence, it is not expected that any harm, unusual discomfort or other negative consequences might occur in your present or future life, as a result of participating in this research.

Whilst there are no personal, individual or immediate benefits for you and the other participants participating in this research, it is hoped that this work will be brought to the knowledge of the Ministry of Education, that if these best-practice are effective, the ministry could examine and then implement them in the national education system. With success, other institutions in the Caribbean and elsewhere might be able to adopt some of the practices that could improve their teaching and learning process.

This research is not expected to end earlier than scheduled but if it does, it will not affect the lifestyle or the daily routine of you the participants as you would not have been taken out of your everyday work environment.

In this research, all participants will be treated with the utmost respect. If you feel that you are being disrespected in any way you may withdraw immediately without prejudice and report the matter to my supervisor or the University's Registrar and Secretary at the address noted below.

Supervisor
Dr Jennifer Lavia
Lecturer in Education
Director, Caribbean Programme
University of Sheffield
Telephone: + 44 (0) 114 222 8097
Fax: + 44 (0) 114 222 8105
Email: J.Lavia@sheffield.ac.uk

Mr Phillip Harvey
Office of the Registrar and Secretary
Firth Court
Western Bank
Sheffield, S10 2TN
Telephone: 0114 222 1100
Fax: 0114 222 1103
Email : registrar@sheffield.ac.uk

All the information that will be collected from you during the course of the research will be kept strictly confidential. I will use fictitious names for individuals and places to ensure that when the data is published the participants or places cannot be identified. It might not be possible, however, to offer total anonymity to the senior teachers. They are members of the senior management of your institution and their input in this type of research is extremely vital; although names will be withheld, their positions will be mentioned. Also, with permission, I will use some of the direct quotes of you, the participants; therefore, there is the possibility that senior staff may be identifiable by closely associated individuals once the research is published.
You are now being informed of this possibility before you agree to participate in this research
that I will be unable to offer total anonymity.

§ *R.E.H.C.* §

The result of this research will be published after its submission to The University of Sheffield, May 2012. A copy of the research can be obtained from the principal of your institution thereafter. Every effort will be made so you will not be identified in the publication. Worthy of note here is the fact that this project might be used for additional or subsequent research.

I am personally responsible for the funding of this research as it is being submitted in partial fulfillment for a degree in Education in the School of Education at The University of Sheffield, England.

This research has been ethically reviewed by The University of Sheffield Research Ethics Committee.

For further information you may contact my supervisor at the address stated above.

Thank you for participating in this research.

Ruthline E. Haughton Cameron
(Researcher)

APPENDIX N: Information Sheet for Research Participant- Students

Research Title: Organisational Leadership and Change in an Urban Institution

I will be conducting a research at your school. Please take time to read this information carefully and you could discuss it with your principal if you wish. If you do decide to participate you will be given this information sheet to keep.

For this research, I would like to listen to your views on some of the leading factors that you believe can contribute to the transformation (change) of a turbulent (disruptive) school. This project will seek to find out the factors affecting the progress of your institution.

I would be very grateful if you would participate in this research by joining in a group discussion with some of your schoolmates about everyday school matters such as what do you like or dislike about your school experience; some of the changes that have taken place since you have been here; how you get along with your classmates, younger students/older students and your participation in co-curricular activities and so on.

You will not be exposed to any danger and this discussion will take place one or two days (one hour or two half hours) at your school during your usual school time with permission from your principal, class teacher and you. You will not be paid to take part in this discussion but this information could be useful in making your education system better for you and your peers.

All the information that will be collected, which I would like to audio record, with your permission; will be kept strictly confidential. I will use fictitious names for individuals and places to ensure that when the research is published the participants or places cannot be identified. Your principal will be given a copy of this research when it is completed.

You will be asked to sign consent forms one of which you will keep if you decide to participate in this research. I will treat you with respect and you can withdraw from this discussion if you feel that you do not want to participate. If you feel that you are being disrespected in any way you may report the matter to my supervisor at the address noted below.

Supervisor
Dr Jennifer Lavia
Lecturer in Education
Director, Caribbean Programme
University of Sheffield
Telephone: + 44 (0) 114 222 8097
Fax: + 44 (0) 114 222 8105
Email: J.Lavia@sheffield.ac.uk

Thank you for participating in this research.

Ruthline E. Haughton Cameron   (Researcher)

§ *R.E.H.C.* §

APPENDIX O

PARTICIPANT CONSENT FORM

Title of Project: Organisational Leadership and Change in an Urban Institution

Name of Researcher: Ruthline E. Haughton Cameron

Participant Identification Number for this project:

Please initial box

1. I confirm that I have read and understand the information sheet/letter (delete as applicable) dated *[insert date]* for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. *Insert contact number here of lead researcher/member of research team (as appropriate).*

3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

4. I agree to take part in the above research project.

_____   _____   _____
Name of Participant   Date   Signature
(*or legal representative*)

_____
_____   _____
Name of person taking consent   Date   Signature
(*if different from lead researcher*)
To be signed and dated in presence of the participant

 Ruthline E. Haughton Cameron   _____

Researcher   Date   Signature
To be signed and dated in presence of the participant

Name of Applicant: Ruthline E. Haughton Cameron
Date: December 13, 2010

APPENDIX P

<u>QUESTIONS - PRINCIPAL</u>

1a. What motivated/encouraged you to become the principal of this institution?

1b. How long is your tenure as principal at Tree of Life High School? (TLHS, pseudonym)

2. When you accepted the position as principal here were you aware of the challenges that

   you would be undertaking?

3a. Did you encounter challenges as you embarked on this transformation route?

3b. If so, what were some of these challenges?

3c. How did you deal with these challenges?

(How do you address the problem of loitering on the street before and after school?)

4. What are some of the policies that you have put in place since your tenure here and how

are they being realized?

5. What are your educational values and how are these shared with your teachers?

6. How would you describe your relationship with the vice principal(s), teachers as well as with the

other members of staff?

7. Based on an article in The Daily Gleaner about the progress of this school, do you agree   that the

school has made marked improvement during your tenure as principal?

8. If so, what factors would you say attribute to this improvement?

9. Explain/Describe specifically the transformation that the school has made particularly as it relates to

the goals the school set for itself?

10. Did your leadership style affect this transformation plan, and if so, how?

11. Were your plans for transformation openly rejected or readily embraced by the members of staff?

12. What are/were the reactions of the members of staff (all categories) to the plans/strategies you have

put in place?

13a. Were the parents and/or the PTA views considered in the transformation process?

13b. What were the reactions of the parents/PTA and the immediate community to the changes that

have/ were taking place?

14. What exactly do you do to motivate the students to achieve academic success?

15. What are the students' views (as personally expressed to you) regarding the transformation of this

school?

16a. Does the school gives the students the opportunity to participate in co-curricular activities and if

§ *R.E.H.C.* §

so, what are some of these co-curricular activities?

16b. Does the participation of students in these co-curricular activities affect their academic performance? Explain.

17. Do you apply sanction to those students who do not comply to rules of the school, and if so, what sanction?

18a. Are students frequently absent from school?

18b. If so, what measures are taken to deal with their frequent absence?

19. Is absenteeism and punctuality of teachers a problem, if so, what plans are in place to deal with these issues?

20. Do you consider your school grounds to be a safe environment for staff and students as well as for the teaching and learning process?

21. Is there a plan in place to provide students with a nutritious meal if their parents are unable to do so for a period of time?

22. Do you have strategies/plans in place for acts of bullying, violence-prevention and conflict-resolution? Explain these strategies.

23. Do you consider yourself to be a strict disciplinarian, no nonsense person or an easy going individual?

24. With much focus/emphasis on technology today, are your students being prepared to compete in this technological era, if so, how?

APPENDIX Q

QUESTIONS - TEACHERS

1. What was the ethos/culture of the school before the transformation?

2. Describe the improvements that have taken place since the transformation at this institution?

2b. What factors would you attribute to these improvements?

2c. How have these factors affected the climate of the school, that is,

(i)   the teaching and learning process

(ii)   the students' behaviour

(iii)   academic performance

(iv)   participation in co-curricular activities?

3. Has your teaching methodology changed over the period of the transformation of this school and if so, how?

4. Have the ways you carried out your duties changed over the last five years? Describe these changes?

5. Has your workload changed over the period of the transformation and if so, how?

6a. Are you better able to perform your duties more effectively over the last five years or prior to the last five years?

6b. To what do you attribute this performance?

7. How would you describe your relationship with your colleagues?

8. What is the value of teamwork to the smooth functioning of the departments/this school?

9a. What are some of the strategies that you utilise to get your job completed efficiently?

9b. Are those strategies encouraged by the principal or are they your ideas?

10. Do students attend school regularly and are they punctual for their classes?

11. Do you provide after school lessons, free of charge (or at a cost) for students who are not performing at the level of their other classmates/or for any student who require the help?

12. Does this school operate a homework centre, if so, how does it function?

13a. Do your students come prepared for classes with the necessary learning material needed especially for practical subjects, for example, Food and Nutrition, Clothing and Textile?

13b. If not, how do you deal with this situation?

§ *R.E.H.C.* §

14. Is there a plan in place to provide students with a nutritious meal if their parents are unable to do so for a period of time?

15. Do you have strategies/plans in place for acts of bullying, violence-prevention and conflict-resolution? Explain these strategies.

16. Do you consider yourself to be a strict disciplinarian, no nonsense person or an easy going individual?

17. What percentage of students submit their take-home and class assignment at the required time?

18a. How do you deal with students who habitually neglect to submit their assignments?

18b. What strategies do you employ to ensure that students submit their assignments?

19. What measures are taken to deal with the frequent absence of students?

20a. Does the school gives the students the opportunity to participate in co-curricular activities and if so, what are some of those co-curricular activities?

20b. Does the participation of students in these co-curricular activities affect their academic performance? Explain.

APPENDIX R

QUESTIONS - FOCUS GROUP DISCUSSION

1. Describe all the changes that have taken place since you have been attending this school and explain what you like or dislike about these changes?

2. What do you like or dislike about your teaching and learning experience and explain what makes the process a good or bad experience?

3. Describe your relationship with your teachers as well as your peers/schoolmates and say how these relationships make your everyday school life better or worse.

4a. Does your school give you the opportunity to participate in co-curricular activities and if so, what are some of those co-curricular activities?

4b. How does your participation in these co-curricular activities affect your academic performance?

APPENDIX S: Tree of Life High School Pre and Post Intervention

RESPONDENTS'	RESPONSES	EMERGING THEMES	MAJOR THEMES
SECTION A:TREE OF LIFE BEFORE			
Ms. Wiltine	When I started here I think it was a mixed culture in that you had different sets of students. You had those who came for the business of learning to work and there were some who came because they were within the age group, the school age and they were expected to be in school but the learning process was not in the forefront of their minds. I got the impression if I might add that the teachers were not motivated. Resources were very limited when I came here. Teachers were always disgruntled. The staff morale and male colleague concurred sharing that in term of academics it was just going to class to teach, some students did well but no extra effort was put out most of the time; the teachers did their work but no extra effort." Wiltine reported, I got the impression, if I might add that the teachers were not motivated. Resources were very limited when I came here. Teachers were always disgruntled	• Indiscipline • Demotivated students • Demotivated staff • Limited resources	➢ **SCHOOL** • Limited resources • Negative perception of students • High transfer rates • Frequent transfer requests • Inability to attract staff • School violence • Less emphasis on sports activities • Diminutive parental involvement • Attendance affected ➢ **TEACHERS** • Demotivated staff • Low staff morale • Excess workload • Absenteeism • Reluctant to join Tree of Life Staff ➢ **STUDENTS** • Demotivated students • High level of indiscipline • Low exam scores • High levels of illiteracy • Truancy • Drug abuse • Drug trade • Received students with low academic scores • Extortion
Mr. Myriad	Students' passes in exams were very low. Students' behaviour was worse than now. Most students could not read properly and some were not reading at their grade level. Although students came to school, school work did not mean anything to them. School was receiving students with low academic performance in GSAT and prior to that in Common Entrance Examination. In 2002 even at grade 7 level many students were not literate for the high school level and so teachers had a warm time and it was hard for me to teach students with these tendencies. Teachers had to be teaching 150% more than teachers 'at traditional high schools which received children most of whom could read at the respective grade levels and who had good Common Entrance Examination and GSAT passes which made it easier for teachers to teach them. Think of grade seven students with poor learning backgrounds, sort of diverse problems moving from grade seven up through the grades at this school. It became more and more difficult for teachers to teach at these levels and as a result the CSEC outcome was not as good.	• Low exam passes • High level of indiscipline	
Miss Calm-d	The behaviour of students wasn't so bad it was more the negative perception that people had of the school that was of concern.	• Negative perception of school	
Mr. Gogetter	When I first started at this school more than half of the students wanted transfer to other high schools. Parents seemed to be reluctant to send their children to Tree of Life because of its reputation. Many who were successful in their examination for this school would be promptly transferred by their parents and it seemed as if the students who remained had significant academic challenges. There was truancy, students fought each other and their gangs from the community came on the school grounds to defend their gang member with various weapons. Some parents cursed teachers and many students were extremely disrespectful and had no interest in learning. There was extortion, smoking of marijuana by students. Some students were defiant. They loitered on the street before and after school and were absent and/or came extremely late. Other challenges … The majority of students of this institution showed no interest in education. Some attended because they were sent and school for some of the others was a social meeting ground. The passes in external examination were not at the level expected by the Ministry of Education. Students did not have the tools for learning. Most of the parents did not	• Frequent transfer requests • Parents reluctant to send children • High transfer rates • Minimal parental involvement • Extortion • Student gangs	

	attend PTA meeting and were not involved in the plans for their students' education	
Miss Angle	…previously teachers did not want to apply for teaching positions at this institution because of the behaviour, academic performance of students as well as the violence in the community. Many students were involved in fights on a regular basis. There were gangs in the community and some of the students were involved in gang related activities. There were many students who took weapons to school and when there were fights the gang members form the immediate school community brought in more weapons, joined in the fight and compounded the problem. There was low level of discipline. Marijuana was being smoked by some of the students and there was intrusion and trade of drugs on the school compound. Some indiscipline students left school without permission (during the school hours) via the fence or the gate. The truancy level was very high. There was non-attendance of teaching staff to classes and some frequently absented themselves from school as well. The level of motivation of students to learn was extremely low. Students did not want to attend this particular school because of its location in the depressed area of the city. The school was previously a shift system school and there was a significant decline in attendance so the Ministry of Education placed the school on the regular full day.	• Inability to attract teachers • Indiscipline • School violence • High level of indiscipline • Student and teacher absenteeism • Low levels of motivation to learn among students
Thor-F	Before he came (Principal) nothing used to happen at school. The discipline was poor also attendance, there used to be a lot of fights. Students used to attend school on Mondays to Thursdays, but on a Friday this number would decrease drastically mainly because of financial constraints and older siblings having to take care of younger ones in order for mother to get to work.	• Indiscipline • School violence
Ms. Sibb	discipline has taken place where what I learned before where there were a lot of fights and quarrels. Now, months pass without any of the two. Some students have grasped the concept fairly well of being disciplined but we still have a handful of students who we are trying very hard to work with. I said to her, do you have smaller brothers and sisters and she said yes and I said oh, I see why. So you see these are some things that affect the regularity of students coming to school. Different factors at home cause the students not to come frequently and some of then you are in dire sympathy with because of a few dollars in the home	• Indiscipline

| Mr. Muur | A bit disruptive, lacking some level of organisation, management weak in terms of organisational management and control, there was not much emphasis on sport activities, just netball and football. In term of academics it was just go to class teach, students did well but no extra effort was put out at the time, the teachers did their best but no extra effort. | • Indiscipline
• Low staff morale
• Low exam passes
• High rate of transfers |
| Ms. Angle | Most of the students had no pride in school or learning. The academic staff was frustrated. The level of Grade Six Achievement Test (GSAT) grades were very low. Students who were successful in GSAT and Grade Nine Achievement Test (GNAT) Examinations and were placed at this school did not want to attend because of the reputation of the school. Many of those students sought transfer to traditional high schools immediately or after the completion of their first year here. | |

Mr. Myriad	Students' passes in exams were very low… Most students could not read properly and some were not reading at their grade level. Although students came to school, school work did not mean anything to them. School was receiving students with low academic performance in GSAT and prior to that in common entrance. When I came in 2002 even at grade 7 level many students were not literate for the high school level and so teachers had a warm time and it was hard for me to teach students with these tendencies. Teachers had to be teaching a 150% more than teachers' traditional high schools which received children whom most of them could read at the respective grade levels and who had good common entrance and GSAT passes which made it easier for teachers to teach them.	• Low exam passes •	
SECTION B: TREE OF LIFE POST INTERVENTION			
Ms. Calm-d	When I came here there were some students who couldn't read but due to the upgrade of the school we now have GSAT students; even though some may ask for transfer to traditional high schools; some do remain with us. We are now getting better CSEC Examination results and the perception that this school is not a good school is not as it used to be		➢ **SCHOOL** • Positive perception of students • Increased demand for entrance • Decrease in transfer request • Increased levels of literacy • Better CSEC passes • Increased job application for teaching post • Improved instruction outcomes
Mr. Org	Now we are getting some very good students who are averaging 70% and above in their GSAT. We have been receiving a lot of those students and so it is a little bit easier to get them to understand what is required of them so, they too were on board		
Ms. Wiltine	When I started here I think it was a mixed culture in that you had different sets of students. You had those who came for the business of learning to work and there were some who came because they were within the age group, the school age and they were expected to be in school but the learning process was not in the forefront of their minds.		
Mr. Gogetter	After four to five years the community came on board fully and helped to change the attitude of students on the road. They were now considered to be regular students and not just students of that bad school. He continued, when I first started this school more than half of the students wanted transfer to other high schools, now, there is a long waiting list a year in advance.		

APPENDIX T

2013 CSEC Performance by School by Subject

2013 CSEC Performance by School by Subject

SCHOOL	SUBJECT	ENTERED	SAT	PASSED	% PASSED
TRADITIONAL HIGH SCHOOL	ADDITIONAL MATHEMATICS	48	48	42	87.5
	AGRICULTURAL SCIENCE SINGLE AWARD	15	15	13	86.7
	BIOLOGY	212	209	178	85.2
	BUILDING TECHNOLOGY (CONST)	16	16	15	93.8
	CARIBBEAN HISTORY	122	116	105	90.5
	CHEMISTRY	188	186	136	73.1
	ELECTRICAL & ELECTRONIC TECHNOLOGY	30	30	26	86.7
	ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	105	101	96	95.0
	ENGLISH A	342	338	325	96.2
	ENGLISH B	95	93	89	95.7
	FOOD AND NUTRITION	41	40	39	97.5
	FRENCH	67	67	55	82.1
	GEOGRAPHY	80	78	69	88.5
	HUMAN AND SOCIAL BIOLOGY	65	63	53	84.1
	INFORMATION TECHNOLOGY	235	232	221	95.3
	MATHEMATICS	375	372	331	89.0
	PHYSICS	176	174	146	83.9
	PRINCIPLES OF ACCOUNTS	107	103	94	91.3
	PRINCIPLES OF BUSINESS	158	151	143	94.7
	RELIGIOUS EDUCATION	45	43	43	100.0
	SOCIAL STUDIES	102	99	97	98.0
	SPANISH	137	135	111	82.2
	TECHNICAL DRAWING	77	71	64	90.1
	THEATRE ARTS	18	18	18	100.0
	VISUAL ARTS	39	36	30	83.3
	Total	2895	2834	2539	89.6
TRADITIONAL HIGH SCHOOL	ADDITIONAL MATHEMATICS	40	40	40	100.0
	BIOLOGY	163	163	163	100.0
	CARIBBEAN HISTORY	60	60	60	100.0

	CHEMISTRY	157	157	154	98.1
	ECONOMICS	58	58	56	96.6
	ENGLISH A	219	219	218	99.5
	ENGLISH B	220	220	218	99.1
	FRENCH	28	28	27	96.4
	GEOGRAPHY	52	52	52	100.0
	INFORMATION TECHNOLOGY	161	161	161	100.0
	MATHEMATICS	217	217	216	99.5
	PHYSICS	156	156	154	98.7
	PRINCIPLES OF ACCOUNTS	61	60	59	98.3
	PRINCIPLES OF BUSINESS	50	50	50	100.0
	SPANISH	154	154	153	99.4
	TECHNICAL DRAWING	41	41	41	100.0
	VISUAL ARTS	30	29	29	100.0
	Total	1867	1865	1851	99.2
TRADITIONAL HIGH SCHOOL	BIOLOGY	71	70	57	81.4
	BUILDING TECHNOLOGY (CONST)	21	20	20	100.0
	CARIBBEAN HISTORY	114	114	95	83.3
	CHEMISTRY	92	84	58	69.0
	ECONOMICS	13	11	11	100.0
	ENGLISH A	223	222	205	92.3
	ENGLISH B	223	222	179	80.6
	FOOD AND NUTRITION	19	19	19	100.0
	FRENCH	14	14	10	71.4
	GEOGRAPHY	85	85	74	87.1
	HOME ECONOMICS MANAGEMENT	10	10	10	100.0
	HUMAN AND SOCIAL BIOLOGY	63	60	58	96.7
	INFORMATION TECHNOLOGY	119	112	100	89.3
	MATHEMATICS	217	215	149	69.3
	MECHANICAL ENGINEERING TECHNOLOGY	20	19	19	100.0
	OFFICE ADMINISTRATION	33	32	31	96.9
	PHYSICAL EDUCATION AND SPORT	8	8	8	100.0
	PHYSICS	78	77	52	67.5
	PRINCIPLES OF ACCOUNTS	71	69	65	94.2

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	PRINCIPLES OF BUSINESS	77	76	74	97.4
	RELIGIOUS EDUCATION	9	9	9	100.0
	SOCIAL STUDIES	84	84	78	92.9
	SPANISH	29	28	19	67.9
	TECHNICAL DRAWING	44	35	31	88.6
	THEATRE ARTS	11	11	11	100.0
	VISUAL ARTS	14	14	9	64.3
	Total	1762	1720	1451	84.4
NON-TRADITIONAL HIGH SCHOOL	BIOLOGY	42	42	29	69.0
	BUILDING TECHNOLOGY (CONST)	28	28	28	100.0
	CARIBBEAN HISTORY	54	52	28	53.8
	CHEMISTRY	35	35	15	42.9
	CLOTHING AND TEXTILES	17	17	17	100.0
	ELECTRICAL & ELECTRONIC TECHNOLOGY	8	8	6	75.0
	ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	30	30	29	96.7
	ENGLISH A	214	210	176	83.8
	ENGLISH B	48	47	41	87.2
	FOOD AND NUTRITION	27	27	27	100.0
	GEOGRAPHY	37	35	18	51.4
	HOME ECONOMICS MANAGEMENT	29	29	27	93.1
	HUMAN AND SOCIAL BIOLOGY	21	19	16	84.2
	INFORMATION TECHNOLOGY	71	68	41	60.3
	INTEGRATED SCIENCE	20	20	20	100.0
	MATHEMATICS	211	207	72	34.8
	MECHANICAL ENGINEERING TECHNOLOGY	32	31	28	90.3
	MUSIC	6	6	6	100.0
	OFFICE ADMINISTRATION	74	74	68	91.9
	PHYSICAL EDUCATION AND SPORT	23	23	23	100.0
	PHYSICS	22	22	15	68.2
	PRINCIPLES OF ACCOUNTS	34	33	26	78.8
	PRINCIPLES OF BUSINESS	62	60	50	83.3
	RELIGIOUS EDUCATION	73	71	47	66.2

	SOCIAL STUDIES	89	88	75	85.2
	SPANISH	20	20	7	35.0
	TECHNICAL DRAWING	57	55	36	65.5
	THEATRE ARTS	24	23	22	95.7
	VISUAL ARTS	20	20	19	95.0
	Total	1428	1400	1012	72.3
NON-TRADITIONAL HIGH SCHOOL	BIOLOGY	53	52	17	32.7
	BUILDING TECHNOLOGY (WOODS)	12	11	11	100.0
	CARIBBEAN HISTORY	82	77	39	50.6
	CHEMISTRY	35	35	8	22.9
	CLOTHING AND TEXTILES	16	16	14	87.5
	ELECTRICAL & ELECTRONIC TECHNOLOGY	20	20	13	65.0
	ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	23	21	20	95.2
	ENGLISH A	238	236	110	46.6
	ENGLISH B	81	79	37	46.8
	FOOD AND NUTRITION	25	25	22	88.0
	GEOGRAPHY	22	20	13	65.0
	HOME ECONOMICS MANAGEMENT	34	31	28	90.3
	HUMAN AND SOCIAL BIOLOGY	160	152	55	36.2
	INFORMATION TECHNOLOGY	51	48	38	79.2
	INTEGRATED SCIENCE	80	74	50	67.6
	MATHEMATICS	134	132	47	35.6
	MECHANICAL ENGINEERING TECHNOLOGY	15	14	13	92.9
	OFFICE ADMINISTRATION	16	16	14	87.5
	PHYSICAL EDUCATION AND SPORT	86	76	66	86.8
	PHYSICS	39	38	9	23.7
	PRINCIPLES OF ACCOUNTS	33	32	31	96.9
	PRINCIPLES OF BUSINESS	43	43	39	90.7
	RELIGIOUS EDUCATION	41	39	6	15.4
	SOCIAL STUDIES	164	159	62	39.0
	SPANISH	32	32	11	34.4

	TECHNICAL DRAWING	38	32	24	75.0
	VISUAL ARTS	11	10	9	90.0
	Total	1584	1520	806	53.0
(TLHS) NON-TRADITIONAL HIGH SCHOOL	AGRICULTURAL SCIENCE SINGLE AWARD	17	17	17	100.0
	BIOLOGY	16	16	7	43.8
	BUILDING TECHNOLOGY (CONST)	4	4	4	100.0
	BUILDING TECHNOLOGY (WOODS)	9	6	6	100.0
	CARIBBEAN HISTORY	6	6	6	100.0
	CHEMISTRY	8	7	3	42.9
	CLOTHING AND TEXTILES	17	16	14	87.5
	ELECTRICAL & ELECTRONIC TECHNOLOGY	16	16	9	56.3
	ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	17	17	17	100.0
	ENGLISH A	148	141	76	53.9
	ENGLISH B	13	12	7	58.3
	FOOD AND NUTRITION	21	20	19	95.0
	GEOGRAPHY	20	19	16	84.2
	HOME ECONOMICS MANAGEMENT	21	20	19	95.0
	HUMAN AND SOCIAL BIOLOGY	25	21	9	42.9
	INFORMATION TECHNOLOGY	36	33	27	81.8
	INTEGRATED SCIENCE	38	35	27	77.1
	MATHEMATICS	100	95	29	30.5
	OFFICE ADMINISTRATION	20	20	20	100.0
	PHYSICAL EDUCATION AND SPORT	23	15	15	100.0
	PRINCIPLES OF ACCOUNTS	13	13	13	100.0
	PRINCIPLES OF BUSINESS	50	50	41	82.0
	SOCIAL STUDIES	136	127	89	70.1
	SPANISH	2	2	1	50.0
	TECHNICAL DRAWING	27	23	12	52.2
	VISUAL ARTS	18	13	4	30.8
	Total	821	764	507	66.4