7506776441

School Culture, Leadership, Effectiveness and Improvement, and Student Success in Higher Education

Thesis submitted for the degree of Doctor in Education at the University of Leicester

By

Mona Baroud- Nabhani

School of Education

University of Leicester

2002-2003

Mona Baroud –Nabhani

School Culture, Leadership, Effectiveness and Improvement, and Student Success in Higher Education

Abstract

The purpose of this study was to identify school factors that promoted students' academic and personal development and enhanced their success in higher education. The underlying assumption was that effective decentralised private schools have strong positive cultures, visionary leadership and adequate resources to remain effective and open to improvement.

Five private secondary schools in Beirut were selected based on their reputation for decades of student success on national and university entrance examinations and achievement in private universities. Semi- structured interviews were conducted with principals, sample teachers, student groups, and alumni at a private university. Questionnaires were administered to the full-time teachers and simple frequency counts were used. School and classroom observations were conducted for two weeks in each school to examine daily manifestations of culture and effectiveness. School documents were analysed and data were cross-checked for triangulation. Criteria for university success were students' academic averages, years for graduation, participation in campus life, and interrelationships with faculty and friends (Koljatic and Kuh, 2001). Qualitative data analysis followed Cooper and McIntyre's (1996) method. Themes were reported using direct quotations in the narrative summary.

The five self-managed schools determined their missions, student intake, standards, and reform. They have positive cultures and authentic visionary leaders who are culture promoters, instructional leaders, and disciplinarians. Leaders delegated responsibilities but ensured close coordination of programs and operations. A model of effective schools emerged. Two schools were identified as more effective than the others. Their practices reflected their missions, and their alumni were more involved in university life and interrelationships.

This study validated the assumption that private schools prepare their students rigorously for academic and social success in higher education. It can serve as a model for school effectiveness.

To

My Family

Acknowledgements

I would like to extend my appreciation to the following for their support throughout the present research project:

Dr. Hugh Busher, my patient advisor

Dr. Hadia Harb and Dr. Catherine Hill, my morale builders

Dr. Rima Bahous, my friend and persistent editor

Hatem, my son and computer assistant

Yussef, my supportive husband

Maya and Shereen, my daughters

Principals, teachers and students of my case-study schools

LAU's library staff

The Ed D tutors of Leicester University (Lebanon Site)

Table of Figures

Figure 1.1: Private Schools in Lebanon In the 1970s 7
Figure 2.1: Public and Private Schools' Success Rates on Lebanese National Examinations 2000- 2002 15
Figure 2.2: Types of School Cultures 29
Figure 2.3 : SES and Higher Education Opportunities 38
Figure 2.4: Lebanese Private Schools' Decision-Making Autonomy 41
Figure 2.5: Strong School Culture 42
Figure 2.6: Conceptual Framework 43
Figure 3.1: Key Research Questions and Objectives 46
Figure 3.2: Research Design Components 48
Figure 3.3: Employed Data Collection Methods 58
Figure 4.1: Staff Development and Improvement 85
Figure 4.2: School Resources and Services 86
Figure 4. 3: Collaborating and Socializing Among Teachers 88
Figure 4. 4: Examples of Teachers' Empowerment 89
Figure 4. 5: Social Cohesion 90
Figure 4.6: Positive Student- Teacher Relationships 91
Figure 4.7: Stated and Practiced School Rules 95
Figure 4.8: High Standards in Effective Schools 97
Figure 4. 9: Students' Affective Development in Effective Schools 98
Figure 4.10: Effective Schools and Extracurricular Activities 99
Figure 4.11: Influence of Extracurricular Activities 100
Figure 4. 12: Goals of Social/Community Service 101
Figure 4.13: Alumni's Views on Their Preparation for University 103
Figure 4. 14: Social Cohesion. 109
Figure 4.15: Alumni's Views on Preparation for College 117
Figure 4.16: Alumni's Views of Their Social Skills 132
Figure 4.17: High Academic Standards 149
Figure 4.18: School Rules 152
Figure 5.1: Interplay Between Private Schools and Surrounding Forces 174
Figure 5.2: Summary of Findings 193
Figure 5.3: Schools' Problems and Suggested Solutions. 195
Figure 5.4: Leadership in Private Schools 196
Figure 5.5: Model of an Effective School 197

List of Abbreviations

AUB	: American University of Beirut
BA	: Bachelor of Arts
BERA	: British Educational Research Association
CEO	: Chief Executive Officer
CERD	: Centre for Educational research and Development
CPC	: College Preparatory Curriculum
CS	: Cultural Studies
CSEQ	: College Student Experiences Questionnaire
CSR	: Classroom Size Reduction
CV	: Curriculum Vitae
DfEE	: Department for Education and Employment
ECA	: Extracurricular Activities
ERC	: Educational Resource Centre
GPA	: General Point Average
HOD	: Head of Division
HOS	: Head of School
HSGPA	: High School General Point Average
IB	: International Baccalaureate
ID	: Identity Card
ISEP	: Improving School Effectiveness Project
IQEA	: Improving the Quality of Education for All
LAU	: Lebanese American University
MOE	: Ministry of Education
NCHEMS	: National Centre for Higher Education Management Systems
PE	: Physical Education
SAT	: Scholastic Aptitude Test
SBM	: Site- Based Management
SES	: Socio-economic Status
SOED	: Scottish Office Education Department
USDOE	: United States Department of Education

List of Documents

Mediterranean College

1. Yearbook, 1996-1997
2. Yearbook, 1997-1998
3. Yearbook, 2000-2001
4. School Newspaper, Issue 3, vol. 11, 2000
5. School Newspaper, Issue 1, vol. 13, 2001
6. Newsletter, vol. III, no. 6, March 2001
7. Newsletter, vol. III, no. 7, April 2001
8. Newsletter, vol. III, no. 8, May 2001
9. Newsletter, vol. IV, no. 5, January 2002
10. Newsletter, vol. IV, no. 6, February 2002
11. Newsletter, vol. IV, no. 7, March 2002
12. Newsletter, vol. IV, no. 8, April 2002
13. Newsletter, vol. IV, no. 9, May 2002
14. Newsletter, vol. IV, no. 10, June 2002
15. Annual Report, 2001
16. Mission Statement, 2001
17. School Periodical, 1998-1999
18. Community Service, 2001-2002
19. College Guide, 2000-2001
20. High School Open House, 2001
21. What Parents Can Do, 2001
22. Who Can Help You When Your Child Has a Problem, 2001
23. Philosophy of the Advisory Program, 2001
24. Role of the Advisor, 2001
25. Letters from the secondary school director to parents on discipline, exams, and homework, 2001
26. Letter from the Dean of Students to Students, Parents and Faculty, February 2002
27. The Teachers' Talent Show, June 2001
28. Student Agenda, 2001-2002

Gardenville College

1. Parents' and Students' Guidebook, Secondary School, 2001- 2002
2. Teachers' Guidebook, 2001-2002
3. Yearbook, 2000-2001
4. Letters to parents and students, 2001
5. Hierarchy Chart, 2001

Cosmopolitan College

1. Yearbook, 1997-1998
2. Yearbook, 1999-2000
3. Yearbook, 2000-2001
4. Yearbook, 2001-2002
5. Newsletter, Issue XII
6. Newsletter, Issue XIII
7. Newsletter, Issue XIV
8. Mission Statement, 2001
9. School General Goals, 2001
10. Guidebook, 2001
11. Annual Report, 2000
12. Summer Activities, 2000-2001
13. Activity Programs, 2001
14. Letters:

    . Principal to parents (about student IDs), February 2002

    . Principal to parents (promotions and yearbook), June 2002

    . Head of Secondary Division to parents (school concert), December 2001

    . Head of Secondary Division to parents (summer activities), May 2002

    . Head of Secondary Division to parents (library use), June 2002

Ecole Premiere

1. Newsletter, February 2002
2. Newsletter, Issue 16, Year VI, April 2002
3. Annual Report, Beirut, 1878
4. Yearbook, 2001-2002
5. Teacher's Guidebook, 1999-2000
6. Student's Guidebook, 1999-2000
7. Strategic Plan, 2001
8. The New School Hierarchy, 2001
9. School Objectives, 2001

Hilltop College

1. Annual Report, 1996
2. School Philosophy, 1995
3. Mission Statement, 2002
4. Student Handbook, 1998-1999
5. Student Handbook, 1999-2000
6. Newsletter, Summer 2001
7. Newsletter, Summer 2002
8. Newsletter, December 2000
9. Newsletter, May 2001
10. Newsletter, June 2001
11. Newsletter, July 2001
12. Student Handbook, 1995-1996
13. Parents' Meeting, 1999
14. Parents' Newsletter, March 2001
15. Parents' Newsletter, May 2001
16. Students' Newsletter, undated
17. Teachers' Handbook, 2001
18. Yearbook, 1997-1998
19. Yearbook, 1998-1999
20. Yearbook, 1999-2000

21. Yearbook, 2000-2001
22. Yearbook, 2001-2002
23. Parents' Meeting Schedule, October 2000
24. Objectives of the Open House, June 2002
25. The Community Service Program, 2000-2001
26. Improvement Plan, June 2001
27. Annual Report, 2000
28. Rules and Regulations for Students, 1995-1996
29. Students' Handbook, 1995-1996
30. Secondary School Students' Handbook, 1998-1999
31. Secondary School Parents' General Meeting, October 1999
32. Prom Program, April 2001
33. Letter to Parents from the President, January 2001
34. Letter to Parents of Secondary School Students from the Director, May 2001
35. Students' Awards Day, June 2001

Table of Contents

Abstract....i
Dedication....ii
Acknowledgement....iii
Table of Figures....iv
List of Abbreviations....v
List of Documents....vi
Chapter 1: Research Context....1
1.1 Introduction....1
1.2 Purpose of the Study....1
1.2.1 Aims....1
1.2.2 Objectives....2
1.3 Key Terms....2
1.4 Significance of the Study....2
1.5 Scope of the Study....4
1.6 The Development of the Education System in Lebanon....4
1.7 Organization of the Dissertation....9
Chapter 2: Literature Review....11
2.1 Introduction....11
2.2 Private Schools, Effectiveness and Improvement....12
2.2.1 Self-Management and Effectiveness....12
2.2.2 School Effectiveness / Improvement....14
2.2.3 Staff Development and School Improvement....19
2.2.4 Funds, Size, and Services....20
2.3 School Culture, Effectiveness and Students' Success....23
2.3.1 What Is Meant by School Culture?....23
2.3.2 Why Is Culture Important?....24
2.3.3 Social Cohesion, Empowerment and Collaborative Cultures....25
2.4 Leadership and School Culture....29
2.4.1 Shaping School Culture....30
2.4.2 Leadership as Stewardship....32
2.4.3 Instructional Leadership....33
2.4.4 Leadership in Improvement....34
2.4.5 Leadership and Discipline....35
2.5 Effective Schools and Students' Academic and Social Success in Higher Education....36
2.5.1 High Academic Standards....36
2.5.2 Affective/ Non-cognitive Development....37
2.5.3 Students' Preparation for Higher Education....37
2.5.4 Evaluation of Students' University Gains....39
2.6 Conclusion....40
Chapter 3: Design and Methodology....44
3.1 Introduction....44
3.2 Research Methods in School Effectiveness/Improvement....44
3.3 Key Research Questions....45
3.4 Research Design....46
3.4.1 Choosing Case Study....48
3.4.2 Multi- Site Studies....50
3.5 Establishing Validity in the Study....51

3.6 Generalizability/Transferability 53
3.7 Sampling Strategies 54
3.7.1 Sample Size 55
3.8 Ethical Issues and Gaining Access 56
3.9 Data Collection Methods 57
3.10 Selecting the Case Study Schools and Participants 58
3.10.1 Selecting the Case Schools 58
3.10.2 Selecting Teachers, Students, and Events 62
3.11 Choice, Construction and Use of Instruments 63
3.11.1 Content of Items 64
3.11.2 Piloting 64
3.11.3 Semi-Structured Interviews 66
3.11.4 Students' Group Interviews 68
3.11.5 Questionnaires 69
3.11.6 Observation Methods 71
3.11.7 Documentary Sources 74
3.12 Data Analysis Techniques Used 75
3.12.1 Qualitative Data Analysis 75
3.12.2 Quantitative Data Analysis 80
3.13 Conclusion 81
Chapter 4: Data Presentation and Analysis 82
4.1 Introduction 82
4.2 Hilltop College 83
4.2.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement? 83
4.2.2 What Is the Link between Positive School Cultures, Effectiveness, and Students' Success? 87
4.2.3 What Is the Link between Leadership and School Culture? 92
4.2.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education? 96
4.3 Mediterranean College 104
4.3.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement? 105
4.3.2 What Is the Link between Positive School Cultures, Effectiveness, and Students' Success? 108
4.3.3 What Is the Link between Leadership and School Culture? 111
4.3.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education? 112
4.4 Gardenville College 119
4.4.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement? 119
4.4.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success? 124
4.4.3 What Is the Link between Leadership and School Culture? 128
4.4.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education? 129
4.5 Cosmopolitan College 138
4.5.1 How Does School Autonomy Influence School's Effectiveness and Improvement? 138

4.5.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success? 141
4.5.3 What Is the Link between Leadership and School Culture? 146
4.5.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education? 148
4.6 Ecole Premiere 156
4.6.1 How Does School Autonomy Influence School's Effectiveness and Improvement? 156
4.6.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success? 158
4.6.3 What Is the Link between Leadership and School Culture? 163
4.6.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education? 164
4.7 Conclusion 170
Chapter 5: Discussion of Findings 172
5.1 Introduction 172
5.2 How does school autonomy influence self-managed schools' effectiveness and improvement? 172
5.3 What is the link between positive school culture, effectiveness and student success? 179
5.4 What is the link between leadership and school culture? 183
5.5 How do effective schools contribute to their students' academic and social success in higher education? 187
5.6 Conclusion 191
Chapter 6: Summary, Limitations and Suggestions 198
6.1 Summary of the study 198
6.2 Achievements 201
6.3 Limitations of the Study 201
6.4 Suggested Further Research 201
6.5 Recommendations 202
6.6 Reflexivity 202
6.7 Conclusion 203
Appendix A 204
Appendix B 205
Appendix C 206
Appendix D 207
Appendix E 208
Appendix F 209
Appendix G 210
Appendix H 211
Bibliography 215

Chapter 1: Research Context

1.1 Introduction

This dissertation examines elements of effectiveness and impact of improvement in five private schools in Beirut, Lebanon. The study looks into contextual factors that make them prominent. It explores distinguishing factors such as school culture, professional leadership, academic standards, non-academic provisions, and resources that contribute to high academic and non-academic student outcomes. All these variables were regarded as key factors promoting the success of the schools' graduates in higher education. The study examined the alumni's university success against criteria of academic achievement, required years for graduation, and involvement in university life reflected in participation in campus activities and relationships with professors and new friends.

1.2 Purpose of the Study

1.2.1 Aims

The main purpose of this study is to conduct a field research project in Beirut, Lebanon involving five private schools to understand school factors that foster their students' success in private higher education. The study investigates elements of school effectiveness and trends of improvement and examines these schools' cultures for elements that render them positive and conducive to improvement such as self-management and consistency between goals and practices. It examines the schools' quality of leadership, standard of academic and non-academic curriculum, teacher qualifications, relations to stakeholders, and resources.

This study will hopefully interest private school leaders and stakeholders, educators, and Ministry of Education (MOE) officials responsible for policy making and implementation in public schools.

1.2.2 Objectives

The study examines factors that render these schools responsive to improvement and innovation and elements that contribute to their strong positive cultures. These include leadership by principals, shared values among stakeholders, collaborative empowered and satisfied teachers, social cohesion, and parental involvement. It examines how these schools prepare their students academically and socially for higher education through standards and programs. It evaluates how these schools' graduates perform in a prestigious private university according to selected indices of success.

The research questions are related to the objectives and are shaped by and stated after the literature review and the conceptual framework that emerged.

1.3 Key Terms

The term "private schools" refers to schools owned and managed by administrations independent of the Lebanese MOE. They are totally subsidized by their boards, students' tuition fees and other contributions. "Public schools" refers to state schools that provide free education from preschool to the secondary phases. The MOE manages these, regulates school curricula, publishes textbooks, appoints teachers and administrators and pays their salaries, and administers official Baccalaureate examinations (CERD, 1994).

1.4 Significance of the Study

This study should interest organizations and administrators involved in improvement efforts of their private schools. It sheds light on particular school elements that collectively contribute to effectiveness. The study will also provide examples for educators and researchers involved in improving the public school system in Lebanon.

Effectiveness has been defined in terms of students' measurable output (Rosenholtz, 1989, Mortimore, 1991b, Richards, 1991) such as scores on standardized achievement (Reynolds, 1994). Additional process factors were

examined as indicators of effectiveness (Peters and Waterman, 1982, Grove, 1983, Purkey and Smith, 1983, SOED, 1990). In Lebanon, private schools prepare their students to pass the official examinations and achieve entrance to prestigious private universities (Jarrar et al., 1988, Mosa, 1991). This study examines elements of effectiveness, academic and non-academic. It expands knowledge of factors and processes that enhance students' success.

I examined available studies at the American University of Beirut's library, the richest in Lebanon in education studies and graduate theses. The most relevant ones to my study focused on educational modernization (Dajani, 1976), studying values and concerns of public and private school graduates (Sayah, 1996), national development through schooling (Dham, 1996), students' self concept of ability (Sidawi, 1996), and activities of school principals (Akkary and Greenfield, 1998). I have also reviewed publications by the Lebanese Association for Education studies namely studies on the education system and its political, social and economic contexts, and the advantages and drawbacks of public and private schools. Jabbra (1972) studied the influence of schooling on socialization and political ideas of students and found that private schools do not function as agents of national upbringing and merging. Barakat (1977) found that students' political tendencies are determined by their sectarian affiliations. El-Amine's (1994) survey found that private schools reinforced differences among the Lebanese. Abu Rafeh (1999), Harik (1999) and Abu Rujeili (1999) studied the loopholes in the public school system, and Bashshur (1964, 1984,1999) studied the relationship between the state and education in Lebanon and the impact of private schooling. However, no previous research was found on the impact of school culture on overall processes; or on five top private schools collectively. None was found on the influence of school culture on student achievement in a private university.

This pioneer study will enrich research on private schools in Lebanon. It is significant because it looks at several school factors as a collective force in school effectiveness and improvement and the impact on university performance. Although this study is focused on private schools in Beirut, other similar countries may benefit from its findings.

1.5 Scope of the Study

This small-scale study employed qualitative multi-case study method. In each of the five private schools, the data were collected through semi-structured interviews with the principal or director, two full-time old-time teachers, four student groups, and five alumni that are enrolled at the Lebanese American University (LAU) in various majors. Additional data came from questionnaires administered to full-time faculty members and researcher's journal based on school and classroom observations and informal conversations with other teachers, dean of students, educators and administrators. Data were also collected from school yearbooks, official mission and goals booklets, newsletters, journals, periodical reports, letters to parents, teachers' and students' handbooks, student publications, minutes of meetings, and activities brochures.

1.6 The Development of the Education System in Lebanon

The geographic position of Lebanon east of the Mediterranean Sea and at a crossroad between the east and west (Jamjoum, 1975) between Asia, Africa, and Europe exposed the country to interactions with various cultures. Its rugged mountains acted as haven for persecuted religious and ethnic groups of the region. Although Lebanon is part of the Arab world geographically, its political and education systems make it unique in the region. Being a multicultural and multiethnic democracy influenced its education; its private education and human resources have given Lebanon its distinguishing reputation in the region.

Lebanon's history, geography, and politics determined its present education system. The Ottoman Empire dominated Lebanon from 1516 until World War I. It was then placed under the French Mandate until its independence in 1943. The Ottoman rule in the Arab world was characterized by political and cultural stagnation and economic decline (Abu Ghazalleh, 1990). In the absence of a good state system of education during Ottoman rule, private education compensated and became integral to the Lebanese social structure.

During the rule of Ottoman Empire of 400 years, the influence of the West was narrowed to Mount Lebanon where the Christians maintained relations with France and Rome (Murray, 1974). The first private school in Lebanon was opened by the French in the early 1600s (Ghaith and Shaaban, 1996). Catholic missionaries built churches, and the first modern schools in the regions were run by foreign and local clergy trained in Rome and France (Abu Ghazalleh, 1990). French Jesuit missionaries established their first school in 1734 in Ayntoura (Yazigi, 1994).

These schools attracted Catholic families while students from lower socio-economic classes received their education in the Ottoman schools open for the public. Perhaps public schools retain the image of serving the poor because of these historical beginnings of public schools by Ottoman Empire.

Diversity in affiliation and educational background created more class stratification because in public schools there was less emphasis on foreign languages. Poor Muslims attended state schools; Catholic students went to French schools; Protestants and Orthodox to English and American schools (Kurani, 1971).

El-Amine (1994) explains that several pressures influenced education in Lebanon. Being a small country with limited economic resources increased the emphasis on human resources. Political groups felt this increasing pressure, so they competed in establishing schools and providing educational services to join "the modern sector". Consequently, El-Makassid Islamic Philanthropic Society was established in 1877 to provide quality education for Muslim youth who were previously attending traditional Islamic or Ottoman schools. Social and political advances were caused by the education offered by the Christian sects to their members.

Other missionaries established schools in the 19th century making Lebanon a leader and a centre for "modern" education methods in the region. British and American missionaries introduced girls' schools and so did the local Sunni Moslems (Kurani, 1971). There were also German, Greek, Italian and Swiss

schools. The American Presbyterian mission founded the American University of Beirut (Syrian Protestant College) in 1866 and the Lebanese American University (Junior College) in 1924. British missionaries established in 1860 a Training College for girls. The French Jesuits established the University Saint Joseph in 1974 using French as language of instruction (Yazigi, 1994).

Under the French mandate in 1920, French became the primary foreign language in all public and private schools and became Lebanon's official language for education, in addition to Arabic. A system of official public examinations similar to the French was established. A Lebanese curriculum, a replicate of the French became official in 1920 (Jarrar et al., 1988). They list the ruling of the Lebanese government in 1920 to establish elementary and middle schools in major towns following the French system using French as the first and official language but including Arabic, and accrediting the French Baccalaureate for Lebanese students.

The impact of the French on education was great specifically in minority groups. The seventeen different minority groups and sects could legally manage their communal and educational affairs according to their cultural and religious traditions. Article X of the Lebanese constitution issued in 1926 under the French mandate guaranteed freedom of establishing schools and teaching for all religious sects provided they conform to state regulations. This remains in effect till now (Jarrar et al., 1988).

Governments since 1943 had protected this right by issuing several laws to organize these schools, and in 1956 had recommended annual funds for assisting them. Consequently, each sect has schools that teach its ideology. After World War 2 and the growing influence of the USA, English became more important for the Lebanese as the language of international business (Ghaith and Shaaban, 1996).

In 1947, after Independence, decree number 7000 mandated the teaching of Arabic in all public and private schools, native and foreign. Their history, geography and civic books had to be approved by the Ministry of Education

(MOE). The decree allowed private schools to add subject to the official Lebanese curriculum and give their own certificates (Jarrar et al., 1988).

Figure 1.1: Private Schools in Lebanon In the 1970s

Schools	Distribution
Catholic	23.4%
Sunni	4.8%
French secular	3.6%
British	2.5%
Evangelical	2.5%
Orthodox	2.2%
Shiite	0.5%
Druze	0.5%

Source: Wehbe & El-Amine (1980)

In the 1970s, Catholic schools were the most prominent (Figure 1.1). The overall number of private schools dropped from 679 schools in 1975 to 364 in 1992 (CERD, 1996) with little change ever since. Abu Rujeily (1999) attributes this to the increasing popularity of public schools and the tighter control by the state inspection due to escalating financial difficulties. Faour's (1991) study of post-war schools showed that some private educational institutions could retain quality education because they received constant local or foreign financial support or because they remained selective in their student intake, or both. He calls these "islands" that still give Lebanon its reputation for good private education.

Bashshur (1964) argues that this diverse education helped in developing a pluralistic society. The American universities provided grounds for polar ideas of nationalism, helped shape intellectual and academic life, and influenced politics in many Middle Eastern countries. 57% of the student- body was foreign students in 1975 (Husen and Postlethwaite, 1994). American concepts of democracy and freedom of thought and respect for heritage were spread through these institutions and influenced the youth (Bashshur, 1984).

In the 1980s, more English medium universities were established, namely, Balamand, Haigazian, and Notre Dame Universities. This increased the educational inequalities by adding to the quality education and better future chances for students of expensive private schools (Mosa, 1991). The social demand for education is reflected in the number of students in higher education. For every 100,000 people, an average number is 1700 in Egypt and Syria, 2000 in Jordan, 1000 in Algeria in 1989 compared to 2700 in Lebanon, which is comparable to numbers in advanced countries in the same year (UNESCO, 1991).

There were also discrepancies between private and public schools in teacher qualifications and curricula, which was reflected in the results of each on national examinations. Students of public schools came mainly from lower social classes. The majority of these failed the Baccalaureate and entrance examinations to the English medium universities thus limiting their access to quality higher education (Ghaith and Shaaban, 1996).

The MOE made several efforts to improve education. In 1968, years after the civil war of the late 1950s, the curriculum was modified to upgrade the teaching of mathematics, sciences, and Lebanese history and geography. A national centre for educational research and development (CERD) was established in 1971. It answers to the minister of education and oversees the development of educational affairs and curriculum in Lebanon. It also produces textbooks for public schools, but private schools are not obligated to adopt these except the civics and history books which are common to all (Jarrar et al., 1988). Curricular reform was conducted by CERD in the 1990s after the 1970s 15-year civil war to incorporate technology, critical thinking skills, social sciences, community service and a second foreign language (CERD, 1994, 2000).

However, public educational institutions remain subordinate to those of private education in quantity and quality. They basically serve poor families. Those in charge were selected according to the principle of shared allocation of official

employees among those of political influence, whereas selection should have been based on qualifications that suit the job (CERD, 2000).

Public school teachers follow an authoritarian leadership style (Jarrar et al., 1988), which aims at preserving "social continuity and stability" whereas they need to be facilitators and guides of student inquiry. They are trained for secondary school teaching at the Lebanese University. Prestigious private schools, however, select teachers mainly from graduates of private universities.

The fact remains that graduates of elitist private schools enjoy proficiency in French and English languages far superior than graduates of state schools, which have mediocre conditions of teaching in all aspects. This interferes with further learning of mathematics and science concepts and deters entrance to private higher education.

1.7 Organization of the Dissertation

This study is divided into six chapters. Chapter one presents an overview of the Lebanese educational context within which the sample schools function. The purpose of the study, rationale and significance are explained. The research goals and objectives are stated and the central terms used in the study are defined.

Chapter two presents the literature on the advantages of self-managed schools for management, processes, and student outcomes. It includes a review of the literature on school effectiveness and improvement and the impact on students' academic and non-academic outcomes and success in higher education. Also, a conceptual framework emerging from the literature is linked with the research objectives.

Chapter three explains the research design and its appropriateness for this research. Issues of validity and ethics are discussed. Justifications for using the

qualitative multi-case study are provided. Data collection and analysis methods are explained.

Chapter four introduces the data and organizes them by theme. Links to the research questions are established. Common threads are traced.

Chapter five explains the data, compares and contrasts them with the literature, and derives answers to the research questions. Emerging diagrams and modifications in the original framework based on data analysis and synthesis are presented.

Chapter six provides general conclusions and recommendations for improving educational institutions based on research findings. Limitations of the study are presented, and suggestions for further research are identified.

Chapter 2: Literature Review

2.1 Introduction

This chapter creates a conceptual framework for understanding students' transition and their likely success in college, and in doing so, reviews the literature available on that topic.

The studies reviewed have examined the factors that influence school effectiveness and improvement in private self-managed schools and consequently student success in higher education. Private schools determine their missions, select their teachers, students, and principals, allocate funds and resources, and initiate improvement and change. Effective schools achieve their goals and promote cultures that are conducive to change. They are characterized by shared vision and norms, collaboration among stakeholders, and strong leadership. Principals are leaders that promote school values, initiate educational innovation, manage and delegate, and are instrumental in student achievement.

The studies are arranged by themes that are relevant to the stated research objectives. The first section reviews studies on decentralization or site- based management (SBM) and effectiveness, and studies on school effectiveness and improvement and links between both.

The second section reviews studies on the relationship between positive school cultures and school effectiveness and studies on promoting collaboration.

The third section reviews principals' leadership in effective schools such as influence on culture, instruction, and student achievement.

The fourth section reviews studies on the impact of students' academic and social skills on performance in higher education and indices of university success.

The reviewed literature provides themes that are presented in a conceptual framework that helped shape the research questions.

2.2 Private Schools, Effectiveness and Improvement

This section discusses the successful development of SBM. Selected studies will support my claim that through selected variables, self-managed private schools foster academic and affective student outcomes, which in turn improve students' chances in higher education.

2.2.1 Self-Management and Effectiveness

A popular strategy that emerged from the 1980s and 1990s reform movements was the decentralization of decision-making power from district central offices to individual schools (Caldwell and Spinks, 1992, 1998). SBM allows shared control between central office personnel and schools to give stakeholders more input in decision- making processes about management and resources (Weiss, 1993, Jenkins et al., 1994, Kowalski, 1994, Ogawa and White, 1994, David, 1996, Latham, 1998, Smith, 1998, Viadero, 1998) while remaining accountable to central government as Wylie's (1995-1996) surveys in New Zealand and Foreman's (1999) survey in Britain showed. The idea is that those closest and most familiar with school issues can make decisions that are beneficial for their particular circumstances as in Kildow's (2000) study of management teams. Participative decision-making (Dewey, 1903, Maslow, 1965, Conway and Calzi, 1996) guarantees adequacy of the measures taken and enhances employees' interest and responsibility (Steinholm, 1984).

Lebanese private schools share attributes of international decentralized school systems in their being self- managed and relatively independent of state pressures. They select personnel and students, allocate budgets, add subjects and programs, and issue certificates. State control is exerted mainly through a national curriculum and teaching of Arabic to Lebanese students (Jarrar et al., 1988). These schools are popular with middle and upper socioeconomic classes

due to their reputation for better management and higher academic standards than public schools. This contrasts with the situation in Sweden (Marklund, 1984, James, 1988, Joshee, 1994) and Australia (Sherman, 1982, Beswick and Herman, 1984) where public and private schools are equally effective. Some schools are run by the church similar to French private schools which are popular for promoting values (Hough, 1984).

Unlike Lebanon, Japanese public schools maintain high standards and enroll high achievers. Private schools are needed to cater for students who cannot attain these standards (James and Benjamin, 1988, Joshee, 1994). Private schools are esteemed in Britain (Fox, 1984, 1985, Johnson, 1987) because of family tradition, better academic results, and better discipline.

Through decentralized management, private schools can decide on management procedures, standards, student and teacher intake, and size. They can tailor educational programs to their students' needs (Gaul et al., 1994). Lovingood (1997) found that shifting to SBM in public schools had statistically significant results. Soriano (1998) evaluated a Utah school that has been involved in SBM for eight years and found changes had occurred in assuming authority and accountability for student achievement, developing sensitivity to the community and consensus among stakeholders.

In the United States, Coleman et al. (1982) found that private schools promoted better cognitive outcomes than public schools. Private school students are twice as likely to graduate from higher education institutions than public school students according to data released by the National Centre for Education Statistics report (NCES)(Zehr, 2002). It states that private school students take more advanced courses than public school students, which may explain the difference in educational achievement.

Private schools have smaller enrolments and class sizes than public schools. Data from the surveyed schools indicate that private schools require higher academic standards, offer tougher curricula, and require more years of mathematics. Their students achieve better on standardized tests (Zehr, 2002).

Differences between private decentralized and public schools in Chile (Vegas, 2001) were found in student background, teacher characteristics, and management procedures, which positively influenced student academic outcomes (Olson, 1997). Team management in Gullick's (1994) study of private schools improved their performance. It fostered a desire to pursue excellence in education (Casello, 2001) and supported school improvement in South Africa (Shepard, 1999). Herman's (1998) study provides empirical evidence that school organization affects teachers' instructional decisions and consequently influence student learning. Organizational effectiveness is the strongest predictor of effective school outcomes (Olivier, 2001). Wylie's (1995-1996) surveys in New Zealand and Jenkins et al.'s (1994) study found no definite impact of SBM on student learning; Wohlstetter et al.'s (1997) study in three countries concluded that SBM must be coupled with curricular and instructional reforms to produce real changes in student learning.

2.2.2 School Effectiveness / Improvement

Effectiveness is a production of desired outcomes (Levine and Lezotte, 1990) and progress from initial achievement and background (Mortimore, 1991a) that can be described and measured (Mortimore, 1991b). It encompasses education processes and outcomes (Rosenholtz, 1989, Richards, 1991) and long-term progress (Stoll and Fink, 1996). School effectiveness is defined in terms of student scores on standardized achievement (Reynolds, 1994). In Lebanon, effective private schools offer quality education (CERD, 2000) and boast high percentages of student success on national examinations compared to public school students (Figure 2.1). Their students exhibit consistent high academic achievement in solid subjects on national and university entrance examinations and are accepted by prestigious universities. The quality of their student intake enhances effectiveness. Private schools have high socioeconomic student intake (Brown et al., 1996), attract parents who care about education (Johnson, 1987, Zehr, 2002), and faculty trained in good private universities (Jarrar et al., 1988). Durbin's (2001) study confirmed that students' socio-economic status (SES) is

an important factor in student achievement regardless of school size and expenditure.

Figure 2.1: Public and Private Schools' Success Rates on Lebanese National Examinations 2000- 2002

	Public Schools			Private Schools		
Type of Certificate	2000	2001	2002	2000	2001	20002
Brevet	71.2 %	67,7 %	52.3 %	87.2 %	84 %	75.2 %
Baccalaureate: Humanities	74 %	81.7 %	59.5 %	74 %	81.8 %	67.7 %
Baccalaureate: Economics	-	94.7 %	81.5 %	-	93.8 %	77.7 %
Baccalaureate: Life Sciences	67.2 %	67.2 %	61.3 %	76 %	78.4 %	74.4 %
Baccalaureate: General Sciences	67.7 %	70 %	53.5 %	81.2 %	89.9 %	78.4 %

Source: CERD (2002)

In the 1980s and 1990s, research examined additional effectiveness factors. Criteria of school effectiveness included strong leadership, emphasis on basic skills and achievement (Purkey and Smith, 1983, SOED, 1990) and order and discipline (Fox, 1984, 1985, SOED, 1990). Other measures than standardized test scores were added (Peters and Waterman, 1982, Grove, 1983, Wilson, 1995) such as curriculum evaluation and school atmosphere (Purkey and Smith, 1983) and students' social and personal development (Munro, 1994).

School structure influences effectiveness. Witziers's (1992) case studies and survey examined the extent of coordination within secondary schools and the impact on student achievement. It explored the role of management in the instructional system and departmental processes. Findings indicate that the extent of coordination within schools influences effectiveness. Tightly coupled schools are more effective. Weick (1988) and DeRosa (2000) examined variables that influence school performance and found that structures within high schools affect their operations. An educational institution has "nested

layers" (Tibbitt et al., 1994) where effectiveness is influenced by organizational management and culture, leadership, educational experiences and discipline.

School improvement efforts also characterize private schools that strive to maintain standards and student intake. School improvement is defined as an approach to educational change aiming at enhancing student achievement by focusing on teaching and learning and increasing school capacity to manage change (Hopkins et al., 1994). This requires "target setting" (Flecknoe, 2001) or determining for staff and students the expected outcomes. Preparing for accreditation is an example of a school undergoing improvement (Williams, 2001) based on evaluation of school's and students' strengths and weaknesses.

2.2.2.1 Differences and Links between Both

There are similarities and differences between school effectiveness and school improvement research in aims and research designs (Stoll, 1996). The former investigates school quality to delineate characteristics that make certain schools more effective than others in fostering positive outcomes and consistent performance in many areas over time (Reynolds et al., 1989, Cotton, 1995). It reliably measures these qualities (Mortimore 1991b). School improvement researchers focus on the processes that schools undertake to sustain successful performance (Van Velzen, 1987, Fullan, 1991). They aim to understand change processes that produce successful outcomes. They favour qualitative approaches in contrast to effectiveness research that mixes quantitative and qualitative methods such as the Louisiana School Effectiveness Study (Teddlie and Springfield, 1993) and the Improving School Effectiveness Project (ISEP)(MacBeath and Mortimoe, 1993).

Both research traditions complement each other (Stoll, 1996) in that effectiveness researchers provide improvement researchers with knowledge about schools' internal conditions that can be improved. The latter tests the applicability of school effectiveness theories. Stoll (1996) cites action research projects linking both such as the Schools Make a Difference (SMAD) in eight secondary schools in England (Myers, 1996, Stoll, 1996). Their development plans included flexible learning strategies, staff development to introduce new

teaching methods, peer coaching, and study centres for students during vacations. They were guided by effectiveness findings on the importance of discipline for learning, parental involvement, high expectations, shared vision, and leadership role in creating a climate conducive to this. The Improving the Quality of Education for All (IQEA) also uses input from effectiveness and outcomes measures to create a model of improvement and change (Ainscow et al., 1994).

2.2.2.2 Phases of School Improvement

Hopkins and Reynolds (2001) present the three phases of school improvement since the mid 1980s and the characteristics of the third ongoing "third age" phase. The first phase emphasized organizational change but had no clear impact on learning outcomes (Reynolds, 1999). The second phase of the early 1990s resulted from the interaction between the school effectiveness and the school improvement efforts (MacBeath and Mortimore, 1994, Stoll, 1996) and a call for merging both (Reynolds et al., 1993, Hopkins et al., 1994, Gray et al. 1996). This phase resulted in international educational policies such as decentralization and self-management (Caldwell and Spinks, 1992, 1998). The third age of school improvement started in the mid 1990s as reaction to international educational reforms such as the performance-based approach that did not improve student achievement as anticipated (Leithwood et al., 1999) except in Chicago (Bryk et al., 1998, Fullan, 2000).

The overall contributions of school improvement (Hopkins and Reynolds, 2001) focused on enhancing student outcomes, teacher instructional behaviors, capacity-building including staff development, strategic planning, and an increased awareness that cultural change sustains school improvement, and vision building is supported by school structures.

2.2.2.3 Foci of School Improvement

Hopkins and Reynolds (2001) argue that reform needs to address teaching and learning for better results, and more work is needed to develop context specific

improvement as in Gray et al.'s (1999) analysis of schools that sustained improvement despite different improvement designs and catchment areas. Schools' level of effectiveness determines the improvement strategy (Reynolds, 1996, Hopkins et al., 1997). Effective schools provide teachers with exposure to new practices that are shared in a collaborative atmosphere and opportunities to experiment with new curricula and teaching. They empower students (Hopkins and Reynolds, 2001).

Another focus of school improvement is on the learning level. Classroom data predict achievement gains better than school data because it is closer to student level. Effectiveness factors should be maximized at both levels (see Slavin, 1996). Educators can learn from the experience of Japanese teachers' collaborative research of student learning (Stigler and Heibert, 1999) which shows that classroom practices can generate quality school improvement. Teachers use the "lesson study" to improve the curriculum. They design, implement, test and improve one or more "research lessons" and exchange this knowledge.

Internal school conditions support innovative work as shown in the IQEA (Hopkins et al., 2001) project. There was practical involvement of stakeholders in school policies and decisions, commitment to staff development and collaborative planning, effective coordination, transformational leadership approaches, and high quality curriculum and resources (Newmann et al., 2000). Peer coaching (Joyce and Showers, 1995) is important as new curricula and skills are introduced.

Another example of linking effectiveness and improvement research is Brown et al.'s (1996) study, which explored whether traditional school effectiveness research needs additional kinds of research to produce school improvement. They suggest case-study work as complementary approach due to the gap between outcomes of school effectiveness studies and their limited use by school improvers. They explain that school effectiveness research tends to use quantitative approaches to measure school quality and differences between schools based on achievement criteria but neglect social and affective outcomes.

Improvement research uses qualitative methods, emphasizes process measures of improvement, and focuses on understanding the process of change that leads to school success. Generalizations may or may not be developed. Integrating both is possible through linking school effectiveness research findings to classroom events and factors that influence classroom and students' activities.

Brown et al.'s (1996) case studies resulted in models and theories that contributed to school improvement and linked it to effectiveness. They explored student achievement, nature of leadership and culture at two high SES and two low SES secondary schools with different effectiveness levels. Each school was studied separately while looking for similarities and differences. Data were collected via classroom observations, documents analysis, interviews with teachers, managers and pupils, and test results.

The high SES high effectiveness school had good examination results, high academic standards, shared values, strong leadership, parental involvement, collaboration, social cohesion, extracurricular activities, and new pilot programs. The high SES low effectiveness school had many similarities with the first one, but emphasized academic achievement even at the expense of affective student gains. It also participated in the school development plans and had teacher councils, but the headteacher was reluctant to act on their views. The school advertised as good for high achievers.

2.2.3 Staff Development and School Improvement

School improvement requires internal conditions to support and sustain reform such as staff development (Fuentes, 1999, Newmann et al., 2000). Professional development improves teachers' performance within the subject areas, but the focus should be within the classroom in order to improve teaching and learning (Busher et al., 2000). Teachers' discussion and exchange of subject teaching methods improves teaching quality and consequently student learning (Nias, 1989). Gomez's (2000) and Henderson's (2000) studies show that staff development increases teacher effectiveness. To maximize benefits, immediate practice, continuity, collaboration and peer coaching are necessary (West, 1995)

followed by evaluation by coordinators and directors. Mo's (2000) Hong Kong survey found that when school principals are supportive, teacher evaluation results are accepted and used by teachers for improvement. Viadero (1998) argues that a reward system should acknowledge the participants' efforts.

Learning strategies and hoping to immediately transfer them to classrooms do not ensure successful application and impact on student success because one innovation cannot apply to all settings (House et al., 1972). Staff development programs are most effective when selected or developed by the teachers themselves (Jones, 1998), coordinated according to a staff development policy and supported by leaders (Ainscow, 1995). Educators achieve together what they cannot achieve alone (Dufour and Eaker, 1998). Traynor's (2001) study showed similar findings.

Private schools have structures to organize teacher training and follow up implementation. Decentralized decisions about staff development help improve school performance (Wohlstetter et al., 1997). Hawks's (1994) survey and Wong's (2000) study of decentralized management indicated its positive effects on quality improvement and professional development.

2.2.4 Funds, Size, and Services

Finance and size are factors that contribute to school effectiveness and student success in autonomous self-managed schools. Private schools are independent financially from government support. They depend on tuition fees and their boards for main income and are free to budget according to their needs. Examples from international public schools' funding shall be cited due to unavailable information about private schools' budgets. These show the impact of ample funding on school resources and services.

Public schools in several western countries are funded mainly from local property taxes. Consequently, public schools in wealthy communities receive more funds than those in poorer ones (Education Week, 2000). These disparities influence the quality of school buildings and facilities, curriculum, instructional

equipment, teacher qualifications, class size, and presence of teacher assistants, advisors and counselors, and consequently student achievement. This is corroborated by Harijati's (1998) findings that teacher quality, length of school program, and library significantly influenced achievement in mathematics and language.

Support services enhance students' performance. Muir (1999) found psychosocial services offered to students in two secondary schools were beneficial for their well being, and Dufour (2002) found that advising, counseling, remedial classes, and study skills and time management training are needed to ensure individual students' mastery. Spears (1990) argues that students' advising and monitoring of progress at school improved their college success on indices of study skills, time management, class attendance, satisfaction, retention, and academic performance. College orientation programs for new students improved study, motivation and enjoyment (Peat et al., 2000).

Biddle and Berliner (2002b) refute Hanushek's (1989) argument that expenditure does not influence student achievement and argue that studies (Coleman et al., 1966, Heritage Foundation, 1989) showing no influence of funds on school performance were statistically flawed studies failing to measure important variables now associated with "school effects".

School resources and student achievement have systematic and educational relationships (Greenwald et al., 1996). Several surveys (Biddle and Berliner, 2002c) examine the outcomes of differential funding on student achievement in well-funded and impoverished schools while controlling for student SES. They report a relationship between the level of funding and sizable net effects for student outcomes (Dolan and Schmidt, 1987, Ferguson, 1991, Ellinger et al., 1995, Biddle, 1997, Wenglinsky, 1997a, 1997b, Elliott, 1998, Harter, 1999, Payne and Biddle, 1999).

Funding influences mathematics achievement scores. Better funded schools attract and employ highly qualified and experienced teachers who seem to

improve student achievement scores (Ferguson, 1991, Ferguson and Ladd, 1996, Elliott, 1998, Darling-Hammond and Post, 2000).

Class size influences students' performance, and students achieve better in private schools with smaller enrollments and class size (Zehr, 2002). Ehrenberg et al. (2001) surveyed studies of class size and secondary students' academic achievement after several states adopted policies of class size reduction (CSR). They noted similar demands for smaller classes in Canada, Australia, the UK and Japan. They suggest further studying of the relation between class size and achievement at various grades. Biddle and Berliner (2002a) argue against studies that show class size as less important than other variables because these examine variables related to class size as student/teacher ratio, which is inaccurate.

The positive impact of CSR on achievement is evident in studies in the early grades (Ferguson and Ladd, 1996, Finn, 2002). Evidence on significant effects on middle and high school years is not available. However, strong field experience and trial programs support that the benefits of reduced class size in early grades generate long-term advantages in student outcomes (Biddle and Berliner, 2002a, 2002b). Teacher morale improves in smaller classes (Finn, 2002). Teachers spend more time on direct instruction and less on classroom management when classes are smaller, student engagement in learning is increased, and in-grade retentions are reduced (Finn, 2002).

Private schools tend to be smaller in size than public schools. Smaller means less than a thousand students (Lee and Smith, 1996, Manning and Saddlemire, 1996). Smaller schools promote learning communities with shared visions and goals, and flexibility in operations and instructional choices, which enhances effectiveness (Gregory and Smith, 1987, Manning and Saddlemire, 1996). They are more effective than larger schools (Leonard et al., 2001). Howley and Eckman (1997) recommend building more small schools, and Renihan and Renihan (1991) and Sackney (1986) support that the strong sense of community in smaller schools contributes to effectiveness. This sense of community allows more intimate social relations (Sergiovanni, 1996).

Smaller schools also have positive climates (Murphy et al., 1985, Noddings, 1992, MacBeth, 1999), high parental involvement and greater community support and respect (Kellaghan et al., 1993, VanBalkom et al., 1994). They have high student involvement and fewer discipline problems (Mortimore et al., 1989, Lawton, 1998) and a more collaborative professional community (Grossman and Stodolsky, 1994, Sergiovanni, 1996).

Durbin (2001) found positive relationships between size and students' achievement in reading, mathematics, and writing as measured by standardized tests while controlling for SES. The study identified the optimal school size for higher achievement were those with 254-629 secondary students, which translates to an optimal high school size of around 1,400- 2,000 total school population. Lee and Smith's (1996) review found that better learning occurred in middle-sized schools than in larger ones.

2.3 School Culture, Effectiveness and Students' Success

2.3.1 What Is Meant by School Culture?

Culture is a system of shared meanings, symbols, experiences and practices, shared values, beliefs and sense-making (Morgan, 1986), and people's patterns of thinking, feeling and behaving which they have learned within their social environments as "mental programs" or "the software of the mind" (Hofstede, 1991). Schein (1985) proposes that culture develops as an organization learns to adapt to external factors while maintaining internal integration. Examining an organization's culture is necessary because it is the informal "shadow organization" (Samier, 1997), parallel to the formal and influencing it (Lane et al., 1971).

Understanding school cultures requires examining several phenomena ranging from basic to visible artefacts (Denison and Mishra, 1995) such as mission statements, values of leaders and members, the nature of interactions and language, the metaphors for thinking, the stories and heroes, and the

celebrations. Qualitative research methods are used to examine these and the school's history, rituals and symbols (Hofstede, 1991), and values of excellence (Hodgkinson, 1978, 1983). Ceremonies and traditions shape the unwritten culture and reinforce collaboration (Peterson, 1994). Skoropski (1976) identified annual ceremonies marked by speeches focusing on significant events from the institution's history, past events and achievements and future plans for growth and improvement. These traditions and the values they represent should be identified to understand how culture filters through activities.

Culture is reinforced through shared stories of heroes and success, which are often told by leaders to create and preserve the identity of the institution. Storytellers are old members who know the history of the organization (Deal and Peterson, 1990a) and tell stories of how things were done in the past, so new staff act accordingly.

Exploring culture requires examining features of the past such as school song, awards, publications, pictures from past years, trophies, artwork exhibits, flags, and uniforms. Space is another symbol for organizational life (Kotler and Heskett, 1992, Bolman and Deal, 1997, Samier, 1997). Most private schools maintain impressive buildings and well-kept grounds as symbols of prestige, wealth and power.

Metaphors describe how principals, parents and students see the school (Bates, 1987). Each metaphor carries different beliefs of how the organization operates (Morgan, 1980). The metaphor "happy family" is used by Beare et al. (1994) to describe a humane institution, supportive and forgiving, concerned in case of need and insecurity. Bolman and Deal (1997) explain this as "caring", which requires leaders to serve the best interests of the family and understand the needs and concerns of its members.

2.3.2 Why Is Culture Important?

Culture unites organization members (Morrison, 1998) around shared values and traditions (Morgan, 1986, Samier, 1997, Ahmed, 1998). Understanding school

culture is essential for determining which factors to reinforce or change to ensure cohesiveness (Stoll and Fink, 1996, Stoll, 1999).

Ahmed (1998) cites studies that produced evidence of the importance of culture to organizational effectiveness (Wilkins and Ouchi, 1983, Gordon, 1985, Kotler and Heskett, 1992). Positive cultures promote innovations for improvement leading to success (Deshpande et al., 1993, Ekvall, 1993, Vandenberghe et al., 1993, Staessens and Vandenberghe, 1994).

2.3.3 Social Cohesion, Empowerment and Collaborative Cultures

Collegiality implies mutual sharing and assistance (Fullan et al., 1990) in a voluntary manner (Hargreaves, 1994). The type of collegial work most conducive to improvement is joint work including team teaching, peer coaching and action research (Little, 1990). It creates greater interdependence than weaker forms of general sharing and assistance among professionals (Little, 1990). Collaboration indicates teachers' voluntary work together without any control agenda. Teachers share ideas and materials and may engage in mutual observations and enquiry (Hargreaves, 1994).

Collaboration is important for managing successful schools where principals solve problems through collective efforts (Leithwood and Steinbach, 1995). A culture of cooperation (Sammons et al., 1995) and collaborative planning (Wong, 1999) characterize effective schools.

Collaborative cultures sustain educational and organizational improvement (Hopkins et al., 2001, Welch, 2001).

2.3.3.1 Empowered Satisfied Teachers

High effectiveness schools empower teachers and foster collaborative relationships (Brown et al., 1996), participatory leadership, and delegation (Kouzes and Posner, 1987, Luyten, 1994, Witziers, 1994). Teachers serve on school councils that make decisions about programs and resources assisted by

subcommittees, which promotes high performance (David, 1996). They assume higher levels of responsibility and engage in meaningful exchange at the school level (Kowalski, 1994) such as becoming involved in defining goals, assuming responsibility for all students' progress and leadership in school development (Fullan and Hargreaves, 1996). Teacher preparation is redesigned accordingly (Anderson et al., 1998).

Teacher empowerment improves productivity (Gaul et al., 1994, Latham, 1998) because of increased faculty participation in decision-making and a better school climate (Skaruppa, 2000). Teachers' participation in decision-making processes relevant to their work enhances their job satisfaction (Steinhauer, 1995, Blom, 1999), commitment and motivation (Blom, 1999). This reduces their alienation from administrators and improves their morale and performance (Weiss, 1993, Conway and Calzi, 1996). Incentives and rewards also increase teacher satisfaction (Rosenholtz, 1985) such as merit pay for top performing teachers (The National Commission on Excellence in Education (NCEE), 1983). Olivier (2001) studied the relationship between school effectiveness, culture, teacher efficacy and intent to stay and found positive relationships between the variables. Teachers' efficacy was identified as the strongest predictor of organizational effectiveness. Efficacy is the belief in one's ability to influence actions towards a goal (Bandura, 1986).

Participation should extend to the implementation of teachers' decisions (Tschannen- Moran, 2001) because principals sometimes distrust their teachers' expertise to make valuable contributions to school reform. Leaders who plan to shape a collaborative culture should build a trusting relationship with teachers and parents who need evidence that collaborative decisions are implemented (Malen et al., 1990). This increases teachers' and parents' satisfaction and commitment to apply decisions (Bacharach et al., 1988, Goldring and Shapira, 1993, Griffith, 1996). De Leon (1993) found that even though teachers want to be empowered, much is still needed to actually change the school governance.

This should not imply that teachers who participate in organizational decisions are better than those who do not have this opportunity. Baker (2001) found no

significant difference in teaching effectiveness between the classroom focused teachers and the organizationally involved ones.

2.3.3.2 Social Cohesion

Schools should be seen as community families rather than hierarchies (Sergiovanni, 1994) and as substitutes for formal systems of management and supervision (Sergiovanni, 1992). Members become committed to the institution's values and goals and promote positive school outcomes (Levine and Lezotte, 1990) because when teachers and administrators work together, commitment and motivation are higher and conducive to quality work (Barnett et al., 2001).

In positive school environments, teachers express pride in belonging and identifying with their institutions. Evans (2001) explored teachers' perceptions of an "ideal job" and found six related issues: equity and justice, organizational efficiency, interpersonal relationships, collegiality, self-image, and teachers' perceptions of their institutions' pedagogy or quality of educational provisions.

2.3.3.3 Empowered Parents and Students

Effective schools encourage parents' involvement (MacBeath, 1994) and school improvement plans foster democratic processes (Glickman, 1993, Pounder, 1998) that include parents and teachers in decision-making. In Brown et al.'s (1996) high SES high effectiveness school, parents profoundly influenced school culture. There were shared values, positive attitudes to school and appreciation to staff efforts.

School culture determines the quality of interactions with parents and community, and positive cultures are open responsive systems (Deal and Peterson, 1990a). Chen (1993) found that school culture and parent-community participation positively correlated with student intellectual development in 79 secondary schools in British Columbia. Busher (1992) argues that teachers can understand their students' values and attitudes through understanding parents

and community, which facilitates designing effective strategies for improving student learning.

Teachers may consider parental involvement as intrusion (Middlewood, 1999), so principals need to modify this relationship. Lebanese school principals (Akkary and Greenfield, 1998) regard themselves as responsible for encouraging parental involvement in school life, mediating school-parent relationships, and addressing parents' academic and financial concerns. Middlewood (1999) proposes a continuum for managing school-parent relationship ranging from providing information to parents on school issues and student progress to shared decision-making on curricula and organization as in Pemberton School in Northamptonshire. Bastiani's (1993) model of home-school links includes roles for school and others for parents. Schools communicate information, support family and community life, consider parents' views in formal and informal decisions, and involve them in their children's learning. Parents help in routine tasks and support school's work. Epstein's (1995) theory of overlapping spheres endorses that school and parents join efforts in educating children.

Empowering students implies delegating responsibilities and involving them in decisions that affect them (Christensen Hughes, 1999). This improves productivity and morale (Kouzes and Posner, 1987). In Brown et al.'s (1996) high SES high effectiveness school, there were student prefects assisting in various ways in running the school. A student council was consulted on organizational matters. There were positive attitudes to school and high expectations similar to Hargreaves's (1995) "hothouse" and emphasis on affective development similar to the "welfarist" school (Figure 2.2). Hargreaves demonstrates the tension between social controls needed to make students and teachers work and social cohesion for maintaining satisfying relationships.

Figure 2.2: Types of School Cultures

		SOCIAL CONTROL	
SOCIAL COHESION	**High**	HOTHOUSE High academic expectations, personal development, and team spirit.	WELFARIST Student-centred, priority to social adjustment and life skills.
	Low	FORMAL High academic expectations, discipline, strict staff, and traditional values.	SURVIVALIST Poor social relations, under-achieving students and little professional satisfaction.

Source: Hargreaves (1995)

2.4 Leadership and School Culture

This section reviews the literature on leadership roles of principals in SBM schools and their particular contributions to their institutions' effectiveness and improvement. Reeves et al. (2001) define leadership as the ability to set the agenda for the organization, win commitment to it, and motivate participants to execute the required changes. Meyer (2001) uses the term "combination persona" to portray the many roles that leaders carry when they make decisions.

The principal's leadership is a distinguishing feature of British (Rutter et al., 1979, Mortimore et al., 1988) and American research (Brookover et al., 1979, Stringfield and Teddlie, 1987) on school effectiveness. Studies in the 1970s, 1980s, and 1990s found leadership of school principals as key factor of school effectiveness (Bentzen, 1975, Berman and McLaughlin, 1977, Hargrove et al., 1981, Neale et al., 1981, Rubin and David, 1981, Sammons et al., 1995) and important for school performance (Brookover et al., 1979, Al-Hadbai, 1981). They are key agents in bringing about change leading to improvement (Levine and Stark, 1981, Purkey and Smith, 1983, Rosenholtz, 1985, United States Department of Education (USDOE), 1987, Gray, 1990, Department for Education and Employment (DfEE), 1997). Springer (1996) showed significant

differences between principals in high-achieving and low-achieving schools on nine out of ten variables. No studies of effective schools indicated the presence of weak leadership.

Leaders need autonomy in management decisions. A national survey on effective leadership, The Public Agenda (2001) survey, found that improving leadership in American schools required principals' ability to remove bad teachers, giving administrators more autonomy while holding them accountable for getting results, offering principals short term renewable employment contracts, and abolishing tenure (Johnson, 2002).

2.4.1 Shaping School Culture

Leaders are culture founders (Schein, 1985, Nias, 1989). Principals have powerful influence over shaping school culture (Fuller, 1992, Hopkins et al., 1994, Sergiovanni, 1995, Leman, 2001). They instil shared values and beliefs (Stoll, 1999) in staff and students, and communicate their values through actions and behaviours (Hobbs, 2001). Leaders adhere to values of respect and loyalty, focus on managerial, moral, and instructional matters, and are influenced by culture (Johansson-Fua, 2001).

The process of creating effective schools entails promoting particular visions or anticipations of what to achieve (Wallace et al., 1997) and developing appropriate cultures to foster them. Leaders nurture a school culture conducive to student learning and professional growth (Klein and Saunders, 1993). They manage operations and resources for effective and efficient learning environments. They collaborate with stakeholders, respond to community needs and mobilize community resources. This is their role as promoters of success for all students by the Council of Chief State School Officers (Reeves et al., 2001). Shared vision is an exemplary leadership practice (Kouzes and Posner, 1987) and the best driving force for an organization toward excellence and success. Having a "vision" is also linked to the implementation of developments (Nanus, 1992, Wheatley, 1992, Senge, 1996, Fullan, 2001).

Case study schools in Reeves et al. (2001) show that effective schools have visionary leaders (Mortimore et al., 1991, Harris et al., 1995, Sammons et al., 1995, 1997). They score highest in all dimensions of leadership behaviour (Chui, 1996) and influence student performance. Collins (2001) identified the "effective leader" who fosters commitment to a challenging vision and the "executive leader" who builds greatness.

Building and reinforcing culture requires leadership that transforms elements of school culture into forces that enhance rather than undermine the school's purposes (Barth, 2002). This requires a deliberate study of events and the values behind them (Schein, 1985, Deal and Peterson, 1990). It involves observing the existing norms that support the institution's mission then reinforcing aspects of collaboration and destroying those hampering collegiality. Reshaping fragmented cultures improves school operations and atmosphere (Morgan, 1986). In fragmented cultures, the majority of the staff engage in personality clashes, feuds and cliques (Busher, 1998). Jackson (1996) examined a school with subcultures that were resisting the school's values and curricular reform. The principal employed vision and perseverance to reshape the culture to support excellence. Another way of dealing with "resistance groups" with "counter cultures" (Hargreaves, 1999) that demoralize supporters of change in an organization is to release them as was done in the Ridings School which was in difficulty and needed improvement.

Reshaping culture may begin with establishing mission and traditions (Bliss et al., 1991). Teachers are then formally inducted into the system. Culture is taught to new members as the correct way to think and behave (Busher, 1999). Employees learn organizational practices through "socialization" at the work place (Hofstede, 1991).

Recruiting teachers that can adapt to the organizational culture is essential for cohesiveness. Teachers are interviewed and asked to demonstrate teaching (Norton-Powers, 2001). They are then inducted into the school culture to ensure shared values. Clark (2001) identified important induction activities for new secondary teachers. Old-time members help reinforce the values and practices of

the institution (Bolman and Deal, 1995, 1997). They tell stories about the institution's heroes to sustain values (Smircich, 1983). Formal induction (Trowler and Knight, 1999) is done through mentoring, handbooks, and social events. Socialization takes place when they engage in culture unconsciously.

2.4.2 Leadership as Stewardship

"Service and stewardship" are bases for influence that are being traded for traditional hierarchical structures and processes (Bhindi and Duignan, 1997, Busher, 1998) emphasizing partnership and empowerment (Block, 1993) leading to teacher effectiveness (Gunter, 2001).

The term "authentic leadership" is a contrast to coercive management (Bhindi and Duignan, 1997) and to dominance and compliance in organizations (Greenleaf, 1977, Block, 1993), which demoralizes members (Starratt, 1993). Authenticity is based on trusting relationships, excellence, principles of leadership as stewardship or service (Bogue, 1994), and ethics and morality (Duignan and Macpherson, 1992, Sergiovanni, 1994). Leading with soul (Bolman and Deal, 1995) inspires and empowers others in an atmosphere of shared leadership (Senge, 1990). It is authority granted freely to the leader and bestowed on leaders by their followers (Greenleaf, 1977, Cox and Hoover, 1992, Chaleff, 1995). In collaborative cultures, leaders who trust their colleagues encourage openness between people, effective communication, and model these (Busher and Saran, 1995).

Authentic leaders set an example for sincere action and behaviour and help build and sustain strong organizational "visions" derived from organizational beliefs and values (Bhindi and Duignan, 1997). They act with integrity and ethics and respond to their school contexts (Reeves et al., 2001).

Lubin (2001) examined congruency between servant leadership and visionary leaders' behaviours and found nine common characteristics including listening, empathy and awareness of others. They are collaborative leaders using consensus and shared decision- making. They are passionate about their work.

2.4.3 Instructional Leadership

Instructional leadership is one of the six professional standards for principals set by the Interstate School Leaders Licensure Consortium (1996). Principals as educational leaders promote the success of all students by providing school culture and curriculum conducive to student learning and staff professional growth (Dufour, 2002).

Traditionally, the principal as instructional leader is among the variables that characterize effective schools (Rutter et al., 1979, Glenn, 1981, Purkey and Smith, 1983). In self-managed schools, principals are visionary and instructional leaders (Dubin, 2001). Better schools require leaders skilled as educational leaders (Fuller, 1992, Jaeger, 2001). This role is significant in initiating school improvement plans and processes (Brookover and Lezotte, 1979, Sammons et al., 1994a) and maintaining the improvement process (Berman and McLaughlin, 1977, New York State Department of Education, 1974a, 1974b, Hargrove et al., 1981).

The principal should be knowledgeable in curriculum, teaching strategies, and the monitoring of student progress (Rutter et al., 1979, Mortimore et al., 1988) in order to support and assist teachers when needed (Murphy, 1989).

The above interpretation of instructional leadership is contested by Griffin (1990) and Gunter (2001) as "unrealistic" due to the principal's multiple roles in the operation of an effective school. Principals need knowledge of the elements of curriculum planning and evaluation and teachers' involvement in decisions since their commitment to the changes is essential (Griffin, 1990).

Dufour (2002) examined instructional leadership according to the focus of the National Association of Secondary School Principals (2001) on teaching and teacher improvement through systematic supervision of teaching strategies and classroom management, and found gaps in students' intended learning outcomes3 He adopted a focus on student learning, and instructional leadership became learning leadership, extending beyond helping individual teachers

improve instruction to guiding teacher teams in helping students achieve learning outcomes.

Similarly, King's (2002) instructional leadership has student learning as priority by focusing on improving teaching and learning in schools, staff development, decision-making based on data, and accountability (Institute for Educational Leadership, 2000). Principals should focus on their schools' needs and ensure that teaching practices lead students to higher levels of achievement. They develop leadership capacity in other school professionals by delegating responsibility to teachers and staff (Lambert, 1998) and supporting school members to share what they are learning about their practice. These professional learning communities produce higher levels of learning, foster cooperation, and support personal growth (Newmann and Wehlage, 1995, Louis et al., 1996, Dufour and Eaker, 1998).

Instructional leadership should extend beyond literacy and numeracy (Fink and Resnik, 2001) to deeper learning. This entails encouraging thinking skills and problem solving, nurturing motivated learners and mobilizing teachers' capacities to accomplish this. Improving teachers' work conditions and morale are required, so leaders need to transform their school learning cultures and the teacher profession. "Cultural Change Principals" better describes this role (Fullan, 2002).

To develop such principals, private schools recruit and reward top-performing principals and train them in the setting of work (Elmore, 2000) and cultivate leaders at many levels (Price- Waterhouse Coopers, 2001). Therefore, school improvement depends on principals who can create conditions to sustain educational reform.

2.4.4 Leadership in Improvement

Leadership is needed for restructuring and implementing improvement (Van Tamelen, 1999). During policy changes, freedom of action should be accorded to principals (Nir, 2001). Bradley's (1996) case studies of successful secondary

schools showed that successful improvement efforts are dependent on the skills of the principal, faculty and parents leaders. School success and student success followed a parallel path

Reeves et al. (2001) explore the relationship between development planning and school effectiveness in schools involved in curriculum reform in Scotland. They found principals' interest and expertise had clear relationship to leadership. Both elements of change leadership were found in highly effective schools. Those who understood the improvement and were committed to it invested time and effort in implementing. They argue that effective schools respond successfully to their environments by possessing the theoretical and process aspects of planning and developing major changes.

2.4.5 Leadership and Discipline

Managing students' academic and discipline affairs is the principals' responsibility (Akkary and Greenfield, 1998) in Lebanese secondary schools. Principals are responsible for setting and reinforcing school rules and providing student-friendly atmospheres by dealing compassionately with students. They handle students' complaints about teachers or personal problems affecting their academic performance.

Discipline influences instructional processes, and effective rules indirectly enhance student learning (Gottfredson et al., 1993). Surveys in England and Wales (DES, 1989) and Scotland (Johnstone and Munn, 1992) showed that students' talking out of turn, incomplete work, and hindering classmates were the most annoying to teachers. Freidberg (1996) found that students' standardized test scores improved after implementing a school discipline program. In some schools, leadership by the assistant principal reinforces discipline and order leading to a culture of trust and interrelationships (Grivin, 2001). A classroom management school- wide model transformed school culture in Dixon's (2001) study. An orderly and secure environment distinguishes effective schools (SOED, 1990).

In successful private schools, principals influence processes of shaping and reinforcing school culture, selecting teachers and students, determining performance standards, allocating funds, and initiating and implementing curricular reform and rules. They are visionary leaders who secure the constituents' commitment to shared values and goals.

2.5 Effective Schools and Students' Academic and Social Success in Higher Education

2.5.1 High Academic Standards

Effective schools set high expectations for students (SOED, 1990) because high academic standards improve student achievement (O'Day et al., 1995, National Research Council, 1996, Akkary and Greenfield, 1998, Fuhram, 1999, Massel et al., 1997, O'Neil and Tell, 1999, Ohanian, 1999).

Rigorous academic preparation in high schools was found as predictor of college success (Sarich, 1985, Baker, 1989, USDOE, 1999, Gladieux and Swail, 2000) and high school GPA as the most important predictor of college success and retention (Rogers, 1989, Noldon, 1991, Smittle ,1992, Suarez, 1997). Private schools in the United States provide higher academic standards, more years of mathematics, and offer tougher curricula. Their students achieve better on standardized tests (Zehr, 2002). Students who take prescribed school courses as college preparation perform better on college admission tests (Sherman, 1990). Proficiency in academic language skills and mathematics are indicators of college success (Olivares, 2000). Teacher factors also influence students' high achievement gains. In the middle- high SES classrooms, teachers require extended reasoning, give difficult material, use projects that require problem solving and original material, encourage students to become independent learners, ask higher order questions and use rich verbalizing (Borich, 1996, Brown et al., 1996).

2.5.2 Affective/ Non-cognitive Development

Personal development and social skills are by-products of activities that students engage in as part of the informal curriculum (Munn, 1999). Extracurricular activities include social and community service, talent and interest clubs and sports. Barr's (2001) study focuses on the value systems that maintain physical education (PE). Korinek and Popp (1997) find that integrating social skills with academic learning enhances skills in both. Community service, group theatre, and technology projects enhance students' decision-making skills. Thomas (2001) finds character education programs positively influence the lives and success of students.

College persistence and success are also influenced by personality factors (Allman, 1994), and students' degree of involvement in school extracurricular activities influences college success (Baker, 1989). Harbel (1996) finds significant relationships between hard work, social relationships, type of school diploma, and college success.

Learning foreign languages, music and athletics has positive effects on achievement (Patten, 1999). Children who receive second language instruction show better performance on verbal and cognitive tests than those who do not (Marcos, 1997, Martin, 1999).

2.5.3 Students' Preparation for Higher Education

Making the transition to higher education and succeeding in obtaining a degree from a prestigious university would improve one's chances for better jobs, life chances, and income (Davis, 1995, Gladieux and Swail, 2000, Zehr, 2002). Private school students are twice as likely to graduate from higher education institutions than public school students according to data released by the National Centre for Education Statistics report (Zehr, 2002).

Gladieux and Swail (2000) found that students' SES influences their chances for education (Figure 2.3). The results support the need for efforts to improve

secondary school students' performance levels to provide better chances for college entry.

Figure 2.3 : SES and Higher Education Opportunities

	High SES	Low SES
High school students qualified for higher education	83 %	53 %
Enrolment in BA at universities	3 in 5 high school graduates	One in 5 high school graduates
Graduating with BA within 4 years	40 % of those enrolled in college	6 % of those enrolled in college

Source: Gladieux and Swail (2000)

Several studies (Lancaster, 1993, Sargent, 1994, Beecher, 1998, USDOE, 1999, Chraska, 2000) addressed factors that improved students' chances for achieving entry and graduation from higher educational institutions. Lancaster (1993) found that students' high school academic preparation, estimated ability, and attitude toward academic achievement contribute to their graduation within the traditional four years. Sargent (1994) found a relationship between high school achievement, non-cognitive dimensions, and problem-solving efficacy and college success. Beecher (1998) found that only High School GPA and aptitude test scores were effective predictors. Chraska (2000) found that students' knowledge, practical and academic skills, and attitudes to learning are indicators of education output.

Oaks and Wells (1998) review the restructuring of ten United States secondary schools to improve academic standards and prepare students for college. Some offered pullout challenge courses open to all students, some offered college preparatory courses in mathematics and science before and after school, and others provided extra sessions for low-achievers to pass the new challenging curricular material. Albright (1990) found the university- mandated college

preparatory curriculum (CPC) for college admission in Georgia a statistically significant predictor for college freshman average. Pace (1984) found that high school English courses were the best indicators of success in college. Hodges (1999) found that remediation at the school level and GPA are predictors of college success.

Therefore, efforts for high school curricular and extracurricular improvement are necessary for improving students' educational experiences in post-high school education.

2.5.4 Evaluation of Students' University Gains

My selected indicators of university success for school alumni were based on studies that focused on assessing students' gains after entry to universities. Ewell and Jones (1996) used process measures by the National Centre for Higher Education Management Systems (NCHEMS)(1994) to diagnose the degree of students' involvement in college activities and learning opportunities and Chickering and Gamson's (1987) process indicators of student learning and personal development coupled with relevant items from the College Student Experiences Questionnaire (CSEQ) developed by Pace (1984, 1990). The above sources assert the reliability of associating students' reports of their college experiences with their general cognitive gains.

Kuh et al. (1997) tested items from the CSEQ representing three good practices of Chickering and Gamson (1987): faculty student interaction, cooperation among students and active learning and found them valid indicators of student outcomes. Kuh and Vesper (1997) added an academic measure of students' GPA ranging from C- to A. Koljatic and Kuh (2001) investigated these practices in three types of universities and found that involvement in them did not change between 1983 and 1997 especially in liberal arts universities. They contribute this to better student preparation for college over the years.

2.6 Conclusion

The literature review indicates that self-management contributes to autonomy in schools' decision-making about stakeholders, funds and services, cultures and goals, and curricular and extracurricular offerings (Figure 2.4). Positive school cultures are described in the literature as collaborative and cohesive, characterized by strong leadership and community spirit, and conducive to success (Figure 2.5).

The conceptual framework (2.6) that evolved facilitated shaping my research questions which are related to my objectives. The studies on self-management and decentralization formed my question on how school autonomy contributes to school effectiveness and improvement. The focus on school culture developed into a question about its relationship to effectiveness and students' success. The literature on leadership shaped my question about its link to school culture and success. The literature on school factors leading to students' achievement in school and university shaped my questions on schools' preparation for higher education. The framework is flexible and open to modifications as data are collected and analyzed. Discussion of how this shaped my choice of case study and a mixture of qualitative and quantitative data will take place in chapter three.

Figure 2.4: Lebanese Private Schools' Decision-Making Autonomy

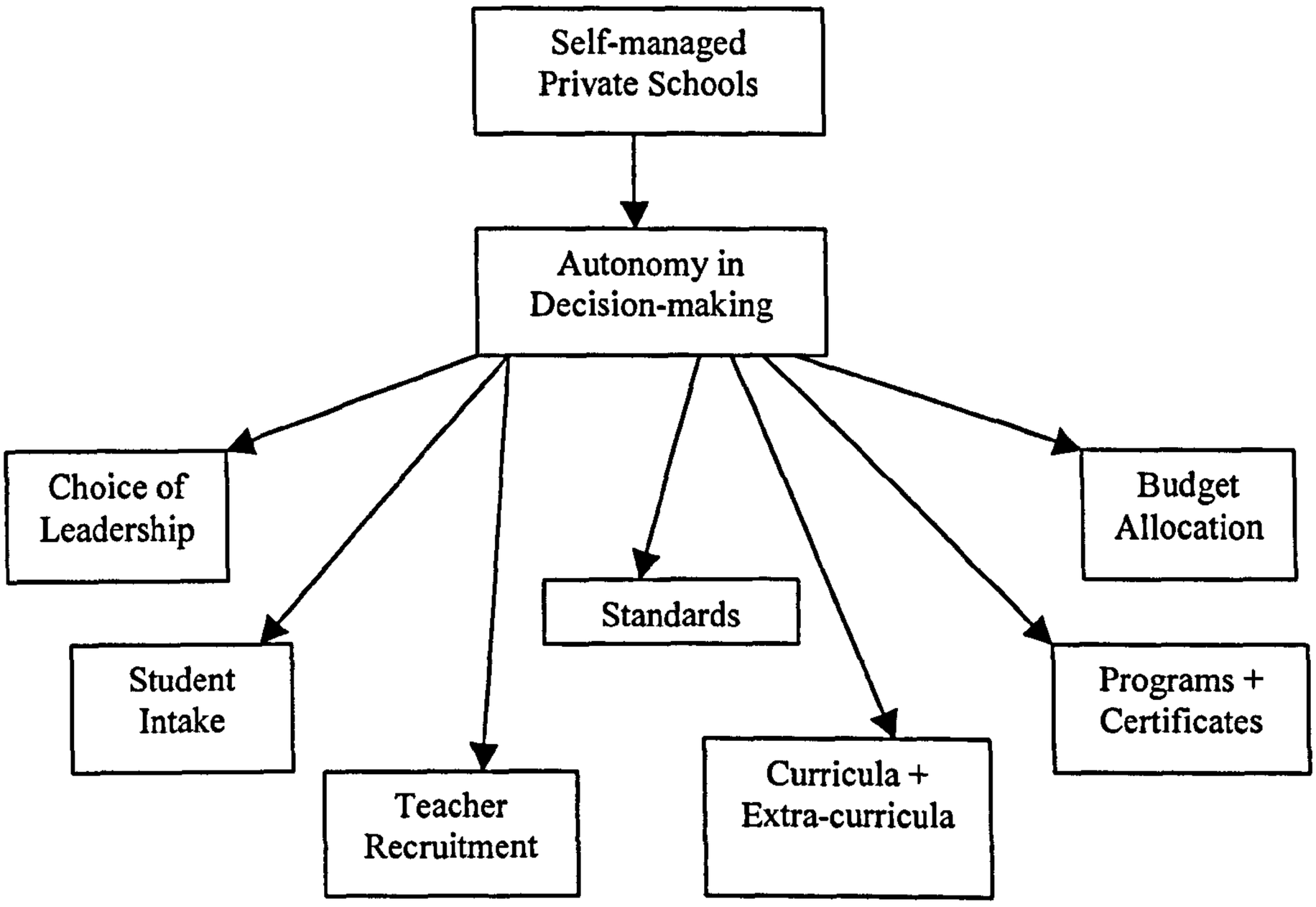


Figure 2.5: Strong School Culture

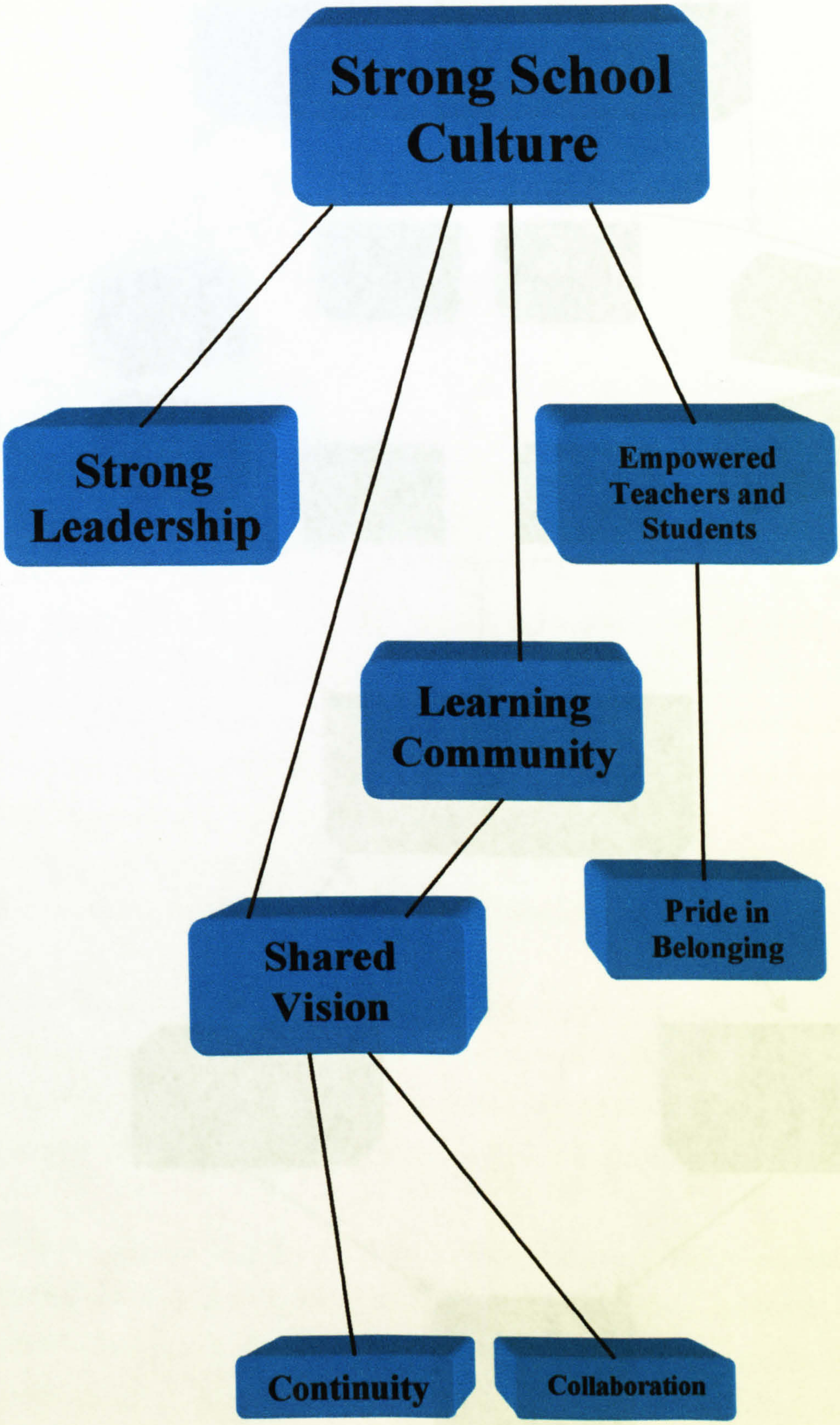
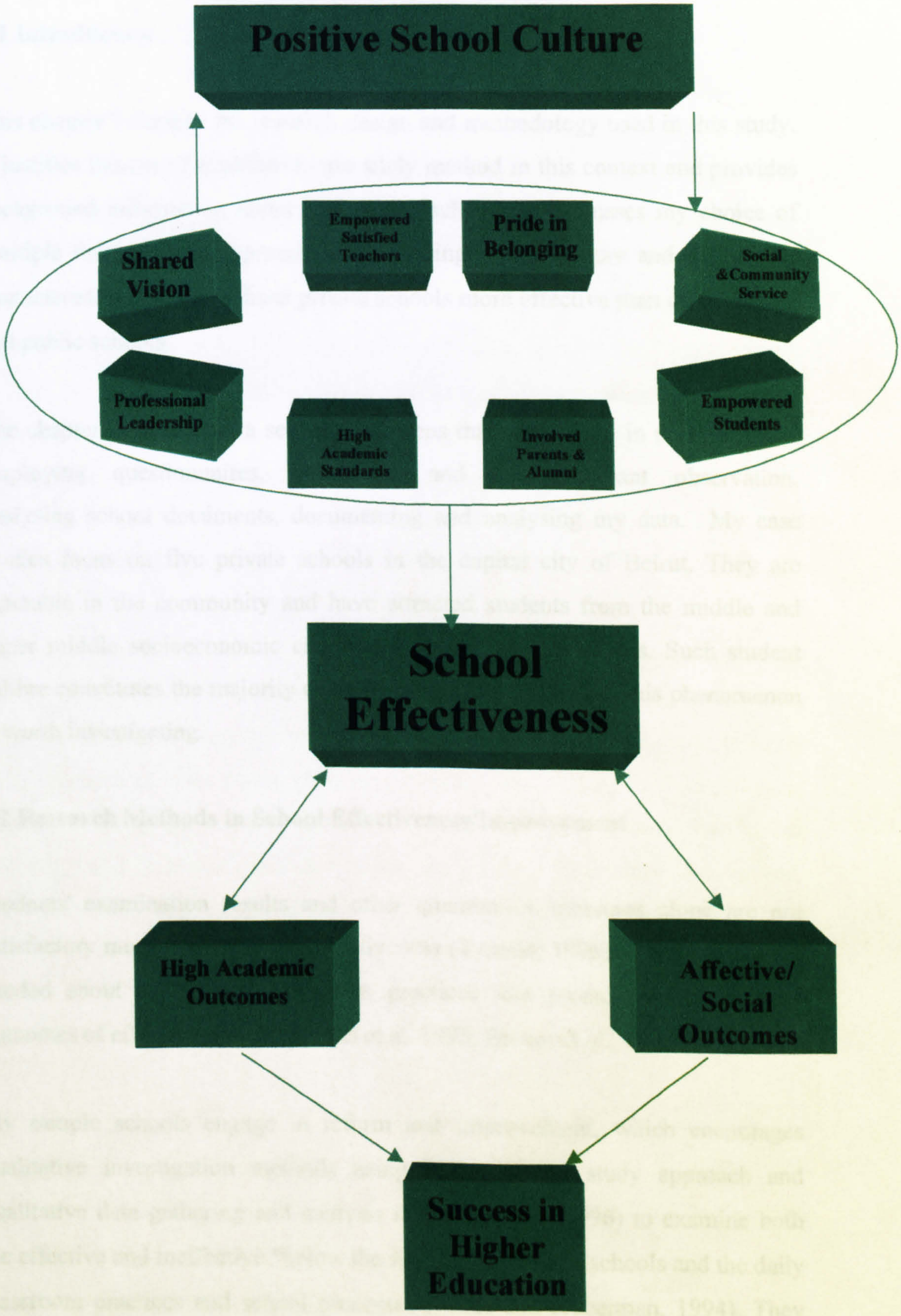


Figure 2.6: Conceptual Framework



Chapter 3: Design and Methodology

3.1 Introduction

This chapter describes the research design and methodology used in this study. It justifies the use of qualitative case study method in this context and provides background information about my sample schools. It discusses my choice of multiple linked- cases approach for describing school culture and delineating characteristics that make those private schools more effective than other private and public schools

The chapter is written as a sequence of steps that were taken in designing and employing questionnaires, interviews, and non-participant observation, analysing school documents, documenting and analysing my data. My case studies focus on five private schools in the capital city of Beirut. They are reputable in the community and have attracted students from the middle and upper middle socioeconomic classes for six to twelve decades. Such student calibre constitutes the majority of private universities' intake. This phenomenon is worth investigating.

3.2 Research Methods in School Effectiveness/Improvement

Students' examination results and other quantitative measures alone are not satisfactory measures of school effectiveness (Tymms, 1996). More evidence is needed about school and classroom practices that promote social/affective outcomes of effectiveness (Sammons et al, 1995, Brown et al., 1996).

My sample schools engage in reform and improvement, which encourages qualitative investigation methods using in-depth case study approach and qualitative data gathering and analysis methods (Stoll, 1996) to examine both the effective and ineffective "below the surface" aspects of schools and the daily classroom practices and school processes (Miles and Huberman, 1994). They help in understanding school culture and its impact on change efforts (Fullan

and Hargreaves, 1992, Hargreaves, 1994, Hargreaves, 1995, Hargreaves and Hopkins, 1991, Siskin, 1994, Stoll and Fink, 1994).

Brown et al. (1996) and Stoll (1996) mix both approaches as seen in the Improving School Effectiveness Project (MacBeath and Mortimore, 1994, Teddlie and Springfield, 1993). Many researchers treat both as complementary (Reynolds et al., 1993). Others incorporate them in different ways (Levine and Lezotte, 1990, McGaw et al., 1992, Ouston et al., 1991, Purkey and Smith, 1983).

This invites looking at both quantitative and qualitative methods for examining culture and aspects of effectiveness in my sample schools, especially from the perspective of the participants themselves. It draws on ethnographic approaches. It is not an improvement study aiming to intervene (Stoll and Fink, 1996).

3.3 Key Research Questions

This study attempts to answer four key questions (Figure 3.1) that are related to the research objectives. Addressing these questions will unfold factors that render these schools responsive to improvement and innovation and elements that contribute to their strong positive cultures. Other objectives focus on how these schools prepare their students academically and socially for higher education and how these schools' graduates perform in a prestigious private university according to selected indices of success (Figure 3.1).

Figure 3.1: Key Research Questions and Objectives

Objectives	Key Research Questions
To examine private schools' effectiveness and responsiveness to improvement.	• How does autonomy influence self-managed schools' effectiveness and improvement? • What is the link between leadership and school culture?
To examine how private schools prepare their students academically and socially for higher education.	• What is the link between positive school cultures, effectiveness and students' success?
To examine how these schools' graduates perform in a prestigious private university according to selected indices of success.	• How do effective schools contribute to their students' academic and social success in higher education?

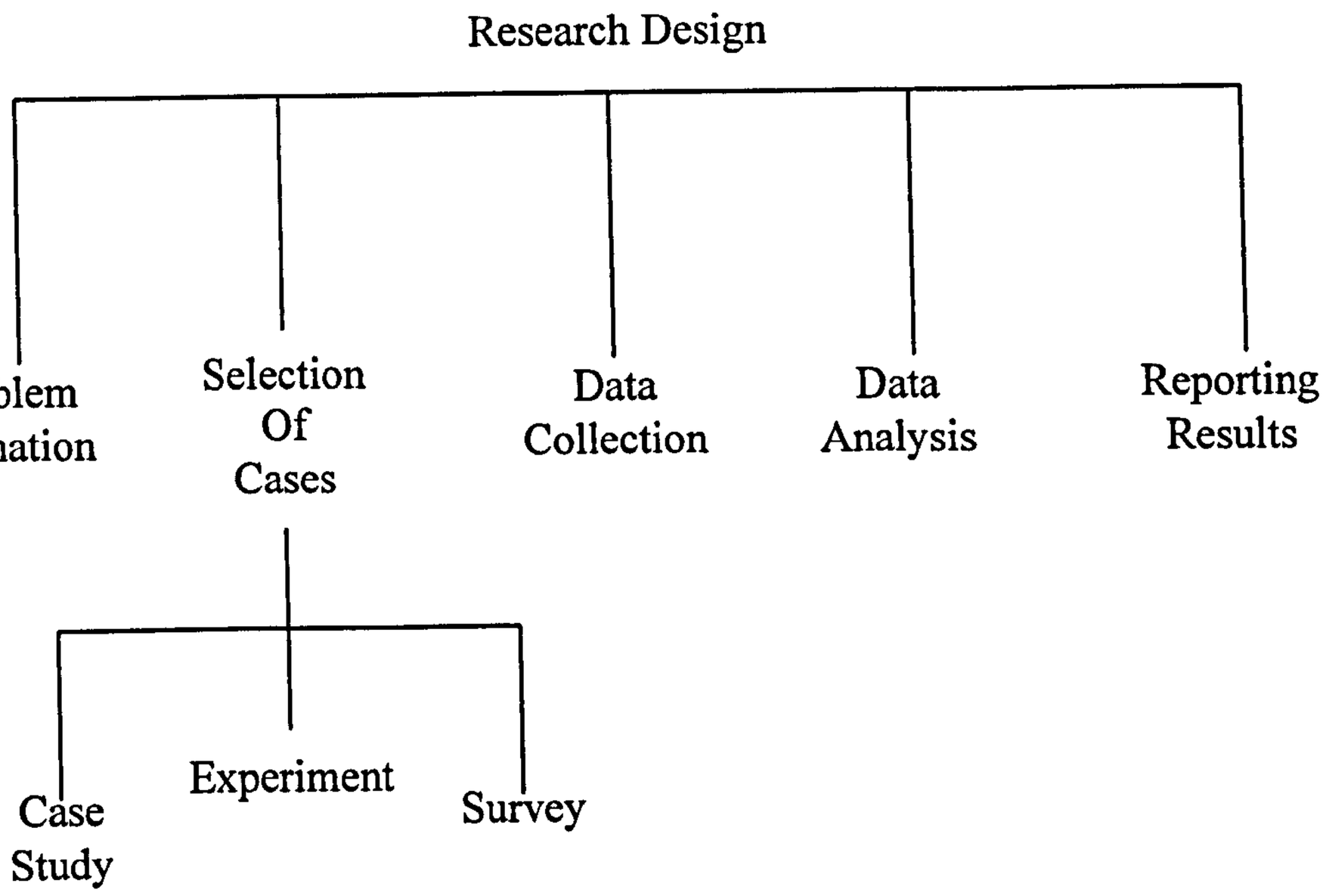
3.4 Research Design

This study examines factors that contribute to the effectiveness and success of well-established private schools in Beirut, how these schools prepare their students for higher education, and indicators of success of these schools' graduates in private higher education. Hammersley's (1998) graphic presentation (Figure 3.2) of research design places choice of methodology and cases next. Case study is used because unlike survey and experiment, it uses multiple sources of evidence to investigate contemporary phenomena within real life contexts. Case study is good in complex situations that involve a number of different issues (White, 2000). The phenomena are the schools, which are not readily distinguishable from their contexts (Hammersley, 1992).

My framework and research questions as well as my sample determined how my data would be collected. My interest is in phenomena that are not directly observable such as perceptions and feelings, so I have not chosen a purely positivist approach because of its emphasis on observable measurable behavior. Qualitative data such as personal accounts and interviews can help explain people's actions past and present, and gain insight into meanings of events. Authentic accounts were the target (Hammersley and Gomm, 2000).

The role of the research design is to ensure that collected evidence is relevant to the study questions, and that the analysis deals with the rival hypothesis (Yin et al., 1985). It links the questions to answers obtained from the schools. It identifies the critical evidence of interviews, document examination, and observations that will support the hypotheses and present contrary evidence. The design also suggests relevant analysis methods for the collected evidence, so that the initial questions are discussed critically. The design may lead to generalizations of results to other cases (Yin et al., 1985).

Figure 3.2: Research Design Components



Source: Hammersley (1998)

3.4.1 Choosing Case Study

Case study is research strategy that employs different methods some of which are quantitative but uses more description in collecting and interpreting data (Yin, 1989, Mitchell 2000, Schofield 2000, White, 2000). Hammersley and Gomm (2000) argue that all research is basically case study in which there is some unit of study that requires data collection and analysis. It is especially suited for small-scale research, can be carried out by one researcher and will generate empirical data thus reducing total dependence on existing research. Brown et al. (1996) state that small-scale studies complement school effectiveness research by shedding light on what goes on in "more and less effective schools" especially in classrooms.

A case study looks at the total situation and researchers see the interrelationships among the events (White, 2000). They describe the schools within their contexts and present data revealing the elements of these school cultures that influence

their effectiveness (Yin, 1989). However, it is difficult to identify what is unique to the case school from what is common to similar schools. Case study research tends to be subjective so researchers have to remain objective when analysing data. Analysis is difficult given the information that the various used methods generate. Generalizations are often limited (White, 2000).

Case studies provide descriptions and analysis of a social unit and facilitate insights into specific phenomenon (Merriam, 1988, Borg and Gall, 1989, Mitchell, 2000). The focus is on a person, organization, event, issue or program regarded as one whole, what is known as holistic study.

The sample private schools have diverse cultures and can better be understood in their common historical background of Lebanon's system of education. Case study method can be used when the phenomenon under study is not "readily distinguishable from its context" such as school and its context (Yin, 1989, Hammersley, 1992). The context is assumed to have explanatory variables about this phenomenon (Yin, 1993). Other valid reasons are time, cost, and accessibility (White, 2000).

3.4.1.1 Reasons for In-Depth Study

My multiple case designs was chosen because of my "intrinsic" (Stake, 1994) interest in the phenomena, that is, interest began before the formal study. It also holds "potential" for learning about the cases' elements and "uniqueness".

Schofield (2000) argues that qualitative researchers in education study the ordinary daily matters and locate situations that are known as exceptional on some previously acquired bases, and then study them to explore what is actually happening. So, the study is not focused on typicality or heterogeneity, but rather on either outcomes or conditions, such as Weber (1971), Rutter et al. (1979), Dwyer et al. (1982), and Bickel (1983) who studied classrooms or schools where students show high intellectual gains.

This design allows researchers to collect perspectives of those within an educational setting as they define the situations (Walker, 1978), present "vicarious experience" of those who know the particulars of the situation and thus facilitate "naturalistic generalizations" or transferability (Stake, 2000). Consequently, researchers need "condensed" rather than "lengthy" fieldwork of ethnography (Walker, 1978).

This study examines daily events and classroom practices hoping to understand the reflections of school culture and consequently the exceptional elements of their effectiveness. This can be achieved through in-depth study that collects multiple evidence to ensure that several aspects are covered.

3.4.2 Multi- Site Studies

Studying the same issues in five school settings and employing similar data collection and analysis methods in each location makes my work a multiple – case design. Variations in case study research are found in the number of cases studied and whether they're compared, the degree of detail, the size of the cases, the degree to which the social and historical context of the case is documented, and whether they're descriptive and explanatory or evaluative. This depends on the purpose of the case study (Hammersley and Gomm, 2000).

The advantage of multi-site study (Schofield, 2000) is that findings resulting from a study of heterogeneous multi-sites would be better than findings from very similar sites (Kennedy, 1979). Heterogeneous sites have variations along important dimensions. For example, Smith and Robbins (1984) chose urban and rural settings that differed in their degree of parental involvement. Firestone and Herriot (1984) argue that the main purpose of multi-site studies is to avoid the "radical particularism" of many single case studies and ensure stronger basis for generalization.

3.4.2.1 Heuristic and Inductive

The case studies are heuristic serving to find out possible theoretical solutions for certain problems (Eckstein, 2000, Mitchell, 2000) and inductive allowing several inferences from the multiple data and theories to develop (Eckstein, 2000). Researchers usually develop focus as they collect data and not vice versa (Bogden and Biklin, 1992). Participants' own terms and interpretations allow theories to emerge from people's own accounts of events, that is, from natural local contexts (Cohen and Manion, 1994).

3.5 Establishing Validity in the Study

The literature presents various criteria for assessing the validity of qualitative research (Patton, 1980, Borg and Gall, 1989, Hammersley, 1991, Cohen and Manion, 1994, Yin, 1994, Smith, 1996). Triangulation, member validation, and presentation of raw data were used. Contradictory data were used for "alternative" readings of data (Smith, 1996).

Triangulation has to do with choice of methodology and validity (Smith, 1996). Method triangulation implies that different methods are used to examine a question and improve the accuracy of the answer. If, for example, information from document analysis matches that from interviews with principals, teachers and students, then accuracy is increased. Triangulation would reduce potential subjectivity, lessen the likelihood of misinterpretation, and increase consistency (Yin, 1993, Cohen and Manion, 1994). Data triangulation (White, 2000) meant collecting data from principals, teachers and student groups via interviews over different time scales. Triangulation added authenticity to my research findings without having to resort to statistical validity.

In order to make up for the nil response to the teachers' questionnaires from one of my schools, Mediterranean College, additional documents were collected and analysed, an additional semi-structured interview was conducted with the Dean of Students, and further observations of campus life and the director's routine duties were recorded.

Member validation, like triangulation, seeks multiple viewpoints. Participants are asked to check interpretations of their accounts before the final report is written.

Greater validity is achieved by minimizing bias caused by the interviewer, the respondent and the content of the questions. I avoided selective attention to the answers that satisfy my preset opinions. I was the observer and the instrument (Bogden and Biklin, 1992) but did not jump to conclusions after a quick visit to the schools and conversations with the participants. My extensive data provide detailed descriptions, notes and documents.

Another element of bias is caused by the limited access to certain classes only and to meetings that are chosen by the principal. Sensitive data may have been kept from me, which could influence the validity of my findings.

Another validity criterion entails that my raw data be presented so others may examine my interpretation of interviews, observations and field notes. Sample quotations and excerpts are displayed in matrices for this purpose (Borg and Gall, 1989, Miles and Huberman, 1994). Initial notes, taped interviews, transcripts and analysis are available for checking by other researchers (Lincoln and Guba, 1985, Yin, 1989).

Several qualitative researchers (Bogden and Biklin, 1981, Goetz and LeCompte, 1984, Strauss, 1987) provide suggestions on the issue of internal validity. Borg and Gall (1989) explain internal validity as the degree to which the research findings remain unchanged by external variables or factors such as changes in the subjects and the increase in the researcher's subjectivity with time.

Smith (1996) argues that qualitative and positivist research use different validity criteria since they differ epistemologically; but Yin (1994) argues that case study research shares with all other research methods the same criteria for construct validity, internal and external validity and reliability. Findings from case study are as reliable as those from experimental research and surveys, but

its kind of product (analytic generalization) varies from those others (statistical generalizations).

3.6 Generalizability/Transferability

Generalizing research findings to a wider population poses problems for both qualitative and quantitative studies. Donmoyer (2000) argues that even statistically significant results cannot be generalized totally without adjusting these to individual idiosyncrasies or admitting their inapplicability to certain individuals. External validity concerns whether research findings can be generalized to other situations (Hammersley, 1991).

Generalizing from a single case, which may be unique, is a basic problem in using case study (Mitchell, 2000). However, the "typicality" of the case strengthens the possibility that the events that researchers select for study are relevant to those in other cases of the same type. Gluckman (1967) argues for using quantitative analysis for ensuring transferability. Similarly, Van Velsen (1967) argues that the observer is not analysing a whole "culture" or "society" by looking at sample events of these, but rather at social processes. This implies validity making it feasible to "extrapolate" from the analysis (Mitchell, 2000).

Using multi-site case studies would hopefully improve transferability of my findings to other schools because they demonstrate that findings are not context specific. Schofield (2000) argues that when a finding emerges repeatedly in several examined sites, it can serve as a working hypothesis about other sites more than a finding emerging from one or two sites. Schofield explains that in qualitative research, generalization is trying to "fit" between the examined situation and others where one might want to apply the conclusions of that study. This definition makes "thick" descriptions from several perspectives essential for obtaining the information needed to evaluate the issue of "fit". Case studies lead to naturalistic generalization, which are rooted in "vicarious experience" of participants and even the case study researcher (Stake, 1994, P. 236).

There is no attempt to generalize findings because despite similarities, exact replications are not possible due to the variability among people and cultures and contextual differences between schools. In many ways, every school has characteristics shaped by history, location and community, student intake, quality of staff and other factors (Sammons et al., 1995).

External validity is a problem in my project because it depends on the degree to which research findings can be generalized to the larger population from which the sample was drawn. Population validity is another issue. It requires that the sample be representative of the population from which it was drawn. This cannot be established easily in qualitative research.

3.7 Sampling Strategies

Qualitative research requires sampling with definite purposes; so, the approach is subjective (White, 2000). With case study, particular samples that exhibit the characteristics to be explored are chosen. Probability and non-probability sampling procedures are examined for that purpose.

Probability sampling includes simple random, systematic, stratified, cluster or stage sampling (Miles and Huberman, 1994). Simple random sample would reflect the characteristics of the parent population and consequently inferences about it can be made from the characteristics of the sample, and the inferences are valid (Mitchell, 2000). It was not followed because it suits large-scale studies. It involves acquiring a complete list of the population, such as teachers, then randomly selecting from it the required number of subjects making sure these have similar characteristics to the population as a whole, that is, a diversity of age groups, socioeconomic backgrounds, physical attributes and so on. Similarly, cluster sampling is useful when the population is large and spread over a large area. The researcher can use it to randomly select a certain number of schools and test all the children in them (Miles and Huberman, 1994).

In a small-scale study, non-probability samples are often used because they are less complicated to set up and less expensive. Their main types are convenience,

quota, purposive, dimensional and snowball samplings (Cohen and Manion, 1994). My teachers and students are not convenience or "accidental" sample in which the nearest individuals that could be captured will serve as respondents. It is not quota sampling attempting to include a quota for each group in the total population in the surveyed area. My sample is purposive because I picked subjects that are typical to the specific needs of my study. Dimensional sampling is a refined quota sampling technique that starts by identifying certain factors that the researcher is interested in, then choosing at least one respondent to represent one of these factors (Cohen and Manion, 1994). Purposive sampling is ideal with case study because it allows for variation and enables particular choices to be made when selecting individuals for observations and interviews (White, 2000). Purposive is often called judgmental sampling because researchers pick samples that would deliver information suited for research objectives. It is good for grounded theory approach (White, 2000).

3.7.1 Sample Size

Since the sample consists of similar types of respondents, then a large sample is not needed (White, 2000). More important in this case is the accuracy of the information collected from the sample, which is enhanced by carefully designed interviews and questionnaires. Sample size is usually a compromise between practical issues of time, money, and theoretical considerations involved (White, 2000).

There is no one best answer to the question of sample size, which is decided by the purpose of the study and the nature of the subjects (Munn and Drever, 1990). The authors argue that thirty is considered an appropriate number for statistical analysis, but this does not mean that analysis techniques for a sample below thirty cannot be found.

Even then, one cannot depend on statistics to reach and fortify conclusions but would have to use some interviews to double- check the results of data analysis. Clearly then, the larger the sample, the higher the degree of certainty, provided the researchers consider the amount of data they can cope with. A better idea

even is to cover the whole target population if feasible and not just a sample; but this would be an exception to what researchers usually do (Munn and Drever, 1990).

3.8 Ethical Issues and Gaining Access

Issues of morality of the research and procedures are involved in research ethics (Foster, 1996). Ethical considerations must be made in all types of research. Three principles of fieldwork are followed: informed consent, anonymity, and nonintervention (Meloy, 2002). Subjects are truthfully informed about the research goals and obligations and participated voluntarily. Their identity and emotional and physical safety are protected (Bogden and Biklin, 1992, Denzin and Lincoln, 1994). Confidentiality and anonymity are promised upon request by the schools. Schools and documents are given fictional names. Information other than what is needed for my written texts will not be made public. However, a certain degree of deception is present in my research since my advisor and the participating institutions know the actual names of my sample schools.

Another ethical concern is whether observation is covert or overt. Ethics imply being honest with subjects about the researcher identity, purposes and methods (Foster, 1996). Oakley (1981) regards covert research as deceptive and in-depth interviewing unethical. My research is overt because I am a non-participant observer clearly taking notes and not engaged in any events.

Guidelines for ethical practice (British Sociological Association, 1992, British Educational Research Association (BERA), 1992, British Psychological Society, 1995) suggest that findings are reported accurately, truthfully, and objectively. Triangulation is used to check validity of data and findings. Objectivity implies not allowing prior theories and values to bias collecting and interpreting data.

The gatekeepers were the school administrators that I have known through my work. The sample students are around eighteen years old, so their consent to participate in my study and the consent of their schools were enough. The

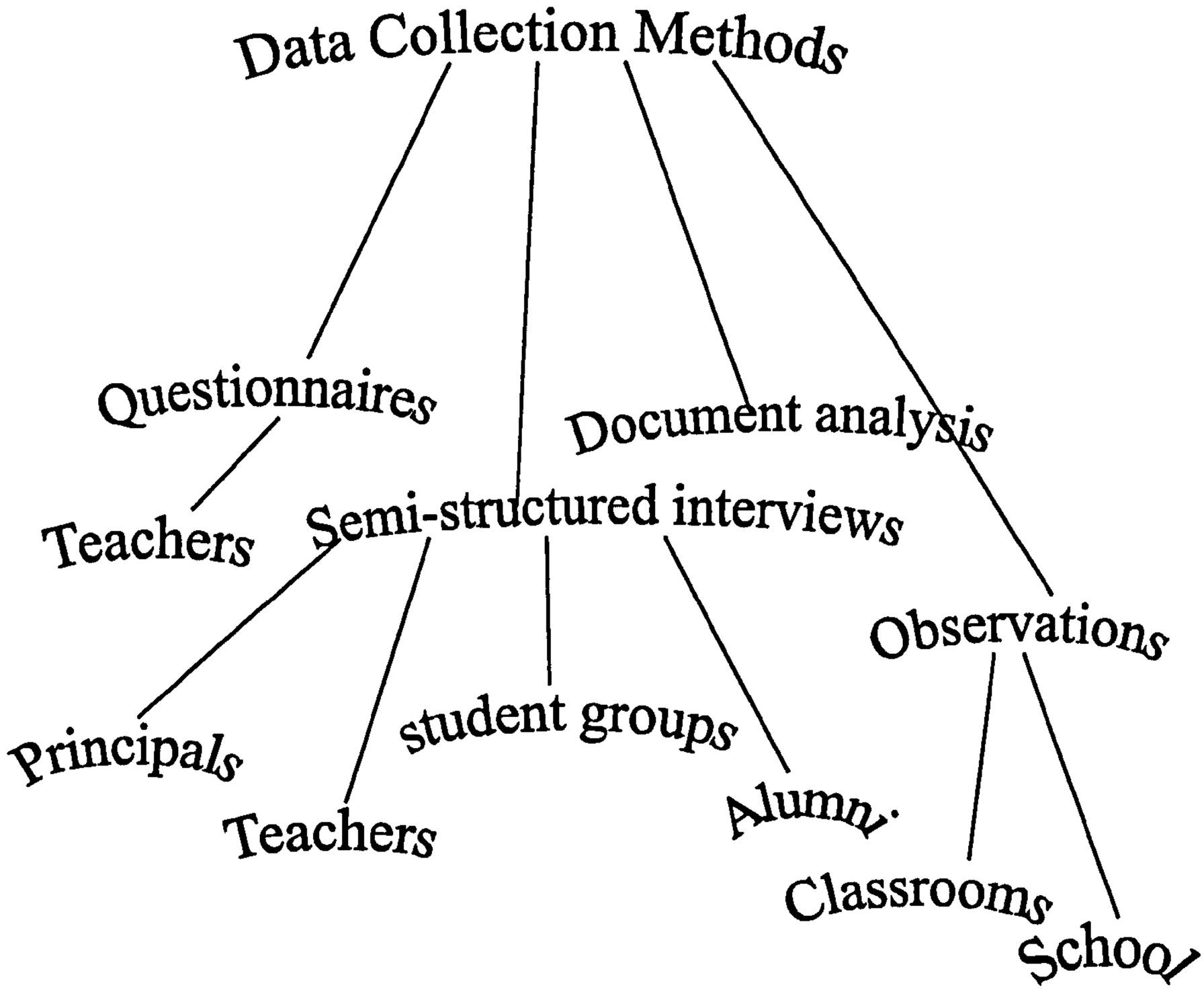
administrators decided which documents I could obtain and which sessions I would observe. Sensitive data may have been kept from me, which could influence the validity of my findings.

3.9 Data Collection Methods

In this multiple case studies research, extensive data-collection methods were used (Figure 3.3) to gain insight into each case (Hammersley and Gomm, 2000). A single method for data collection could not be relied on because of the "richness" of the "context" (Yin, 1993) in which the phenomenon was studied. "Richness" implies that the study will have many variables, which stipulates several sources of evidence and methods, both qualitative and quantitative (Yin, 1989, 1993). Checking the various data for consistency was ongoing. If consistency is not established, further investigation is conducted (Borg and Gall, 1989).

Data collection was spread over two scholastic years although originally planned for one year. Because of the relatively short observation period, I couldn't be on site when important events could have happened, so these were supplied with information that was collected from interviews and documents.

Figure 3.3: Employed Data Collection Methods



3.10 Selecting the Case Study Schools and Participants

3.10.1 Selecting the Case Schools

Selecting the cases was guided by the objectives of the study and not by feasibility and access alone. The screening process was not lengthy because I had preliminary knowledge about those school systems and output for over two decades.

Only five schools were selected as subjects of study because I wanted to collect extensive data directly from each school in order to understand the dynamics of each culture and not just survey test scores of all reputable private schools in Beirut. When fewer cases are examined in the research, more information can be collected for each, as contrasted with many in social survey (Hammersley and Gomm, 2000).

The sample schools are not exact or direct replications. The schools covered different types of private schools: secular privately owned, sectarian established by local religious groups, and originally missionary schools founded by foreign educators and church groups. If each may be considered an example of its group, then each will reflect the phenomenon of interest (Yin, 1989).

The five schools fall in the category of smaller schools, fewer than 1000 for secondary classes, which facilitates creating a positive culture, higher academic achievement scores, better student attitudes and student-teacher relationships, and stronger community ties (Conway, 1994). Student intake is basically from middle and higher socioeconomic backgrounds. Each class has mixed abilities and all are exposed to the same quality teaching and activities. All students are evaluated by the same criteria.

3.10.1.1 The Schools' Background

Hilltop College

The school was established in 1891 by a Canadian educator. Its reputation and impact on Lebanese and Middle Eastern youth is reinforced by news of its graduates who assume leadership positions in their countries. It provides Lebanese and French Baccalaureate programs, the American College Preparatory Program, and has recently incorporated the International Baccalaureate (IB) program. The school is accredited by two international councils. Its campus provides athletic and recreation facilities and well-equipped libraries. The school aims to develop proficiency in the language of instruction, English or French, and Arabic whenever possible (Yearbook, 1999). The school has an active alumni body from around 18 different nationalities, 12,000 of whom hold leadership positions in local, regional and international communities and institutions. Student intake is from middle and upper socioeconomic classes (SES)(Annual Report, 1996).

Mediterranean College

The school was founded in 1905. In the late 1940s, the school served as boarding school for the children of international employees in the region. The board decided in mid 1980s to open enrolment to Lebanese students. In 1994, it became accredited by a regional accrediting association. Since 1994, 100% of the school's graduates have been accepted in American and international universities in Lebanon and abroad. The school prides itself on a technical-oriented innovative curriculum enriched with co-curricular activities that add depth to the program (Yearbook, 2001). Its students come from affluent Lebanese and international families of middle and upper middle SES.
The school seeks to educate the whole person and foster life-long learning. It offers the Lebanese Baccalaureate and the IB programs, and the American College Preparatory Program (Mission Statement, 2001).

Ecole Premiere

The school was established around six decades ago by a Philanthropic group which was founded in 1878 when various sects were establishing charity organizations to oversee their affairs such as launching schools. The organization depended on fund raising, income from endowment property, and minimal governmental contributions (Annual Report, 1880).

It offers the Lebanese Baccalaureate Program while the French Baccalaureate program is optional. The curriculum focuses on teaching Arabic first then English and French. It gives teaching of religion the same weight as social studies at the secondary level (Teachers' Guide, 2000).

A new principal has started restructuring the school to retrieve its competitiveness with the other leading schools in Lebanon while retaining the school's original educational and social goals and values. Consequently, she recruits highly qualified teachers, improves art, culture, sports, and community service programs, and upgrades resource centres and physical facilities.

Teaching French as a third foreign language now extends to the elementary grade levels (Strategic Plan, 2001).

Gardenville College

The school was established in 1961 by two educators in rented buildings. It developed reputation with time for graduating students who achieve high rates of success on official and university entrance examinations. The focus is on intellectual development and promotion of excellence in mathematics and sciences. This insured a high rate of acceptances into prestigious professional majors at American universities (Principal's Interview, 2001).

The Students' Guidebook (2001) states that the school provides high academic and scientific standards that ensure success and entrance to international universities and a choice of majors and professions according to job-market demands. It enrols students from middle socioeconomic classes and is known for its basketball team. The school offers the Lebanese Baccalaureate and the American College Preparatory programs. Arabic and English are the languages of instruction and French is a second foreign language. Most of its secondary school teachers are part-time faculty who teach in other institutions.

Four years ago, the school principal and part owner began an extensive plan for restructuring while retaining the school values and goals.

Cosmopolitan College

The school is a Christian institution that was established around six decades ago. Arabic is the first language of instruction, English then French. It offers the Lebanese Baccalaureate Program. The majority of the students are from middle SES and conservative families. It aims at raising students who believe in God and Lebanon and committed to human causes, family values and environmental issues. It instils in students respect for law and order and sense of duty to homeland (Mission Statement, 2001). The school provides qualified teachers and activities in sports, community and awareness and focuses on discipline and achievement (Yearbook, 1999-2000).

The present principal took over after a post-war transitional period. He had served successfully as an administrator in another church institution. He kept the goals and values and upgraded student and teacher intake, professional development, academic and non-academic programs, and retrieved the school's fame for discipline and achievement.

3.10.2 Selecting Teachers, Students, and Events

Sampling the population for the study was done early to curtail time and cost. Only full-time faculty members that teach students of the graduating classes were targeted. These are obliged by contract to participate fully in all aspects of school life. They are class advisors and activity supervisors. Each school principal asked for twenty questionnaires to distribute to full-time faculty based on their number and expected compliance. I had thirteen respondents from Hilltop College, thirteen from Cosmopolitan College, ten from Ecole Premiere, three from Gardenville College and none from Mediterranean College.

From each school, two teachers who fit the above categories were interviewed. The agreement took place in the teachers' lounge after sitting there for few days and chatting with teachers. The interviewed teachers also knew me professionally. Six from four schools told me they had filled the questionnaire too.

Four groups each consisting of 4-5 students were chosen from the top secondary classes for group interviews. The majority had been in the same school since childhood, some since grade six. The years that they spent in their school would hopefully provide better insight in the impact of the school culture on their behaviour, achievement, values and social skills. They were selected because they are closest to university entry. The principal selected the sections that would be observed. In some classes, there were twenty- eight students, in others only fifteen. I had to accept the situation and note the differences as I interviewed them. During recess and lunch breaks, student groups in the observed classes were interviewed and the interviews were recorded. Some

refused to speak at first then gradually, all were enthusiastic as they reacted to each other's responses.

Snowball sampling was used for finding school alumni that are enrolled at the Lebanese American University (LAU). A small number of individuals that suit my purposes were first found then used to identify similar others (Cohen and Manion, 1994, White, 2000). The first five were my students, so I knew their background. They helped me reach the remaining alumni. This took time to locate and gather each school group, so I limited the number to the convenient five per school.

Sampling of school events to attend as a non-participant observer depended on the school principals. I clarified my aim to trace school goals and values in classroom events and students' behaviour, and that I needed to attend throughout the school day for as long as permitted in upper grades. I also requested access to faculty lounge and meetings to observe interrelationships among staff. I was granted the first and politely steered away from the second. I could visit the library and attend club meetings and student assemblies, observe around campus, and get copies of school mission statements, newsletters and yearbooks. The classrooms were selected for me accordingly. I could attend classrooms for one week and be on campus for two in each school.

3.11 Choice, Construction and Use of Instruments

Using a number of methods such as interviews, questionnaires, observations and diaries allows triangulating the research making it more valid (White, 2000). Limiting the boundaries (Mitchell, 2000) of this study meant deciding on data collection methods from certain perspectives (Figure 3.3) and for definite time periods; otherwise, the process could take years and volumes of data. Selected stakeholders were interviewed to understand how they perceived the culture of their institutions and the meanings they attach to events (White, 2000). Mitchell (2000) supports collecting unstructured data in case study and analyzing qualitatively because it aims to capture the "uniqueness" of cases rather than wider generalization. This implies authenticity of accounts and situations

although some argue that it is mitigated by the researcher (Hammersley and Gomm, 2000). Qualitative data are "soft data" that are not easily quantified (Bogden and Biklin, 1992).

3.11.1 Content of Items

Questions for principals, teachers and students were based on the conceptual framework that emerged from the literature review and the key research questions that linked the various elements of school effectiveness to student success. The questions for student groups are partly based on the 1998 survey by the Horatio Alger Foundation of Distinguished Americans tracking the opinions of students on issues relating to schooling. Questions for school alumni were based on Chickering and Gamson's (1987) process indicators of student learning and personal development at all types of institutions and Pace's (1984, 1990) College Student Experiences Questionnaire [CSEQ] focusing on practices which could predict student progress toward learning.

The schools' background information about structure, management, history and traditions were available through documents, so questions for principals, teachers and students focused on school values, leadership roles, staff development, collaboration, empowerment, activities, induction, and social cohesion (Appendices E, F, G, H). These are closely related to my four research questions.

The questions were constructed and the layout was designed after reviewing the literature on questionnaires, interviews, group interviews, sampling, case study, qualitative and quantitative methods (Borg and Gall, 1989, Munn and Drever, 1990, Bogden and Biklin, 1992, Bell, 1993, Robson, 1993, Cohen and Manion, 1994, Denzin and Lincoln, 1994, White, 2000).

3.11.2 Piloting

The research tools were piloted on respondents that have similar characteristics to my sample in order to identify ambiguous questions and time needed for

completion (White, 2000). The purpose is to improve and modify the questions before giving them to my participants. Piloting can spot important questions that were not included (Johnson, 1994, Munn and Drever, 1990). In smaller studies, the purpose is to ask respondents to comment on strengths and weaknesses as Bush et al. (1993) did with twelve pilot respondents. I asked a colleague to read and comment on the questions for principals. She found the language clear and the questions focused, so principals would probably deliver the needed information about their institutions' values and how they ensure shared vision and goals, their leadership roles, teacher and student empowerment, and parental involvement.

The questionnaire was tried out informally on two colleagues to check if any changes needed to be done or clarifications made. As they filled the questionnaires in my presence, we discussed clarity of wording, relevance of questions and length of the form. It is usually helpful if those who try it out are members of the target population but not the actual sample that have to fill it in later on. One could also pilot with two or three people then redraft to improve certain questions if found ambiguous or sensitive (Munn and Denver, 1990). One inquired about the meaning of the term "values" that the school represents. Another was confused by the question whether schools have special shared language. The former was modified to become "values that the school promotes" and the second to become "specific terms" shared by teachers.

The interview questions were tried on five secondary teachers from various schools of different backgrounds selected during the university's teacher training workshops. I needed to check clarity of questions and interview time. All asked for clarification of the term values in the question about shared values. They said that they understood the terms skills and values as values of cooperation and sincerity in work and skills in teaching and classroom management. The item on special shared language was unclear. I substituted with "specific terms" as done previously.

Students' questions were piloted with five secondary school students that I knew through family. They were students in two of my sample schools. One inquired

about the difference between the terms co-curricular and extra-curricular activities, so I kept the latter term. Another commented that the term "student empowerment" might not be clear to students, so I modified by using the term "student council". I asked two of my advisees at the university to answer the questions for school alumni. They found the questions clear. The interview took around thirty minutes.

3.11.3 Semi-Structured Interviews

Semi-structured interviews were used because I wanted to be face-to-face with the interviewees to clear up misunderstandings and probe further if needed. I chose in-depth interviews with principals, teachers, and students because I was exploring concepts of leadership and affective outcomes whose subtle meanings could not be captured by quantitative approaches (Meloy, 2002). One- to- one or group interviews are powerful ways for understanding people (White, 2000). The qualitative data helped me modify my conceptual framework. Findings from qualitative research may be more concrete and convincing because they emerge from participants' accounts (Cohen and Manion, 1994). Using interviews to gather data enabled the respondents to express likes and dislikes which helped me discover possible reasons behind certain responses and think of further questions to be tested in future interviews.

Although interviewing is useful in that a discussion develops and various responses are triggered but some individuals may hesitate to give personal information and socially unacceptable opinions. The problem of invalidity can be solved by comparing the interview information with that from questionnaires and observations or by comparing interviews of different participants in the same situation. If they agree, then the validity of the interview is established. Moreover, the results of data analysis are not as easily generalizable to the larger population as in scientific research (Cohen and Manion, 1994, Denzin and Lincoln, 1994).

Another problem may result from the conflict that the interview generates between reliability and validity as they are traditionally conceived (Cohen and

Manion, 1994). The more control we exert over the human element in the interview the less trusting and open the transaction and, thus, the less valid. One solution was to consider every interpersonal encounter as valid (Cohen and Manion, 1994).

Interviews were time consuming in securing appointments, reaching the school sites, and transcribing tapes and notes. Thus only a small sample was feasible, which may or may not be representative of the target teachers. Individual teachers' interviews were decided on because anonymity, frankness and individual opinion were wanted (White, 2000).

3.11.3.1 Administering Semi-Structured Interviews

One-to-one question answer interchange with the school principals and teachers was chosen. My interviews took place once for each principal over 40 minutes to one-hour sessions. I also interviewed two teachers from each school to support the information that I obtained from the questionnaires. I conducted a small number of interviews due to time constraint. Had each taken less than half an hour, its value would have decreased, and if it had taken much over an hour, busy interviewees will be unwilling to continue participating. This would have meant less respondents and possible biases in the sample. Many researchers use interviewing along with participant observational methods but with some quantifiable elements such as coding data as seen in grounded theory (Denzin and Lincoln, 1994).

Facial expressions, eye contact and smiling were used to show interest, put the interviewees at ease and show empathy. At the end I went quickly over the answers in summary to check accuracy of what I understood (White, 2000). Questions were preset but I could modify certain aspects, add or delete questions when respondents supplied answers for several questions together. I supplied needed explanations during interviews (Cohen and Manion, 1994, Denzin and Lincoln, 1994). For example, while interviewing principals, two regressed and gave detailed examples of their roles in discipline, communication, and ensuring

shared values. Their answers covered other questions, so I quickly skipped those and moved on.

The principals and teachers were briefed thoroughly about the purpose, confidentiality, and duration of recording. I used open questions to probe sensitive areas of empowerment, incentives, values and discipline (White, 2000). I transcribed and double-checked meanings by showing these to the respondents.

3.11.4 Students' Group Interviews

The term (Kreuger, 1988, Secker et al., 1995) refers to interviews of a group of 4-12 people who know each other such as friends or colleagues to discuss certain determined topics in a relaxed atmosphere. Participants' group interactions are encouraged to explore feelings and attitudes while giving the interviewer some control (Robson, 1993). My purpose was to compare students' answers with information from my in-depth interviews. Select groups would yield more valuable information than any representative sample but other data gathering techniques should be used for triangulation purposes (Denzin and Lincoln, 1994). I needed to concentrate on the subjective experiences of my respondents to affirm or reject some or all of the other data or come up with new ones (Robson, 1993, Denzin and Lincoln, 1994). Further hypotheses may be generated based on unanticipated responses (Cohen and Manion, 1994).

3.11.4.1 Administering Group Interviews

The interviews were personally conducted so trained interviewers were not needed to assist. Respondents were told about the purpose of the research, and their consent to tape record was secured (Cohen and Manion, 1994). They were excited and felt at ease (Woods, 1979, Burgess, 1983, Pollard, 1985). The atmosphere was relaxed and they wanted to talk about their school experience. They listened to the question then one would indicate the will to answer then another would react to that answer (Cohen and Manion, 1994). I was aware of group dynamics and encouraged all members to respond by asking whether they

agreed and what they thought. This helped them join in (White, 2000). They frequently added side information and gave examples to clarify their responses. One student told of a summer job that he got because of his school name, which made him proud. Another gave an example how through school community service, he developed sympathy when he saw how less fortunate students live and study. Another gave an example of powerless class representatives due to authoritarian administration.

Ideas by one were developed, rejected or assured by one another. One student's account triggered others' comments and memories (Woods, 1979). They were not intimidated by each other and sometimes they disagreed totally about certain issues. For example, one student expressed his feeling that all his classmates were close and consisted a united group. Another disagreed because some students are not included in all group activities. One student said he could not wait to graduate and leave; others responded that their school is like home. Wilson (1997) argues that when they challenge each other's responses or mirror them, they facilitate understanding the issues.

I had kept in mind to listen more than to speak, to use straightforward questions and avoid cues that would give my respondents hints as to what is expected and desirable. I had to avoid long questions, multiple barrelled ones, unnecessary jargon and leading questions (Robson, 1993). I also made sure not to allow some to dominate response time by moving the tape recorder away to another participant.

3.11.5 Questionnaires

Questionnaires were used to compare the coded information with that from the semi-structured interviews. Questionnaires generate data in systematic fashion and encourage respondents to give accurate replies to questions (White, 2000).

One advantage is that personal questions are more willingly answered than in one-to-one interviews (White, 2000). One can also use a variety of statistical techniques to quantify the responses, and if the questions are largely closed

ones, then analysis of responses is not complicated. The possibility of reaching persons over a wide geographical area makes the questionnaire valid in its results since the sample is larger and more representative.

However, as questions need to be straightforward, richness of information is less than in other methods. Respondents may discuss questions with each other and one cannot be sure that they were self- filled (White, 2000). Questionnaires do not permit the researcher to note hesitation or evasiveness and remedy them (Munn and Drever, 1990).

The low response rate was a problem despite the covering letter indicating the importance of the teachers' responses to research and the reminders I sent to school principals. This is also a problem in surveys whether in quota or random sampling methods. One survey had 29 % refusal rate in the random sample and 45 % in the quota sample (Butcher, 1994). This distorts the sample, and in some instances, the difference in attitude between respondents and non-respondents may have a definite influence on the validity of the obtained results.

3.11.5.1 Designing and Administering Questionnaires

Questions were formed to examine school elements that I had included in my semi-structured interviews. The purpose was to check coherence of data in both and strengthen the trustworthiness of findings from both. I designed my questionnaire to have clear simple language to minimize errors for respondents. Both leading questions and highbrow ones were avoided, that is, the questions are neither suggestive - ending with "isn't it" - nor ambiguously worded. The terms I used are familiar and categories of response clear. One type of questions that I intentionally avoided was that requiring a series of answers such as if the answer is positive then go to question number x. No matter how clearly written my instructions, I would be risking certain items being accidentally skipped (White, 2000).

I did not require factual information questions because such information may not be readily available to the respondents, and many would not complete the

questionnaire or would simply guess the information and thus negatively influence the reliability of the results. I avoided irritating questions and negatives because they are discouraging. Respondents answered by ticking always, frequently, sometimes or never and supplemented the closed questions with examples of shared values, academic and nonacademic committees they serve on, collaborative work, professional development sessions, and impact of activities on students' social skills (Munn and Drever, 1990, Bell, 1993, Cohen and Manion, 1994). I counted how many ticked each and stated the proportions. Their examples were compared to results from interview transcripts to triangulate evidence.

I used an attractive layout. A crammed page is uninviting, and complicated instructions and procedures can repel respondents. My questionnaire excluded ranked responses. I started with a simple interesting question about feeling pride in belonging to their institutions and socializing with colleagues, hoping this would encourage participants to go on (Munn and Drever, 1990, White, 2000). The middle section includes the difficult questions about teacher empowerment and leadership roles. The last part includes interesting ones about participation and impact of extracurricular activities to encourage completion and return (Cohen and Manion, 1994).

3.11.6 Observation Methods

In academic studies of school life, two basic approaches to observation may be used: participant and non-participant. Both have advantages and disadvantages (Borg and Gall, 1989, Cohen and Manion, 1994, Foster, 1996, White, 2000).

I was a non-participant observer and took no part in class events. The teachers were informed of my purpose and presence and knew I would be taking notes during class. Recording what I saw and heard immediately was easier than waiting till later to write notes, as is the case with participant observers. Successful observation depends on accurate reporting and describing of the investigated topic (White, 2000).

Observations allowed me to record first hand what people do and say in real life situations giving better insight when interpreting data. Features of school life and subtle aspects that are usually unseen by the public were revealed to me during observation. Observation is less intrusive than videotaping, has simple mechanics and can be focused on the goals of the observer. Borg and Gall (1989) argue that human powers of observation are preferred to pencil and paper tests, but many still supplement with questionnaires. Observation covers cases that may be missed by random sampling, for example. It helps understand the non-typical subjects as much as the typical (Borg and Gall, 1989).

Foster (1996) argues that observation methods are useful in exploring school features, which are most closely linked to differences in school effectiveness. He cites the Leverhulme Primary Project (Wragg, 1993), which used a number of observational methods to examine how teachers managed their classrooms and taught their students. The purpose is the development of theoretical and empirical knowledge about a relatively unexplored area.

The disadvantage of overt observation is that people could behave differently when they know they are being observed (White, 2000), but that was the only available method for me in classrooms. They are time consuming, and observers may witness situations that they disagree with or hear conversations that make them judgmental. Only the observer's perspective is noted and it's a challenge to note all occurrences because of the complexity and variety of occurrences in class sessions. I had to guard against bias (White, 2000).

Qualitative researchers usually prefer to be participant observers for collecting accurate information despite the ethical issue of concealing the researcher's identity and purpose. Another problem is that of emotional involvement with subjects and settings, which might decrease objectivity. Validity of this method is undermined by the involvement of the researcher in the observed context (Cohen and Manion, 1994).

Field notes in participant observation are usually long and difficult to interpret and quantify when needed. Besides, it is cumbersome to observe and later on

record or even observe and write at the same time since in both cases the observer may unconsciously record or omit according to interest and bias. Inconveniences of long-term observational studies are the changes that may occur in the subjects over time and loss of subjects.

3.11.6.1 Conducting Observations

My observations extended over two weeks. A major difficulty was lack of time, which is felt by other teacher- researchers (Pollard, 1985, Draper, 1993). I developed a diary (Forward, 1989, Burgess, 1993, Robson, 1993) of general descriptive observations of setting, comments of parents and students, teachers in faculty lounges, and administrators as we chatted informally. I wrote "narrative accounts"(Robson, 1993) identifying ideas arising from observations. These focused my following observations on issues I needed to investigate further.

As suggested in the literature (Borg and Gall, 1989, Cohen and Manion, 1994, Foster, 1996), I recorded continuously what went on in each classroom. Interactions with the subjects and emotional involvement were minimized. I sat in the back and avoided conversing with students near me. I needed to be inconspicuous so that people would not alter their behaviour due to my presence. I achieved this as the days of observation went by (White, 2000).

My observations were guided by my research questions so I looked for reflection of the school values as stated in the documents and interviews. I observed methods of teaching; class climate; management methods; verbal and nonverbal interactions between teacher and students; students' social skills of polite language, participation, listening, and turn taking; and intellectual skills of curiosity and analytical thinking. I paid attention to acts that actually refuted these objectives in order to reduce bias. I noted the emotional aspects of the interaction between those present because this would also tell about the class climate.

I recorded minute-by-minute accounts of what was said and did not use more structured procedures. Many qualitative researchers reject these for being too narrow. I wrote what teachers and students said to each other, described how they behaved, and how teachers handled disruptive students, missing homework, and classroom participation. I alternated my focus every five minutes between classroom interactions and management procedures. I accumulated long pages of notes (Foster, 1996, White, 2000). Hammerslay and Atkinson (1995) argue that there is a trade off between depth and breadth, the more detail I looked for the narrower the range of observed behaviours.

3.11.7 Documentary Sources

I succeeded in obtaining school publications such as yearbooks, leaflets to parents, student handbooks of objectives, rules and success criteria, mission statements, student publications and newsletters. These should supply me with rich data on school life and shall be analysed by highlighting information that is relevant to my research questions. Busher (1997) suggests trying to find out information about what type of school it is, what is distinctive about it, and its academic curriculum. I also collected documented information about extracurricular activities and links to stakeholders and community. Community awareness programs, social service, entertainment activities and student fairs were also traced. All these provide information about the school culture and objectives. These will be crosschecked against data derived from semi-structured interviews with the principals, teacher questionnaires and student group interviews.

School records also provide me with success stories of graduates and their contributions to their community and Alma Matter. This supports the notion that school culture affects the behaviour of graduates in different and definite ways.

3.12 Data Analysis Techniques Used

3.12.1 Qualitative Data Analysis

The aim of analysis is to describe the objects or events to which the data refer, and then to interpret, explain and understand and even predict. It is a cyclic process in which description lays the basis for analysis, which leads to further description (Dey, 1993). In other words, breaking data into bits would help us see how they are interconnected, and then classifying them in new categories would provide the basis for describing how the concepts interconnect. Graphic representations may be used to analyse concepts and their connections. The final stage in analysis is to produce a coherent and valid account.

Similar stages of analysis are echoed in the literature (Glaser and Strauss, 1967, Robson, 1993, Miles and Huberman, 1994, Coolican, 1996, Pidgeon and Henwood, 1996, White, 2000). Qualitative data analysis may follow interpretivism. The phenomologists, who often work with interview transcripts, read their source material several times and carefully examine verbal and non-verbal messages to capture the meaning of the respondent. Only then the material will be reduced, never coded, to become relevant to the research questions. Other researchers may repeat the above procedures to verify findings. Each interview is then summarized and common themes are checked and unique ones are noted. A final summary of all the interviews is written up generally describing the experience of the participants. Miles and Huberman (1994) term this as data collection followed by data reduction, data display, and conclusion drawing and verification. Data reduction involves writing summaries and memos as well as coding. Quantification is not necessary but if some data is converted to numbers, then the words that were used to derive these should be kept. In data display, one can either use the once popular extended text, which is long and dispersed, or choose one of the visuals such as matrices and graphs. Displayed data in matrices or flowcharts showed me the comparisons between the various categories of my data and led to modifications in my initial conceptual framework. In the third stage, the meanings that emerged from the data are tested for validity

3.12.1.1 Transcribing and Data Preparation

I started by writing up my interview texts from the tapes, and I double- checked the accuracy of my translated terms since the responses I have were a combination of Arabic, English, and French although the questions were posed in English. Every one-hour of recording needed around six hours for transcribing and checking. More time was also needed for typing the texts. I should have typed on word processor from the start.

Consistency between verbal and behavioural protocols was checked (Green et al., 1996). Coherence between both validates the former (Ericsson and Simon, 1993). During my observations in classrooms and meetings I had written side comments on behavioural aspects of those students, teachers and administrators to enrich my data. Even with recorded interviews, I noted the attitude of the interviewed to my presence and my questions and recorded these immediately afterwards. I used word processor to store my data so I could make multiple copies to use for coding and segmenting by hand for qualitative analysis.

After transcribing, I followed Pidgeon and Henwood's (1996) suggestions for preparing my data. I gave each interview text a label of date, name of person and topic. I used number references for pages, paragraphs and lines in my texts. Analysis began once all data were collected and transcribed (Gill, 1996). Around ten hours of analysis time was needed for one hour of text or protocol (Green and Gilhooly, 1996). I read my texts and transcripts and got to know them well. "Immersing" myself in the material, like ethnography, took weeks.

3.12.1.2 Coding and Segmenting

Coding is actually translating the responses to specific categories that can be analysed. To do so, codes or labels are needed. These can be descriptive, interpretive, pattern or inferential, can get created at different times during analysis, and are "astringent" in that they group together a lot of material into a more inclusive whole, thus facilitating analysis (Miles and Huberman, 1994).

I did not create a code list based on the research questions so as to apply during interviews and to field notes as they come in. I preferred a more inductive approach to coding methods, the "grounded" approach advocated by Glaser and Strauss (1967). I followed Strauss's (1987) inductive technique, which involves reviewing the written data line by line to create categories or labels and reviewing to make a data category card. Another main coding alternative lies somewhere between the previous two: the a priori and inductive approaches. It is basically creating a scheme of codes that is not content specific but can deal with general sets of phenomena. Codes in all the above approaches need to be revised as field experience goes on, and should relate to one another in a coherent structure (Miles and Huberman, 1994). I highlighted similar themes and labeled concepts that are relevant to these and to research questions. I started with more abstract concepts such as communication so that to link them later to specific instances of interpersonal communication in school.

I followed Pidgeon and Henwood's (1996) indexing system. I started with the first paragraph of notes and decided on categories or concepts that I considered important. I recorded the label on top of index cards with references to previously numbered texts and filed them in a box. The terms I used fit the data and describe the issue under study.

Several concepts are recurring in paragraphs of my transcripts so categories are created for similarities. Pidgeon and Henwood (1996) argue that it is better for theorizing purposes later on to use "researcher category" rather than certain words from the participants' accounts to label and index cards. Here, grounded theory differs from protocol and content analysis, which focus on counting recurrence of concepts in the data set.

Links between concepts were spotted and written on the cards. Although these were tentative, they helped later with the analysis. As concepts expanded, I wrote notes in a journal about hunches, reflections and links to literature, and modifications to categories. This helped me with further analysis and theorizing.

Green and Gilhooly (1996) suggest checking the reliability of coding and segmenting at an early stage by trying it on 10% of the protocols then asking another researcher to code the protocols after giving them clear instructions on the used coding scheme. There should be a satisfactory level of agreement between both.

As field notes and transcripts are condensed, contradictory accounts are left out, but I tried not to exclude opinions that did not match my "hunches". The exceptional and non-conforming may shed a new light on my previous notions. These would also be worthy of further investigation and a new batch of research questions might take a future study into a new direction (Miles and Huberman, 1994).

3.12.1.3 Drawing Conclusions

The third stage involves drawing conclusions from the qualitative data. This does not necessarily occur at the end since I shall be continually noting patterns and irregularities as the data are collected and looked at. Robson (1993) suggests counting the frequency of occurrence of the categories, noting the recurring patterns, clustering items with similar characteristics, factoring or grouping of variables, relating variables, building causal networks such as chains and webs, and relating findings to general theoretical frameworks. I performed all these except the frequency count, which would not lend itself to my present concern.

Foster's (1996) analysis of observation data includes descriptions, evaluation and explanations. Data are first combined to identify key features of the phenomena of interest and variations in it. Descriptive data is then compared and connections and relationships among data are found to explain causes of particular patterns.

I relied on Cooper and McIntyre's (1996) analysis model. After reading data for familiarity, I read the first research question addressing the factors that contribute to the effectiveness and improvement of well-established private schools. I read the transcript of the interview with the first school principal to

find answers. I colour coded relevant concepts and themes and wrote memos in the margin summarizing answers. I highlighted evidence of innovation and change, coordination and promoting student success. At the end of the transcript, I reviewed my memos and summarized main points. I repeated the same steps with transcripts of teachers' interviews and colour-coded, wrote memos and summarized the answers. The same research question was also traced in the transcripts of interviews with students and alumni, observations, and school documents. I kept on reviewing memos from the various transcripts against each other to find commonalities. A final draft of memo summary was typed and used in my analysis chapter.

The same method was repeated for the second question addressing the link between positive school cultures, effectiveness and students' success. I highlighted elements that foster strong positive cultures and ways that ensure shared values among stakeholders, collaboration, and empowerment. They were determined by my literature review and research questions as evidence of effectiveness.

I followed the same method with the third question addressing the link between leadership and school culture. I highlighted statements related to the impact of leaders and leadership roles on school cultures and student success.

This was repeated with the fourth question that addresses how my schools prepare their students for higher education and how their students' university success is evaluated. I traced elements of school support for high standards and affective development such as school resources, support services, and staff development. I found evidence of university success in transcripts of interviews with principals, teachers, students, and alumni as well as in documents reporting success stories of graduates in higher education and careers.

I also noted questions suggested by the data because new ideas often emerge with careful data examination (Foster, 1996). The "constant comparative method" (Glaser and Strauss, 1967) helped clarify what data can go into which category by defining the characteristics of the categories and criteria by which

data can be added to them. For example, Hargreaves (1981) used this stage to decide what instances of teacher talk to categorize as innovation or rhetoric. This stage also involves identifying relationships of categories according to certain criteria (Dey, 1993) such as placing one piece of data under several categories. Comparing these can result in branching the categories as with the Oxford Preschool Project (Sylva et al., 1986) or sub-categorizing as in Brynon's (1985) research. My data on school size, funds, and services were placed under factors enhancing students' preparation for university. They were then moved under factors that make self-managed schools more effective.

Another method of explanation would be to use one behaviour and explain its influence on other factors as Green's (1983) use of observation data on teacher interaction's impact on ethnic students' self- esteem. Foster (1996) used observation data on pupils' disruptive behaviour to explain teachers' attitudes. Such patterns might show causal relationships among them (Hammersley and Atkinson, 1995).

3.12.2 Quantitative Data Analysis

Since my case study did not need advanced statistics due to my focus on qualitative methods and my small sample, the steps in Krathwohl's Model of the Chain of Reasoning in Quantitative Studies (quoted in Borg and Gall, 1989, p. 326) were not fully applied. My sample includes three to fifteen responses per school.

The questionnaires were edited when received. I checked for completeness so in case of missing answers, respondents can be called to remedy that. I checked for accuracy and uniformity, for signs of carelessness and deliberate attempts to mislead and whether all respondents have uniformly interpreted instructions and questions (Cohen and Manion, 1994). There were no problems except with three questionnaires where teachers had not supplied examples after they ticked their answers. This was not a problem since I was using the additional information for support rather than for statistical analysis despite suggestions (Cohen and Manion, 1994, Munn and Drever, 1990) that when a closed-ended question has

an open category such as "give examples", then all responses are listed and coded as before, then entered.

Information about available statistical tools and their uses was reviewed (Mouly, 1963, Borg and Gall, 1989, Munn and Drever, 1990). Descriptive statistics, also known as summary statistics, summarize, report and synthesize data. The measures most commonly used in education related studies are the mean, the median, the coefficient of correlation and standard deviation which are used to show the average score and the variability of scores for the sample. Each can be extended into further statistical reasoning. Since generalizing findings is not one of my purposes, I did not use inferential statistics, which help the researcher generalize from the studied sample to the larger population from which the sample was obtained (Mouly, 1963).

My close-ended questions were easily coded because the responses are already categorized. Since my research is a small-scale one and my sample is limited, I only counted frequencies and grouped items with similar characteristics. Results for each school were presented in graphs (Appendices A, B, C, D) placing the questions on the x-axis and the number of responses on the y-axis (Munn and Drever, 1990).

3.13 Conclusion

Using multi-case study served my purposes of investigating reasons why certain private schools are effective in terms of qualitative as well as quantitative measures. Data were collected through interviews, observations, and documents (Appendices E, F, G, H). Data analysis supported my hunch that school culture influences effectiveness as defined in this context and consequently students' success in higher education. Some events made my data collection more time and effort consuming than anticipated.

Chapter 4: Data Presentation and Analysis

4.1 Introduction

This chapter includes results that I obtained through multiple data collection methods in my sample schools. It presents data from questionnaires in the form of graphs (Appendices A, B, C, D) depicting percentages of teachers' responses to questionnaire items in each school. Data from the various semi-structured interviews are presented in narratives and figures summarizing responses of the interviewees. Data from observations are presented in vignettes.

Data are presented on a school-by-school basis. I state each research question and group the relevant data in subdivisions related to my conceptual model. In the five schools, data were collected through interviewing the principals or directors, two full-time teachers, four student groups in the scientific and literary upper secondary levels, and five alumni enrolled at a private university, the Lebanese American University (LAU). Questionnaires were distributed by the administration to full time teachers of these grade levels. I also collected issues of the schools' yearbooks, newsletters, annual reports of achievement, brochures and leaflets of students' activities, letters to parents, and students and teachers' guidebooks. I kept a journal of school and classroom observations over two weeks and talked to teachers during their breaks. Fictional names and titles are used for all these. Documents are referred to as dated Yearbook, Annual Report, Newsletter, Mission Statement, Guidebook, and Letters. The original list of documents retains the authentic names. Data from questionnaires and semi-structured interviews indicate that the stakeholders are aware of the school mission and values and are socialized by school leaders and old members during meetings and celebrations. Data reflect social cohesion, strong leadership, high standards, improvement efforts and staff development to sustain this.

My five sample schools are financially viable and determine their missions and processes. They are self-managed by a hierarchy of principal and directors of

secondary, middle, elementary, and pre-schools. In four, the principal reports to a board.

Noted criteria of effectiveness are excellent academic outcomes, high standards for academic and nonacademic processes, teacher qualifications, and students' rigorous preparation for success in higher education through intellectual, social and study skills, and discipline. These exist in varying degrees in these schools. Their alumni's success is evaluated by their interrelationships with their university professors, their involvement in university life, their General Point Averages (GPA), and the number of years they need to graduate.

4.2 Hilltop College

4.2.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement?

The school recently celebrated its centennial. It has 700 students in its secondary school. Most are of middle and upper middle social classes with professional and educated parents. Ample funds help keep its large campus, physical facilities and resources in good condition.

The school president is assisted by vice-presidents, and directors. The school's board of trustees comprises successful international members who oversee its affairs. The director explains, "Board gets regular reports on school processes. They help with funding, adding resources...but academics, it's purely the president and executive committee".

The school aims to "educate compassionate and self-reliant youth capable of initiative and critical thinking, who will serve as role models in society". Its curriculum "aims at excellence at all levels". It offers excellent programs in the Lebanese Baccalaureate, French Baccalaureate, College Preparatory program and the International Baccalaureate (IB). It develops proficiency in the languages of instruction English or French and Arabic whenever possible, and a third language French or English. School promotes the development of the

whole person academically, socially, aesthetically, physically and ethically. It develops respect, tolerance, self-discipline, and effective communication (Mission Statement, 1995, 2002). This is echoed in several school publications.

4.2.1.1 Staff Development and Improvement

Staff are kept up-to-date with the latest educational trends and are trained to sustain change that the school undertakes. The Education Resources Centre (ERC) handles staff development and resource acquisition. It enhances "high quality teaching and learning based on needs assessment and assists teachers in curriculum planning and development of books and materials" (*Annual Report*, 1996). One teacher says "we decide on topics according to our needs...school gets us trainers local or abroad". Documents indicate that expert trainers are recruited to train administrators and faculty in applying and assessing innovative curricula. In 2002, a series of leadership seminars were organized for school administrators in instructional supervision.

Newsletters name teachers who attended IB training workshops in Zurich, Scotland, Bahrain, the Netherlands, Geneva, and Kenya. Others attended international school conferences in Nice, Paris, and Greece.

The director says, "In-service training is also done by capable teachers who prepare and present certain topics and are paid. This creates an academic climate and high quality teachers". They are monitored by department heads and director... we evaluate whether application is taking place".

Teachers believe that workshops help because they stay "abreast of the latest methodology and approaches...students notice...new methods and help in evaluating effectiveness."

In questionnaires, teachers write examples of staff development. 53.8% of the respondents attended ERC workshops; 53.8% wrote that workshops improved their work; and 61.5% said they improved their students' achievement (Figure 4.1).

Figure 4.1: Staff Development and Improvement

Teachers' Examples of:	
Staff development opportunities	"At least 3 in- service days are scheduled per year by ERC", "computer usage", "international, local, in-service training", "Zaghreb, Vienna for the IB", and "training in new curriculum and methods
Subsequent improved teacher work	"Improvement through getting acquainted with computer applications", "better management", and "teaching skills".
Subsequent improved student work	Students' achievement improved through sessions dealing with evaluation, exam layout, critical students, group work, students self evaluation, and role playing and performance based assessment.
Subsequent follow up	"Follow up for subsequent application is through continued workshops, questionnaires, sessions on the same topic", "class visits during application", "evaluation by director", "meetings to discuss application", "reporting to ERC". "Supervision is done by department chair, ERC, principal, Chairperson, coordinators, director".

4.2.1.2 Support Services, Funds and Size

The school is self-sufficient and receives contributions from American and local organizations. Every term, the president asks parents to contribute for the Scholarship Fund. The fund's goal is to help "enrol youth from every quarter, thus maintaining as diverse a student body as possible". The director explains, "Scholarships are given to students who deserve them because no student should be deprived of finishing his education because of financial difficulties" (Director's Interview, 2001). School newsletters report donations and scholarships established by famous alumni and friends. The director comments, "Effective schools use their income for improving facilities, and professional development".

Figure 4.2: School Resources and Services

Facilities	"Effective schools use their income for improving facilities, and professional development" (Director's Interview).
Counselling/advising	"Counselling system …supports students' well-being…a professional psychologist is recommended when needed" (Director's interview). "Advisors and school counsellor helped if …any problem with a teacher…or bad grade…letting out distress…you feel they are…friends not…teachers" (Alumni interviews).
Services	"Teachers and administrators decide on remedial courses together following diagnostic and formative test results". "Improvement in student achievement is 80% over the past 5 years" (Director's Interview).

School support services include an advisory program, counselling, and remedial courses. Teachers advise students individually and as groups by focusing on academic and personal factors (Figure 4.2).

The director says that financially, the school can afford constant upgrading of physical and academic support systems. School campus includes extensive athletic and recreation facilities, modern science and computer labs, Learning Media Centre, and several playgrounds. Documents and observations provide information of health services offered at the school infirmary by a campus doctor during assigned hours and a campus nurse at all times. There are six libraries rich with publications and varied software. A budget is allocated annually for financial aid and scholarships.

4.2.2 What Is the Link between Positive School Cultures, Effectiveness, and Students' Success?

The school was accredited in 1996 by two international academic councils after an "exhaustive evaluation showing that school is living up to mission and objectives" (Annual Report, 1996). This is evidence of harmony between school mission and daily practices.

The interviewed director of secondary school describes the continuity of school values with generations of same families. Values are instilled since childhood through traditions, norms, curriculum, and activities program.

4.2.2.1 Social Cohesion, Empowerment, and Collaborative Cultures

The director says, "The friendly atmosphere is important for their work; It creates the school culture, like a family". Interviewed teachers explain how they socialize, "We're like a family". They "share and exchange information and exams and ensure parallel sequence for all". Teachers and students describe a family atmosphere and collaborative relationships. One alumnus says "it's like family…you don't feel teachers compete…they cooperate together and with the administration too. Teachers' questionnaires corroborate this (Figure 4.3).

Figure 4. 3: Collaborating and Socializing Among Teachers

Examples of teachers' collaboration	"Weekly department meetings, common exams, department workshops", "social gatherings, cooperation, mutual respect", "level meetings", "sharing information, tests", "no individual efforts, all team work", "replacing each other, sharing experience", "amicable division of labour on tasks", "coordination meetings", and "preparation of exams together, sharing references, preparing lab experiments, daily coordination".
Examples of teachers' socializing	"Trips with Teachers' Association- School organized outings", "activities of mutual interests", "gatherings", "invitations to dinner", "Teachers' Day outings", and "house visits".
Frequency of collaboration	23 % of the teachers-respondents frequently collaborate
Frequency of socializing	76 % of the teachers-respondents always socialized

4.2.2.2 Empowered Satisfied Teachers

Teachers are empowered in that they decide on matters related to their work. Their efforts are rewarded with increments, acknowledgement, and conferences abroad. The director names committees where teachers are active members: disciplinary, academic, and professional development. A teachers' association elects representatives who meet with directors or president depending on the issue discussed. The director explains: "Teachers on councils suggest...we discuss what benefits the school...executive committee has the final decisions. A strategic committee has representatives from parents, teachers, alumni, administration, and board".

The interviewed director gives examples of rewarding teachers. "We motivate and reward teachers with confidential increments based on something they did to benefit school and students. Or they are sent abroad to attend a workshop. A promotion committee is now studying different types of teacher levels depending on years and quality of academic and social efforts... evaluation ...should be authentic, depending on great work".

Interviewed teachers corroborate the above. "All teachers serve on committees". " We have academic and nonacademic ones. HODs take our input to the weekly meeting with the director, and these are taken into consideration...so it is serious... I'm one of a team". Teachers decide on several matters related to their subjects and students. "The objectives of meetings are sent to us ahead, if we want to ask or have an input, we can."

Teachers' questionnaires provided examples of participation in decision-making on various school matters (Figure 4.4).

Figure 4. 4: Examples of Teachers' Empowerment

Examples of teachers' academic decision-making	"Through departments", in "deletion or adding material, applying new methods", "IB material, partly prescribed and partly by choice", and "deciding on books, additions to the curriculum, experiments", "curriculum development ", "academic activities", "special needs" and "professional development committee".
Examples of teachers' non-academic decision-making	"Forum, carnival ", "community service", "yearbook", "Arabic club" and "disciplinary committee."
Frequency of involvement in academic committees	15.4 % of the respondents are members on academic committees. 32.5 % are involved in decision-making related to the school
Frequency of involvement in non-academic committees	23 % of the respondents are members on non-academic committees

One interviewed teacher gives examples of rewards. "We don't have promotion programs. Hard workers are rewarded differently". They may be given gifts in an assembly of teachers, parents and students. Those who have the Hilltop College character and values have a chance to advance.

In questionnaires, teachers write about prestigious international workshops and conferences that school subsidized following the recommendation of their department heads and director.

4.2.2.3 Social Cohesion

Teachers', students' and alumni interviews cite instances when they felt proud to belong (Figure 4.5). One called it "my second home". 84.6% of respondents were always proud to belong. Interviews, questionnaires and observations echo the metaphor of school as family.

Figure 4. 5: Social Cohesion

Teachers' semi-structured interviews	" The institution gives me the chance to improve and rewards me...I am proud to belong", " We are all experienced teachers in my department except for two new teachers who are alumni". " I felt proud when 2 of us were sent to a prestigious conference abroad last month by professional development funds".
Teachers' questionnaires	Pride in the school's "excellence, diversity, friendly atmosphere", being "one of the best," "international high standard students, academically and socially", "reputation, approaches to teaching, treatment of faculty", "friendly atmosphere", "admirable traditions over 100 years", "continuous staff appraisal and professional development", "competitive, well rounded students".
Students' group-interviews	Our school is "better than other schools in what it offers to students". "It has good reputation, offers good education and background...one of the best schools in Lebanon". "The learning conditions are appropriate...not too strict and not too easy...we have breaks...and extracurricular activities...not pure academics". "There's freedom...students learn". "Best thing...is the preparation for life, high standards, location, campus, activities, good friends, freedom of choice and speech. It's representative of society".
Alumni interviews	They would like to "serve" and "return part of what it had given" to them. They have "good memories in it". They would like to "give the message to the new generation the way the old generation did and deal with the students the way the teachers dealt with them."

4.2.2.4 Empowered Students and Parents

There are student representatives on committees. "In the disciplinary committee, the student is a voting member and can agree/ disagree with the committee's decisions, attends the first 15 minutes of teachers' class meetings to decide on grades before distribution…can voice classmates' ideas about certain teachers… representatives in all activities committees"(Director's Interview, 2001).

Interviewed alumni gave examples of teachers encouraging students, which provides class climates conducive to learning. Interviewed students spoke of positive relationships with supportive teachers who help them realize their potentials (Figure 4.6).

Figure 4.6: Positive Student- Teacher Relationships

Alumni's semi-structured interviews	Student-group interviews
Teachers do not act as "master of the students". Students also have positive interrelationships. "School has good atmosphere and relationships among students and with teachers …studying atmosphere is organized". "Best thing is people in school and the atmosphere". "It's very good in English and…free…allows one to express his beliefs".	Teachers care "even if they teach so many sections and students". "Teachers encourage me to do better and some set an example for me". "Some explain in a way that students focus. Others deliver the material in an easy way. It makes me want to pay attention and want to know what happens other than cramming". "Teachers talk to us at our level so they affect us and encourage us". "One…discovered my writing talent so encouraged me to read and write".

Parental involvement is encouraged and organized as mentioned in students' handbooks and newsletters. In order to promote parents- school communication, school holds meetings where parents meet teachers of every department to discuss disciplinary or academic matters.

The director explains that parents "can interfere in everything except in academics". Parents have a committee as required by the government. "They sign on certain school matters such as budget…we decide on the

curriculum…books…methods of teaching…teacher evaluation". "Parents come and complain usually when their children are not doing well…I meet them".

Documents show that parents write a journal and the school publishes it. They do activities to raise funds and give student awards, but there are no scholarships by parents so far. Circulars inform parents about school system and various requirements. Parents, alumni and scouts can use school grounds for activities.

4.2.3 What Is the Link between Leadership and School Culture?

4.2.3.1 Professional Leadership

The interviewed director acts as instructional leader, centre of communication network, promoter of culture, and initiator of change and improvement. He prefers instructional leadership to mere administration. His concern is student learning, teaching standards, and improvement of student outcomes. He "follows up on the students… their learning outcomes …on teachers… standards of teaching…to improve the learning of the students".

The director interviews and recruits teachers, supervises their teaching, initiates and follows curricular changes. He acquires knowledge of curriculum initiatives through international workshops such as one on the International Baccalaureate. One school consultant says, "Unless school leaders develop expert knowledge of an initiative and adopt it, it will not become truly executed no matter how hard teachers work on it" (Improvement Plan, 2001).

The director says he keeps a direct channel of communication with faculty. They hold monthly faculty meetings for discussing all issues, and weekly ones for urgent matters. "If there are specific things, I send after the teacher immediately". In academic matters, he talks to the Heads of Departments (HOD) to transmit the message, but in discipline matters or problems with parents, he talks directly to the teacher. The director delegates work and then evaluates. "The departments decide on grading and promotion. Teachers in departments decide on books and exams. It is teamwork".

4.2.3.2 Leadership and Culture

Shared Vision/Values

Interviewed teachers see the director as promoter of school culture. He helps in inducting teachers into the culture through meetings, circulars, training, stories told by administrators and old timers of school's proud past and successful ways. "We have a mentoring system. HODs and we meet teachers at the beginning of the year. We explain to them the school goals and system through collaborative training. It takes time to internalise the school values but it happens because the teacher is one in a group" (Director's Interview, 2001).

The director believes that leaders "should promote school vision". He admits that inducting teachers is more difficult. " We do not have a large turnover in teachers, those...new, if they stay with us more than three years, they become within the culture of Hilltop College". "Teachers who resist the school culture and stick to their own ways of doing things eventually leave". "The atmosphere is very nice... even though salaries are not very high, teachers still like to stay". "We train them and rehabilitate them... When I interview new teachers, I look at their ability for learning and flexibility".

Teacher interviews reflect similar meanings. "We are reminded indirectly of school values and required skills, and the philosophy is highlighted through faculty meetings. We are what it is". Another teacher says that old timers tell stories of school's past. "The principal is an old timer...he tells them". Yearly faculty and student handbooks stress and express school values and required skills.

Information from questionnaires corroborated that from interviews and documents. 76.9% of the respondents were aware of school values of "respect, self reliance", "morals, rationality", "freedom of expression", "good citizenship, healthy communities, excellence", "well-rounded individuals", "honesty, integrity, collegiality, respect, responsibility", "open mindedness and tolerance",

"objectivity, ethics, self discipline", "equity regardless of sex, religion and belief", "critical thinking", and "self respect". 46.2% wrote they are frequently reminded of values in "faculty meetings", "yearly student handbook", "school philosophy, in-service training, planning, advisory program" by "director and president". Teachers are told stories of the "school's traditions", "glorious past", "famous alumni", "prominent teachers and administrators", "founders, previous colleagues", and "success". One wrote "many colleagues are the school alumni; they talk about the school as it existed decades ago". One teacher is an alumnus so " knows all the stories", and another "tells such stories especially in social studies classes".

On questionnaires, teachers provided examples of school celebrated events "carnival- Teachers' Day, Miss Torch", "Halloween, Founders' Day", "Valentine's", "Liberation of the south, human rights day", "all official holidays", " Independence Day, Mothers' Day, art festival, spring contest", "Young Scholars, Awards ceremony", and "plenary sessions, Last day, retirement of faculty members".

4.2.3.3 Leadership and Discipline

The student handbook explains school policy on discipline as instilling "responsible behaviour ...personal development and refinement of social relationships...respect for others and responsibility for...campus, and order essential for efficient learning and development of character". The document specifies rules for acceptable conduct (Figure 4.7). Consequences are stated and disciplinary probation is defined. The director assures that despite required discipline and responsibility "we have a lot of freedom for the young ones".

Interviewed students agreed that their school instils good manners in them. One teacher believed that rules are flexible in certain cases.

Questionnaires yielded contradictory data. Rules are frequently strictly applied according to 53.8% of the respondents, but some students and faculty break school rules (Figure 4.7).

Figure 4.7: Stated and Practiced School Rules

Documents	No speaking or interrupting unless given permission. No chewing gum during class periods Concentrating, remaining in class until bell rings, Carrying ID, doing required assignments Rules for school behaviour cover: courtesy, respect for school and others' property, personal appearance Prohibition of cellular phones and computer use.
Interviewed teachers	"Rules are flexible in certain cases...like if parents are passing through difficult times. Second chances are given to teachers too".
Interviewed students	"Teachers can control the class", "we are respectful for teachers and school" and " they teach us good manners and observe us...school is not very strict".
Teachers' questionnaire responses	"Some students are still smoking on campus, using cellulars, dressing improperly" and "cell phone usage by teachers outside faculty lounge still a problem". Stricter rules are for punctuality, promotion requirements, teachers with TD or experience, and teacher training. One complained that rules are "always followed by faculty and staff, but sometimes disobeyed by students" and "some rules require continuous observation".

Rules are not strictly applied according to my observations. Three of the observed classes had high noise levels, disruptive student-talk, distracted students, and disorderly atmosphere. One student spoke briefly on his cellular phone and the teacher was unaware. However, in all classes, students had all assignments ready whenever teachers checked. In most classes, polite interaction with teacher and classmates was noted. One teacher explained that her students are not constrained by hand-raising when they are sharing ideas and opinions. They're trained like young adults in manners, listening, and turn taking during class discussions.

4.2.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education?

4.2.4.1 High Academic Standards

The interviewed director says, "The school is reputed for 100% success rate on all official examinations and innovations such as Performance- Based Learning. Consultants are recruited to train and supervise teachers' implementation. He admits setting high expectations by teachers and administration. There are high expectations for teachers also. "School is trying to introduce student evaluation of teachers as in the university, but secondary school teachers are refusing that. Some teachers do that discretely with their students". He comments that students are trained as " independent learners who stand for their beliefs... well-rounded individuals". One teacher says her students are "well-read...independent learners".

Students' group interviews provided examples of school academic standards. Interviewed alumni gave examples of their school training in the thinking process (Figure 4.8).

Figure 4.8: High Standards in Effective Schools

High Expectations	"There's a lot of competition in class so we study and achieve but at the same time we help each other." "There are high requirements for the academics", "tough standards". "Grades do not come easy…we work hard…are encouraged to aim high" (Students group interviews).
Higher order thinking skills	"Teachers taught me analytical and critical thinking skills for sure. I feel better than students from other schools in analysis abilities. I learned how to develop an essay…analyse…interpret the topic…also augmented my vocab", "we were encouraged to go beyond the books in our discussions…to debates" and "we're trained in the thinking process" (Alumni interviews).
Study skills	"Teachers prepared us from the start how we should study and organize our time", and "grasp things like the style of the university especially the last two years" (Alumni interviews).
Debate and Technology	"We learned how to debate and argue when …right and not only in class" and "listening …to teachers argue…they listen to us also". "We practice designing web pages and conducting research" (Students group interviews).

Observations show that teachers use strategies to stimulate higher thinking in students whose interactions and assignments reflect their general knowledge and research skills. In one class, students read Plato's and Aristotle's writings and compile reports that the school publishes for the school community. In another, the teacher uses dialogue to lead students to a physics rule. This is in harmony with school's written goals for students' overall development.

4.2.4.2 Affective/ Social Student Outcomes

The interviewed director says that testing is not the only measure for what they implant in their graduates. Developing the "whole person" requires various skills and experiences besides academics. The school provides numerous activities for this purpose. Interviewed student groups and alumni expressed similar thoughts (Figure 4.9).

Figure 4. 9: Students' Affective Development in Effective Schools

Student group 1	"We are well rounded because we acquired social skills...general knowledge...tough subjects from good teachers... became sociable...confident...many clubs develop our skills and talents".
Student group 2	The system encourages positive relations and group work", "friendly class climate encourages positive relations ", "friendships better than other schools socially", "helps us ...learn how to deal with people outside school".
Student group 3	"School helps interaction through teaching style and projects", "has people from same culture and background so easy to have positive relations", and "provides places where we have to make quick decisions...make a difference".
Student group 4	"We're exposed to students from different sects" and "different people and nationalities and those in high social places."
Alumni	"One can express his beliefs...no discrimination...when I became veiled. I felt acceptance from teachers and students", and "the most important influence of my school was on personality...gave us freedom, trained us to express our views...we become more objective."

School then provides academic and nonacademic experiences conducive to personality development.

4.2.4.3 Extracurricular Activities (ECA)

The students' handbook explains that the aim of the activities program is to improve the quality of education and develop well-rounded individuals through social, cultural and philanthropic activities. These would develop an attitude of cooperative teamwork and good citizenship (Student Handbook, 2000). Similar meanings are repeated in other documents.

The director believes that ECA foster leadership in students and develop team spirit. Interviewed teachers give examples of activities that students and teachers run jointly thus fostering "positive relations through social interaction". One teacher believes that ECA are sometimes good "but other times take away time from studying after school". Group interviews show students' positive attitude

to ECA. They spoke of film making, sports teams, and awards. Interviewed alumni spoke of the impact of different activities they experienced at school (Figure 4.10).

Figure 4.10: Effective Schools and Extracurricular Activities

Student group 1	"Academics on its own is not enough. Life is not based purely on brain activity… and in order to succeed in life…harmony between the two".
Student group 2	"We raised money for our film, wrote script, got props…camera men, directed… did visuals, sound, lights. The winners went to Italy to compete with other student filmers", "made me confident and sure I could do great things…it felt great", and "in drama you meet people and you learn relationships".
Student group 3	"Activities help us become creative because we prepare for all end of year activities…Xmas shows…talent clubs…school journals". "There's a band…students play for parents…students…guests during shows".
Student group 4	"Varsity teams are good at Hilltop College. They get us a famous coach to train us and sometimes he chooses some for the national team", and "sports matter…academics and non-academics should be balanced". "School organizes hiking and skiing trips for students in Lebanon and Europe…it's great exposure and fun".
Alumni	One wrote in the Arabic newsletter, all were involved in film- making and trips, others worked on the yearbook, and all contributed to traditional carnivals and festivals. "We learned how to interact with different personalities". One said her personality evolved at school.

Examined documents state that physical education (PE) is an integral part of school life. Maximum student participation is encouraged in varsity teams in basketball, football, volleyball, handball, and track and field. They play locally and in international school tournaments.

The director says that talents are recognized by the administration in all fields. An award for those who represent Hilltop College culture is accorded to those who help and respect and have positive attitude. Students often win international prizes in art and writing. Several issues of the school newsletter reported student musical performances in Norway, award winning in art and film, and participation in model congress in Paris.

Teachers' questionnaires provided examples of how extra-curricular activities enhance students' confidence and communication with others (Figure 4.11). 53.8% of the respondents wrote that ECA frequently improved their students' attitude to school, 46.2% said ECA always improved students' social skills, and 23.1% that ECA frequently improved students' achievement.

Figure 4.11: Influence of Extracurricular Activities

Questionnaire item	Influence on students' social skills	Influence on academic performance
How do extra-curricular activities influence students' development and performance?	"Low achievers and shy ones improve in confidence, self esteem, and spirit of cooperation".	"Students' achievement improves because sometimes they become more responsible", "they discover their potentials".

4.2.4.4 Social and Community Service

The director explains the school goal "to create responsible... citizens who know rights and responsibilities...community and social service activities and culture awareness contribute to this...obligatory for ...secondary school". The focus is on heritage, environmental awareness, and helping the underprivileged. Students visit sanctuaries and examine environmental problems then do projects and enter in panels at universities. Some win prizes and travel and attend panels abroad such as that in Switzerland about safe driving.

Mission statement explains that Lebanon's well being depends on intellectual talents of its young people and their compassion for others. School aims to involve and inspire students to spread their enthusiasm to others. Their work is evaluated by supervisors and advisors.

School publications cite examples of student involvement in painting government schools, conducting programs for orphans, and raising money for scholarships and charities. Student groups talk of volunteer experiences in Red Cross, orphanages, hospital wards, and poverty-stricken communities.

Interviewed teachers say that students develop sympathy and interviewed students gave examples of such feelings (Figure 4.12).

Figure 4. 12: Goals of Social/Community Service

Director's interview	"We try to pass our messages of responsible citizenship through our students who are community members… through social service and community clubs, we create awareness and action".
Documents: Mission statement	"School aims to increase students' awareness of social and environmental problems and show them firsthand how they can be part of the solution".
Interviewed teachers	"Through social/ community service, students learn dealing with unfortunate children and old people", "students develop sympathy".
Interviewed students	"We belong to an upper social class so what we see in our areas is not actually what goes on in the country. Through social service at school we become aware of others less fortunate". "Social work makes empathy", "it touched my heart when the children held my leg and begged me to play more and asked me to come again".

4.2.4.5 Student Preparation for Higher Education

School prepares students for higher education by instilling discipline and positive attitude, training for official and college entrance exams, providing high standards in academics and foreign languages, and enhancing self expression and open mindedness, social skills, study skills, and higher order thinking skills.

Classroom observations corroborate this. In one class, students conduct research for a term paper on a topic of their choice. The teacher explains that she has to cover both the national curriculum, which requires paragraph writing and is far below the students' level, and the more advanced school curriculum.

Examined documents explain how students are guided through university applications and choices. Dean of Students offers career guidance and counselling. Students are helped with information about various universities plus university applications and registration for entrance exams locally and abroad.

Interviewed alumni discussed their school preparation for higher education and school's impact on their social skills. They compared their school climate to LAU's and found little difference (Figure 4. 13).

Figure 4.13: Alumni's Views on Their Preparation for University

Academic preparation	"Academically… school prepared me…I'm a good student…it developed my English a lot", "school prepared me for my LAU math and CS", "we developed broad views, good academic base". "I had firmer base…more confident about learning…grasp things more easily because the way of thinking taught at school".
Project	"Projects…science fairs…gave a good base. I noticed the difference when I entered university", "Art clubs and projects... now I'm in graphic design, I benefited from that exposure".
Thinking skills	"We do analysis and higher order… understand then apply…we had debate. Many other students do not have this, if you talk to them they can't speak up for their rights".
Social and study skills	"School prepared me for college… because it's character builder. I'm now council member at LAU's Student Council". " We made new friends easily and kept old ones". "We learned how to select friends"."School taught me dealing with pressure exams and projects at LAU same thing".
Similar climate and methods	"I am not having any difficulty...not much difference…in the education system". "Same way of teaching…can express…ideas and teacher listens", "projects… were similar to LAU's", "School campus life…like you're at college". "We were afraid we wouldn't find like our school system. We liked the family we built in there…found at LAU similar climate".

4.2.4.6 Evaluation of Students' Success in Higher Education

The interviewed alumni graduate within four years in different majors: Education, Graphic Design, Computer Science, English Language and Literature, and Hospitality Management. Their GPAs are 3.45, 4.0, 2.65, 3.6, and 2.3 out of 4.0.

All made new friends through their courses, campus activities, and previous friends. One helped in three play productions and all frequently attend student plays, lectures and conferences. Two joined social service clubs and work with young orphans. Two do social service off campus also, and one joined the cinema club to choose films of substance for student viewers. All agree that school built this part of their character. Three are in university sports teams, and one joined the Human Rights Club. Two are in the Environment Club.

Alumni name faculty they have positive relationships with. They chat and socialize in groups especially within their departments. "School culture helped...it's open and we became like that...other schools are too strict ...the relationship with teachers is very formal...respect means a barrier...not true".

One described her campus experience. "When we came here we were so excited and used to stay on campus all day long...it's very easy to make friends here...school influence? I think so...students from other schools ...not much interaction and mingling between students".

One interviewed teacher spoke of a famous airline writing and praising the school because its alumni constitute 90% of their top executives. Another names alumni who are now cabinet members. Newsletters count "around 12,000 alumni holding positions of leadership and influence around the globe"(Annual Report, 1996).

School newsletters have cover stories of successful alumni who speak of school's impact on personal and professional achievements. All attend reunions arranged by school; some contribute generously. School has an alumni office that communicates school news to alumni. Its director travels and raises funds for scholarships, teacher training and special projects.

4.3 Mediterranean College

The school was established in 1905 by the international community. In the late 1980s, the school started the Lebanese Baccalaureate program, and Lebanese

students were enrolled. The school has around 1000 students in all levels. The secondary school has 41 full time teachers and 18 part timers.

Data were collected through interviewing the Head of School, Dean of students, two full-time teachers, and four student groups in the highest grade levels. Questionnaires were distributed twice by the administration to full time teachers of these grade levels without return. I collected issues of the school's yearbook, newsletters, annual reports of achievement, brochures and leaflets of students' activities, letters to parents, and students' guidebooks of rules.

4.3.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement?

The Head of School (HOS) reports to a school board, and is assisted by directors, assistant administrators, and dean of students. The school provides "American style education for Lebanese and international families and fosters a lively and stimulating atmosphere of learning in its community. It seeks to develop respect for self and others, foster technological proficiency, and lay the foundations for lifelong learning. The faculty sets standards of excellence and integrity in academic and co-curricular areas...and prepares the students for the rigors of university education. Students are challenged to do their best in all areas and are asked to reach further. The school seeks to nurture the qualities of respect for self and others and to cultivate the desire to serve the community" (Mission Statement, 2001).

4.3.1.1 Shared Vision/Values

The school is accredited by two prestigious international councils after an exhaustive evaluation of objectives, programs and processes, which indicates harmony between school's stated mission and its daily operations.

School values and traditions are reinforced through stories told by administrators and old timers. Interviewed teachers comment "stories of school's past are told depending on occasions...how they handled things before and how

we're now", "when I hear these stories I feel…I'm with people who know what they're doing ", "HOS and old timers tell about the school before and during the war", and "HOS is from the school past…good example for us…her perseverance…enthusiasm about her work". One teacher is an old timer and tells students how the community admired the school and how privileged they are. "It has the best of American… and Lebanese culture…there's respect with students as well as intimacy".

Celebrations reinforce school traditions. Teachers and students name the usual national and religious events they celebrate at school besides graduation and American significant days. All are preparing for the 2005 centennial celebrations that should reflect school history and achievements.

Teachers say that meetings handle students' weaknesses and improvement. Coordination meetings are taken seriously by all.

Interviewed student groups commented that their school's strong assets were "atmosphere and school system", "the American system…more open and easier…exposure… many nationalities", "teachers…Americans and Lebanese …very friendly", and "activities…you don't feel pressured a lot".

4.3.1.2 Staff Development

Interviewed teachers explained that their knowledge is continuously updated through workshops and conferences they attend locally and abroad. These are planned by committees according to needs' assessment. Workshops are also prepared by teachers and presented to colleagues. Coordinators follow up subsequent applications. School motivates teachers by subsidizing graduate courses. School newsletters publish news of subsidized faculty attending international seminars and workshops on issues related to their subjects.

Interviewed teachers admit that workshops improve their work. "90-95% are very good and we really learn a lot from them, most can really apply in the classroom", "they give ideas, strategies", and "freedom in choosing teaching

strategies". Supervision is "informal...they might ask...or remind us that we're doing this", and "after a workshop, the director observes classes".

4.3.1.3 Support Services, Funds and Size

The dean explains the importance of the school's advisory program in supporting character education. "Advisors should take an interest in the intellectual and character development of their advisees". HOS and all faculty members are advisors. An interviewed alumni remembers HOS as advisor "administration was great...principal is divine".

Handouts to parents and teachers' manuals specify advisors' role to "monitor their advisees' academic...nonacademic activities and progress...encourage and discipline advisees when needed".

Observations indicated that a counsellor and special needs' expert complement advisors' work when needed. Physical and academic resources support student-learning. Classrooms are clean, air-conditioned and spacious. Furniture has the same school colours as PE suits. All buildings have clean corridors and glass windows and elegant offices.

One teacher complains of school's bare campus but praises "plentiful resources...one of the richest...technology-wise, library...amazing...computer centre...open long hours".

Interviewed student groups compare their school to others. "We have the right physical resources compared to other schools...a big library...the right atmosphere in class...good student body relationships, between teachers, faculty and students", and "one of the best libraries in secondary schools...labs...we're on a very good stand".

All observed classes have less than eighteen students. Interviewed teachers admit the advantage of small classes. "I can do individualized work, give individual application chances...role play...taking turns", "all can participate...I

guess that's why it's more expensive than other schools...in addition to the physical conditions and resources and facilities".

4.3.2 What Is the Link between Positive School Cultures, Effectiveness, and Students' Success?

4.3.2.1 Social Cohesion, Empowerment and Collaborative Cultures

Teacher committees deal with curricular planning, assessment, rules, and nonacademic matters. Interviewed teachers remark "we...do unit plans together, tests, all kinds of assessment...exchange information", "we discuss everything that's going to be established at school...rules...we are listened to of course...we have discussions in faculty meetings". Both teachers rarely socialize with colleagues. One attributes this to lack of time, and the other says, "I'm not as good with my peers as with my students".

Interviewed teachers agree that they influence decision-making through coordination and faculty meetings. One gives an example of how she changed a school-determined activity and the director approved. Other committees handle teachers' concerns. The dean says, "We have staff committees. If there are problems, they are listened to...this school is receptive to faculty complaints".

4.3.2.2 Social Cohesion

Interviewed teachers, students and alumni express pride to belong to their school (Figure 4. 14).

Figure 4. 14: Social Cohesion.

Teachers' semi-structured interviews	"I am recognized…hard workers…can progress", "I grow, learn a lot every year". "Understanding school culture and the way things go helped belong to the school family".
Students' group-interviews	"School provides much …in terms of academics …being well- rounded, arts, athletics", "it's one of the top five". "Great…peers", "School shapes character", "people here make it a wonderful place", "of positive relations….friends would jump through fire for you", "people are pretty good together". "School rocks", "cool school", " very good academically", "one of the best in Lebanon", and "has much to offer…activities and academic". "The best thing is the people", "teachers", "golden opportunities here", "teachers are interested in you as…person", and "the… programs…one of the best schools in Lebanon". "Preparation for college, school's academic reputation, close student- faculty relationships, and peer relationships".
Alumni interviews	"I'd work or volunteer at school", "community is really great…it was around 500 students in my days. I used to know all 500". "I'd like to give back what they gave me…there is this kind of attachment", and "I'd very much want to teach there…I volunteered there for few months…my son is going there next year".

4.3.2.3 Empowered Students and Parents

School fosters openness, independence, and freedom of expression as stated in interviews and documents. In this spirit, students elect their representatives to the student council. There are student advocates on school committees such as advisory.

Interviewed students explain, "We elect a student council...like in college", "they're in contact with administration...get things done...in charge of different activities...try to promote the school spirit", and "student councils are important because you learn to take decisions...work as a team". Another group gave examples of activities and parties that their council organized this year. "There's a good school spirit".

Interviewed students have good relations with teachers and peers. They name supportive teachers who care for students' performance and welfare. "If they feel you're not doing well in a certain subject, they come and talk...on personal level", "if a problem is...affecting my academics, I talk to my teacher... she knows the reason and helps", "teachers worry about the students...They offer a lot of help" and "my teachers are really always there for me".

Another group said, "if you want any clarification ...they're always there", "learning is like team work rather than lecture", and "I have all my teachers' phone numbers, so I can call them and say...I didn't understand this". "When in trouble, I talk to friends about personal matters and teachers...about academic problems".

Students invited me to "The Teachers Talent Show", a teachers' music and song show that students helped produce. This reflects school's philosophy of closeness between teachers and students and teachers' collegiality.

Parental involvement is encouraged. The director issues directives and suggestions for their involvement urging them to help "teach students responsible behaviour". He urges parents to read school letters and monitor their children's work consistently, "Work with us in a cooperative effort to educate your children".

The dean explains that she contacts parents on various issues. "We have several scheduled parents' nights...teachers phone parents when there is something excellent ...or problem...show concern about things...we're very open to parents coming in...we do a newsletter for parents".

One leaflet from the Dean informs parents of the philosophy and process of advisory and asks parents to attend school activities, volunteer occasionally as chaperone for school events or guest speakers, join PTA and encourage others to join".

School newsletters show active involvement by parents in school events and celebrations.

4.3.3 What Is the Link between Leadership and School Culture?

HOS is a celebrity with local and international awards of the highest order. Her vision transformed school policy to admit Lebanese students, registered it in the MOE in 1988, and added the Lebanese program. She added Arabic as a foreign language to all. She says, "Part one of any strategic plan is to have a vision...a mission ...reviewed on regular schedule" (Annual Report, 2001).

An alumnus describes her school days in early 1990s immediately after the present HOS took over. "They were still trying to go back on track...right after the war...a lot of changes over the years...small school then...only the English teacher was American". Now HOS recruits qualified international teachers. She was instrumental in promoting the IB program at school. The first group to sit for the IB exams in Lebanon were her 1997 seniors.

She delegates responsibilities of running daily school affairs to trained directors and administrators. I observed the secondary school director enter every class as a routine daily check. He stays briefly, sometimes comments or talks to students or teacher. In one class, he speaks with one student about his imminent suspension.

HOS is directly involved in students' affairs. In 1992, she researched and put together a folder of ideas for advisory, so advisors know what to cover concerning homework, behaviour, and university preparation (Dean's Interview, 2001).

4.3.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education?

4.3.4.1 High Academic Standards

School focuses on university entrance exam scores locally and abroad and boasts students' high success rate on all programs and 100% on acceptances in prestigious universities (Annual Report, 2001, Yearbook, 2001-2002).

HOS address to seniors summarizes students' academic and nonacademic outcomes. "You have all followed rigorous programs of study...your community service projects...will be part of your heritage. IB Art Exhibition at UNESCO Palace, EMAC trips throughout the Middle East, Model UN in Beijing will be part of your class lore and reminiscences" (Yearbook, 2000-. 2001).

Interviewed student groups admit that standards are high. "There's some competition, that encourages learning...the level of teaching and of the materials ...and courses...high standards".

Observations showed how higher order thinking skills are encouraged in class. Teachers do not transmit information. Students have to analyse, relate and reach conclusions. They question, respond, verify, clarify, support their work, and suggest alternative solutions. The mathematics teacher uses graphic calculators to train students for their entrance examinations in advanced mathematics placement for college.

In another class, question-answer interaction occurs often. Students work in groups on projects for creating environmental awareness. They raise funds, design advertisement and activities after research. The teacher gives them information about relevant websites.

An English literature class provided similar observations of higher level processes.

Teacher leads students through analytical questions and physical demonstrations to find examples of literary terms being discussed. They role play. Several students beg for turns revealing high interest in class processes.

In all other classes, I observed high levels of interaction, stimulating teachers, and involved disciplined student. Information from observations and interviews is relevant to mission statement.

4.3.4.2 Affective/ Social Student Outcomes

HOS says that school purpose goes beyond academics to foster "human character" and lifelong learning. "Our belief ...is founded on the principle that education produces a more human character...formed through the day-to-day realities of going to school and making a life long decision to continue the process of learning. We believe that the environment... fosters this necessary for success in life" (Yearbook 2001-2002).

In harmony with school's written aims to "educate the whole person", instill "respect for self and others", and "integrity", the school incorporated values education. Interviewed teachers corroborate, "We've adopted values program...across...school...values we live by in society", "we...teach through unit plans", "during advisory periods...this year, tolerance and respect", "on school trips...students ...prepare skits...of these things we're trying to instill", and "freedom and flexibility are... school values...you're not bossed around".

4.3.4.3 Extracurricular Activities

A variety of sports, talent and interest clubs, and bands are available for students. The dean explains that through advisory, social work, athletics and electives, students become socially active and confident. " We encourage them to participate....electives are given same weight as academics".

Interviewed teachers believe students benefit from activities. "They are essential for students' growth", "they travel... live with families...learn a lot", "when a

student is happy, he performs better usually", and "activities definitely improve students' attitude and social skills".

The interviewed dean tells of a student who had to prepare a portfolio for his English class and did a video that later won honourable mention in a contest. The English class got him interested in film-making. "The exposure makes students well rounded...we try to use all forms of assessment...and emphasize doing".

Interviewed students discuss their involvement in various activities. All have sports and arts activity after school and travel to compete with other students internationally. "This motivates us...school is not only for academics". Other students speak of "basketball... drama...volunteer work", "music...gold band and jazz band, art appreciation...sports", "scouts", and "lots of after-school activity".

One alumnus remembers how he made friends through activities. "During athletics and sports and activities I make...friends from other grades. We make contact...school spirit helps every student...make...friends".

School athletics program is strong and requires good GPA to join. "Students who do not have certain GPA are not allowed to participate...so athletics support academics", "PE and activities count as subjects and weigh the same as English or math, so they take them seriously...hidden way of getting there" (Dean's Interview, 2001).

4.3.4.4 Discipline and Attitude

School and classroom rules are stated in students' handbooks and leaflets to parents. Advisors explain and reinforce them. Discipline program covers behaviour, dress codes, rules for punctuality, exams, polite interactions, and consequences for negative behaviour. Detention and suspension are taken seriously by administration and students.

Observations and interviews indicate flexibility in certain rules' application and firmness in others. Students' classroom behaviour is exemplary compared to other schools. Interviewed teachers say "rules are stretched...chewing gum rule...even faculty chew...dress code, they bend it...we need to be consistent when we're setting rules". "I do things my way, but my kids are better than most".

Interviewed students tell that only seniors are allowed in an adjacent café. I observed Director and Dean walk out several times to check on them. They shouldn't be smoking or moving farther than the parameters of this café.

Interviewed students complain about strict measures. "They let you hold full responsibility and take consequences...we can't fool around in class...get really punished...when we do something not very bad...we stay after school...help janitors...sweep floors...do maintenance...chaperoned by a teacher".

In two observed classes, some students came late and teachers were lenient. However, disruptive talking is controlled. During group work, some laughed and talked off task, and teacher immediately stopped them. There was a potential bully in class and teacher did not notice when he bothered others.

In another class, one girl calls someone "donkey". Teacher scolds her firmly. In another class, a cellular phone rings signalling a message, and the teacher confiscates it, as rules dictate. Students raise hands to speak and teacher thanks them.

In general, students abide by school and class rules and accept the consequences.

4.3.4.5 Social and Community Service

School aims to cultivate the desire to serve the community, so school promotes community service and requires it for graduation (Mission Statement, 2001). The dean says, "I have seen students change before my eyes...it's taken over

their lives...IB students are the ones who become most active...probably because of the creativity component or...being very disciplined...in the Lebanese program... no time...community service and athletics but not...electives".

Teachers advise community service groups. They place and follow their work in orphanages, hospitals, charities, and homes. "All secondary and even middle and elementary students...join different community service track" (Dean's Interview, 2001).

Interviewed student groups tell about various social and community service programs and agree that involvement is important. They paint houses in poor areas, volunteer in hospital wards, collect funds, clothes and blankets for young prisoners, do a health program for refugees, and plan a benefit concert.

4.3.4.6 Student Preparation for Higher Education

Seniors are offered college guidance. They meet with the dean everyday to share information and plans. She provides files and applications for all possible local and international colleges with variety of majors and requirements. She helps with applications and required documents. She registers them in college entrance exams and pays for their first SATs (Dean's Interview, 2001).

Interviewed alumni evaluate their school preparation for college (Figure 4.15).

Figure 4.15: Alumni's Views on Preparation for College

Language Skills	"English was developed a lot during my school years …I was more confident…at the university…able to express myself in writing and speaking", "thinking skills and analysis, a lot…like in English", "we do well in language courses and CS…better than most students", and "prepared me for college especially when it comes to writing…analysis skills…they roughed me up much more than at university".
Mathematics Preparation	"Preparation in mathematics was average…depending what math level one did at school", "we were not as good in mathematics", ""in some subjects I didn't benefit a lot, now I pick up on the things that I know I've missed before", "when it came to math and science, they were weaker…didn't have the different ways of teaching".
The Learning Process	"School trained me to interact in class. You can't just sit there…they call upon you to make your mark", " in every grade…they expect something from you…science fair project…term papers and presentations", "We did obligatory courses but had a wide choice of graded electives and nonacademic", "School is similar to college in its flexible curriculum...activities… We did projects, research, presentations and field work".

Alumni still meet. "Most of my friends are from school. It's friendly ever since. I see them in college, outside college", "I'm actually very good friends with a couple back from school".

Interviewed students find school courses and teaching approaches "so much inspired by university". One describes courses for transition to college". Another says school prepared them for hard work "lots of work…typing reports, writing essays, readings…they do a good job rounding the student. One studied

in international schools and found here "much tougher education...takes what's really good in American education and amplifies it". Another said his friends transferred to schools abroad and found "it's a joke in comparison". Another said that school influenced his choice of college major.

Other students expressed similar thoughts of college preparation through tough courses and methodologies. "They taught us well... prepared us for college". "Two spoke of ready acceptances because of their school's reputed name. One found a job easily because "people were impressed by school more than anything else on my CV".

4.3.4.7 Evaluation of Students' Success in Higher Education

The interviewed alumni graduate within four years. One is studying International Affairs, two do business studies and two major in education. Their GPAs are 2.45, 3.6, 3.4, 3.75, and 3.2. One stopped for one semester, another for two years, and returned. One has already applied for graduate school. This indicates eagerness to pursue higher education.

All interviewed alumni agreed that school influenced their university social life and campus involvement. "I'd meet people and I'd turn around and we'd talk. I guess school helped in this", "at school we associate with students who came from different cultures and religions...they made me more accepting...more understanding of these differences...at LAU this carried and made it easy interacting with different people", and "teacher-student relationships are close at school, like at LAU".

Two made new friends through classes. "It was easy making friends...LAU is a small community...it's bound that you take a class with a person several times. So, you end up knowing them". Three alumni have kept old school friends and made new ones, two have not. The interviewed dean notices that their students stick together in universities and comments "I often wondered is that good or bad...because they're very close to each other".

All have positive relationships with their university professors. "In education, teachers are very caring and there's a lot of interaction", "professors in my department are great...very open...outside class ...all the department hang out together...pretty much like at school", "we go out with our professors very often, not just in school. We play pool and go for dinner", and " school teachers were nice...at LAU, I'm close to my education teachers".

Two alumni have active campus lives. One was awarded university Best Athlete this year. Two prefer to join off campus activities and one says she lacks time but "did volunteer work at the refugee camps". Two do basketball, rafting, hiking and carting with friends only off campus but no community service.

4.4 Gardenville College

The school was established in 1961 as a secular school by two educators, one of whom is the parent of the current principal. It is a college preparatory school reputed for excellence in schooling and basketball.

Data were collected through interviewing the principal, two full-time teachers, and four student groups in the scientific and literary branches of the Baccalaureate classes. Questionnaires were distributed by the administration to full time teachers of these grade levels. Documents were meager due to rare school publications: a recent yearbook, students' and teachers' handbooks and several newsletters.

4.4.1 How Does School Autonomy Influence Self-Managed Schools' Effectiveness and Improvement?

The principal is assisted by directors for the different school levels. Student tuition fees are the only source of school income.

Data from questionnaires and semi-structured interviews indicate that the stakeholders are aware of the school mission and values and are socialized by school leaders and old members during meetings and celebrations. Data reflect

strong leadership, high standards, improvement efforts and staff development to sustain this.

4.4.1.1 Strong Positive Culture

The school has undergone major structural changes while retaining its strong culture of academic preparation for entry into professional majors at prestigious universities. The interviewed principal took over recently following the death of the previous partner/principal who "is responsible for the image of hard work, tough standards, rigorous preparation for higher education, and basketball". The principal added culture emphasis and community service- a promotion requirement for grade 11, and extracurricular activities (Parents' and Students' Guide, 2001-2002). .

School aims at building "the whole person...responsible and cooperative with peers in all intellectual and social fields...with the guidance of caring teachers". It promotes "values of perseverance, confronting hardships...good management and organization" and "enlightened ambitious youth, responsible... seeking the best in all fields". It instils critical thinking, analysis and decision- making (Principal's Interview, 2000, Yearbook, 2001-2002).

Director of secondary school writes that school strives to remain a modern leading institution...planning...and upgrading curricula by incorporating the latest methods and technology for achieving objectives (Yearbook 2000-2001). Similar meanings are traced in students' and teachers' guidebooks.

4.4.1.2 Shared Vision/Values

School values are reflected in teachers' and students' hard work and high academic achievement as all interviews indicate. One teacher says, "school fosters nationalistic feelings. It is not American oriented but uses American books ...school philosophy focuses on hard work, loads of homework, frequent testing...bookish style of teaching with emphasis on critical thinking more than

memory work". Another says, "Focus is on hard work...best school in mathematics and sciences".

Teachers are inducted into school culture and ways by coordinators and peers. The principal says, "They have to adapt or feel outcast. There is peer pressure". Interviewed teachers say that principal and old- timers talk about school's history during meetings and ceremonies. "I feel proud, part of it is my doing...I'm an old-timer...I sometimes tell stories ".

However, one teacher complains of "unfriendly teachers and undisciplined students" compared to where she worked fourteen years earlier. "School atmosphere is not nice...no friendships...male teachers are nicer than females, probably because they teach in public schools so they do not brag".

Interviewed teachers tell of few ceremonies but many meetings. "Full timers take meetings very seriously because they work only here. Subject coordination meetings are taken seriously too", and "stress is on academic matters rather than activities". Both mentioned graduation and Teacher's Day as celebrated events.

In questionnaires, 66.6% of the respondents were aware of shared school values of "discipline, ethics, responsibility, integrity and honesty". 66.6% said they were frequently reminded of those in "meetings...reports of successful faculty and students", "present principal's involvement and input", "the achievements we have realized", "the results we get", and " key alumni... who are our capital". They mention celebrations of "Teacher's Day, Spring festival, art exhibitions, cake sales in support of the needy, and educational excursions".

4.4.1.3 Staff Development

The secondary school recruits teachers who are experts in their fields. This is in harmony with the stated school academic focus. The interviewed principal encourages teachers "to develop their own workshops within their subjects. They meet twice a month to decide on topics for workshops...there's needs' assessment for the following year".

One interviewed teacher admits the scarcity of workshops. "In secondary school they believe they have experts in their subjects and that's what matters...but there are those who know nothing about computers, so how can they integrate technology into the new curriculum?". Another talks of personal effort to remain competitive. "Improvement is done on personal basis. I examine what's happening in my field...and adjust accordingly and according to coordination...when teachers are willing to develop, the influence on students is positive".

An old time teacher commented, "workshops are not nonexistent, more in middle and elementary...at least we'd like to know we're on the right track...when we did attend, we discovered that we were doing the same thing on our own but never got credit for it...coordinators sometimes follow up", "teachers may not know ahead. I guess they will evaluate all, classroom management and academics".

Another explained that the principal sends teachers to workshops "then each repeats to colleagues, but more in intermediate and lower than in secondary". Coordinators may enter class unannounced "to check what's done".

Teachers' questionnaires indicate minimal workshops outside school. Staff development is conducted "through coordinators" and "guests". The focus is more on academic improvement and less on "practice in class activities" and "classroom management". 66.6% of the respondents wrote that sometimes they attend workshops; all said these improved their work, and 66.6% said they improved their students' achievement.

So, staff development is not systematic. School relies on teachers' subject expertise.

4.4.1.4 Support Services, Funds and Size

My observations revealed unpleasant physical conditions. Secondary school classes are conducted in an old building designed as apartments. Classrooms are small and court space is limited. Some classes are on the street side of the building so car noise is disturbing. Classrooms are freshly painted, but the glass panes, balconies, and shutters are dirty. Bulletin boards are bare, and desks are stiff.

Interviewed teachers say that the other school buildings are in separate places but are physically better fit as schools. Sportive events are conducted on their covered courts. "Here, there's no library because there is no room in the secondary school building. Sometimes one wonders with such physical conditions that school does so well. You think this would have negative effect on achievement. Also when new students join the school from other schools, we think they would complain about the physical conditions, but they make new friends and adjust".

Student group interviews provided mixed opinions. "The best thing about my school is that it's small so we all know each other", "small cozy area around 300 students", and "good and bad things for small school area...space for sports not enough".

Another group spoke of supportive advisors and school counselor. "We have an advisor who cares for us...psychologist...everybody visits her office during recess". Some mentioned remedial classes that are offered after the first exam results are out. The principal says, "remedial classes are offered to those who need help". School documents mention providing "caring teachers" and "training to face hardships".

The students' guidebook (2000-2001) states that financial aid and scholarships are given to students upon application. They are based on academic excellence, need, and good behaviour. The principal says that scholarships are given to

students with high averages and good conduct. Interviewed alumni gave examples of "many needy but good students... hardly paid tuition".

4.4.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success?

4.4.2.1 Collaboration

The interviewed principal supports collegiality and says that through subject and level meetings even personality problems are handled. "Some teachers used to skip school sometimes, so he made a substitution rule. A colleague has to replace the absent one. There was peer pressure so absences decreased".

Teachers' interviews indicate collaboration within departments where they "exchange ideas, strategies and experiences" but "not enough".

Teachers' questionnaires indicate collaboration during weekly meetings. "We have never felt divided on matters pertaining to school welfare", and "we try to learn about problems and iron them out". Some socialize outside school, but interviewed teachers admitted limited outings with colleagues: "I don't like to socialize with colleagues", and "I socialize only with two...already my friends". All wrote they frequently collaborate but rarely socialize together.

4.4.2.2 Empowered Satisfied Teachers

Interviewed teachers are unaware of committees. They have department meetings and subject coordinators and work as team. One says, "Some teachers supervised activities...but now there's a coordinator...I am involved in my department...we suggest things...I'm listened to". Another says she is not on any committee. "I don't think there are...in secondary school...in my department we meet as team...I had a say in changing the textbook we were using...the director asked me to get books and materials so we'd discuss them".

Teachers' questionnaires indicate teachers' limited involvement in activities and art exhibitions. Some are involved in decisions by being coordinators of their subjects and others are consulted on classroom management issues. None of the respondents is on academic or non-academic committees, but 66.6% have a say in decisions related to their subjects.

One interviewed teacher denied presence of promotions and another mentioned generous rewards for hard workers. "I'm not aware that there is any promotion…I was a coordinator, now I'm a teacher". "They do appreciate hard work. There are money incentives for hard workers whose students score excellent results on various exams…the previous principal…rewarded teachers who are hard workers and reflect school values of extra effort".

4.4.2.3 Social Cohesion

Interviewed teachers are proud to belong to a reputed school in academics and sports. "It is well-known…in the community and accredited by the results we get from universities". "The late principal used to care how the students did on daily basis and on various exams…and basketball was his pride".

Interviewed alumni said they would work at their alma mater because they "like their style", "they're my family". One admitted that they were happy to graduate but "now we say how sweet it was…I wish they would employ me there…teachers are not distant". Two said they wanted their children to study there, and one said "I'd work there…I spent all my life there". One was not sure she wanted to work there because of the "bare campus and insufficient social activities".

Teachers' questionnaires indicated that all felt pride in "students' performance" and "school's academic and social sincerity".

Interviewed student groups echoed similar reasons for feeling proud of school's good reputation nationally and regionally, its superior teachers and high quality of education that increases "college opportunity". Some considered it "best

school in secondary", "good in education and in bringing up morally", and in friendships. Another group spoke of "relationships, friendships among students that stay ...throughout life...in universities you see school alumni together". Another group spoke of "strong ties" among them. "We help each other a lot", "we're together outside school too", "study together sometimes", " go to each other's houses", and " best thing about school is good friends". Another group felt proud of their school background, "morally and physically, good conditions". They have known each other since childhood.

The academic focus for which school is famous is reflected in documents and interviews. Students have more positive interrelationships than teachers.

4.4.2.4 Empowered Students and Parents

The principal explains that a student council was recently elected because school philosophy has changed to involve students and parents. "Participation will increase gradually. Physical facilities were hindrance before". The principal considers "effective parental participation...basic in managing school affairs...through sharing their opinions and decisions".

School documents specify details of electing student representatives and their duties. "Council members are elected according to a program or plan of action in an atmosphere of democracy...they represent their classmates in suggesting things to the administration and organizing curricular and extracurricular activities...seek to improve school climate and share in setting class protocol and system of reward and punishment...organizing exhibitions and sports events and field trips and producing yearbooks and newsletters" (Parents and Students Guidebook, 2001).

Interviewed student groups provide information on prefects and student council and say they are not used to the idea yet. "There are two prefects who represent the class...they take our opinions to student council ". "Our opinions are heard", "considered", "responded to". "If we have three exams in one day, they listen and remove one", and "problems with the food shop were solved". "The director

likes democracy…he did the student council…we can…talk to him about things".

Student groups provide information about pleasant school and class climate and friendly teachers and peers. "The teacher does not make you feel you are only studying", "teachers make you comfortable as you study…there is a fun climate but we learn and enjoy learning", "studying…is not heavy burden", and "several teachers make you love the subject…give you a big push for studying".One group gave examples of teachers who "care about students' benefit like physics teacher…he jokes with us when he finds us depressed…and re-awakens the class…to work with him". "Our advisor the biology teacher …is not boring"…"encourages us to study"…"facilitates the way "…"gives us advice" and "invites us to her house". Other students say, "best thing about school is the seriousness…level of education…friendship… dialogue in class…relations with teachers…reputed alumni".

School provides orientation to parents on school matters and dealing with their children. There are assigned meetings with teachers after report cards and weekly to discuss students' behaviour and academic performance (Parents' and Students' Guidebook, 2001-2002).

The principal says schools should have parents' committee because the Lebanese government requires parents' agreement on school budget before it is sent to he MOE. Documents explain that this committee is elected according to their plan of action to improve communication and sharing with the school. "Community involvement is minimal. Facilities are the problem. Now once per month school is open for public cultural programs". Student groups are aware of occasional parental help for needy students.

4.4.3 What Is the Link between Leadership and School Culture?

4.4.3.1 Professional Leadership

The interviewed principal summarized his improvement of the school system. Mission and objectives were recently rewritten to reflect the changes that took place. Restructuring was documented in a new organization chart. Clearer criteria and protocol for students, parents, and teachers were published, and the secondary school classroom building was renovated. A clearer financial plan was set and a capable assistant administrator/teacher was appointed director of secondary school. Extracurricular activities improved in number and quality and weekend university preparation classes were replaced by adding one hour to the regular school day. The English program was revised by specialists to add preparation for the SAT.

Better communication with faculty and tighter coordination of their work was achieved through weekly meetings, open discussions of problems and issues, and workshops with coordinators of subjects and directors of schools. Support departments were established to serve the school. The school already has its reputation, so transition was smooth (Principal's Interview, 2000). School logo now appears on school belongings and on the tinted glass wall in the front entrance.

I have observed the renovations during my school visits over two years. School entrance changed from a cluttered narrow passage to an organized lobby with two secretaries that coordinate the affairs of visitors.

One interviewed teacher commented, “the previous principal focused on high achievement basically, the new one on all aspects of being a student”. This correlates with the school objectives of developing all aspects of students' personalities.

Student groups expressed joy at the “added activities and caring for students”, “more trips” so “students can breathe a little”. “Even the administration noticed

that students should have fun to be able to go on", but "priority remains for curriculum".

The principal describes his two basic roles "academic leadership for curriculum and basic system changes plus administrative work in charge and centre of operations". He favours delegation, "Decentralization is better for efficient operations". He favours "team work instead of one-man management", and he supervises. These are stated in the school objectives.

Teachers explain that the principal "checks on teachers if they are doing their jobs and sends them notes if they do not do what's required", and discusses with them "problems that might be influencing achievement...principal checks why the grades of certain students are deteriorating".

4.4.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education?

4.4.4.1 High Academic Standards

The principal explains, "focus remains on high achievement". Documents and booklets specify to parents and students criteria for success and distinctive performance. Different school divisions conduct periodic contests among students in academic and general knowledge, and awards are distributed to victors.

Interviewed teachers say, "We are better trained and observed strictly...in order to be ...excellent...especially in mathematics and sciences", "we need around three hours of preparation and work at home in order to be efficient especially in the new curriculum", "school emphasizes academics...very tough intellectual work, sciences and math basically...a lot of exams...and extra work...they make sure everybody is working hard and doing extra work".

Student groups assure that their school "has one of the highest levels in Lebanon... gives tough subjects that benefit students".

Excellent student grades on the Baccalaureate and university entrance exams were the pride of the late principal. One teacher speaks of past stories "told by the previous principal, stories of 100% success in government exams and university entrance exams", "of pride to rank such high levels on all exams especially in the sciences and math courses...most teachers refer to students as tough high achievers".

Interviewed teachers are "reminded in all meetings of what and how students should be prepared to pass official exams and university entrance exams...constant revision of how the secondary students are doing in tough subjects".

Student groups name the director who is also their teacher as favorite. They explain how some students did not receive the usual early university acceptances due to late SAT scores. He went and cleared matters and acceptances were sent.

Another group said that tough standards ensure that "all get accepted in the best universities", and "success is guaranteed in government exams".

Interviewed alumni cite examples of their abilities as independent workers. "We can take notes faster than others from good schools". "We were taught these methods at school...we have become independent in our way of studying, this helped us a lot".

School instilled "the way of studying and concentrating. I'm very organized". "I was accustomed that I always had to study...even when we had short notice for tests...I would be ready...the principal was always after us to make us study".

Student groups said, "Teachers teach us to think", "there is no failure...we persevere...if we fail the first exam we study until we pass the next", "it is not only the grade that is important...we understand our mistake and rectify".

This affirms the stated school mission to " promote values of perseverance, confronting hardships...good management and organization...with the guidance of caring teachers".

A booklet addressed to parents and students reiterates school emphasis on critical thinking, active learning, logic, analysis, and lifelong learning. "School develops students' technological skills that enhance communication and continuous independent learning encourages research".

Observed classes revealed teachers' focus on stimulating analysis and problem solving abilities in students. Science teachers spend the whole period engaging students in new problems based on the assigned lessons. One teacher challenges their thinking with problems he retrieved from certain sites. In mathematics classes, the tempo is fast and highly focused. Most of the students are absorbed and follow. Some become frustrated with the speed and tension and side-talk but teachers immediately scold them and they stop. In literary subjects, two teachers dictate additional material and students try to slow teachers down. Students are the most disruptive in these sessions. Some teachers are harsh in reprimanding.

Observations confirm school's tough standards especially in science and mathematics.

4.4.4.2 Affective/ Social Student Outcomes

Examined documents include little mention of social interaction skills. School objective to "raise socially active citizens" implies the need for social skills. Interviewed alumni speak of their weak social skills (Figure 4.16)

Figure 4.16: Alumni's Views of Their Social Skills

Alumni 1	"educational skills, a lot, social, little, even the way we interact with others, always shy"
Alumni 2	"more academic skills than social skills"
Alumni 3	"social skills, no…during my time there were no activities…these…develop a lot the relationships socially. I hear…now there are"
Alumni 4	"I see old friends a little, school alumni…rarely"
Alumni 5	"I see other alumni at LAU but no relationships outside university, not at all".

More conscious effort is needed to achieve school's aim for students' social development.

4.4.4.3 Extracurricular Activities

School objectives require students to "participate in ECA that develop them intellectually, emotionally, physically, and educationally". Documents include details of "trips and after school activities for all students…those on disciplinary probation cannot participate. Music, drawing, folk dance, football, basketball, volleyball, swimming, computer, and chess are supervised by specialized faculty for minimal fee. Students also participate in science fairs supervised by faculty. Students participate in writing, editing and publishing a school journal" (Yearbook, 2000-2001, Parents' and Students' Guidebook, 2001-2002).

Interviewed teachers agree that ECA "help students grow in character and personality…positive influence on…grades. Once personality…and mind grow…this will impact their grades", "develop students' social skills…students learn to balance time for activities and…studies, hopefully…positive results".

Student groups gave examples of "ping pong, basketball, football...music". They say, "little by little the activities are developing...before...the activities were less", "even did not exist", "this year it's better with the new principal and secondary director".

Another group mentioned more school trips with the new administration and a school band. Another group enjoy trips they organized together and play basketball during weekends.

Alumni mentioned little participation in activities due to loads of academic work. "I rarely participated in activities...our time is restricted...didn't have time to take a breath", "played basketball...but in secondary, I couldn't manage with the studying...I quit", and "school focused on sports".

In questionnaires, teachers wrote that activities "make students more socially aware". 66.6% of the respondents to questionnaires wrote that ECA improved students' attitude to school, 33.3% that ECA frequently improved social skills, and 66.6% that they frequently improved students' achievement.

4.4.4.4 Discipline and Attitude

School aims to raise students who "are disciplined and responsible" and "conform to rules and regulations and carry out their duties inside and outside school". The student handbook explains rules for school behavior and attendance and consequences for breaking those. "School has a role in fostering ethical/moral character by developing in students good habits of polite interaction, order and cleanliness, honesty and frankness. Delay and absence require written permission from parents and administration to enter class. Students are not allowed to miss exams or leave premises before school day is over without parents' written permission" (Parents' and Students' Guidebook, 2001-2002).

The new principal is strict with parents, students and teachers. He says that trouble makers, low achieving students and below standard teachers had to

leave. School lost 500 students and several teachers, but operations became more efficient.

One intermediate school- teacher says that rules are stricter for intermediate and elementary schools. "We focus on discipline. We follow students even at home", "faculty meetings are serious...if a teacher does not show up...director sends her a note and places a copy in her file", and "teachers are not supposed to leave school grounds during free hours".

Interviewed secondary teachers admitted, "discipline is slightly deteriorating compared to five years ago" and "students lack discipline". They agree that rules are flexible for students and teachers. "During free hours...I don't come to school...with students they are very strict...as a teacher you can immediately punish disruptive students...supported by administration. There are many talkative students...these will not be readmitted next year". Another teacher says, "I guess...rules can be stretched here".

School and class observations showed flexibility in rule application concerning punctuality, class interactions, and required assignments. Two boys came late to school as I sat in the school lobby. The director came out of his office and inquired about reasons. The boys were then escorted to class. Another student had missed the first morning session and waited for director's permission to enter class. The director sends him to class after a gentle reprimand.

In most observed classes, students often side talk and teachers reprimand, but they talk and disrupt again. Four teachers actually insulted talkative students; others constantly hushed them or called their attention. One teacher sent a student outside class but that did not stop the others. None of the teachers took strict measures against constantly disruptive students.

In one science class, the noise level was high and all students answered teacher's questions in unison. She accepted, giving the impression that it was the pattern. Classroom management does not reflect what the stated rules dictate.

In another class, several students had not done their assignment and went unnoticed. They borrowed their classmates' notebook to answer the teacher's questions.

Student interviews indicated flexibility of rules. "School is at times strict and at times playing" and "it treats us well, but sometimes it is hard on us".

In questionnaires, teachers wrote, "discipline is fine" and "we've never had any serious transgressions". 66.6% of the respondents wrote that rules are frequently strictly applied.

Interviews and observations indicate that school objectives for strict rules are not met.

4.4.4.5 Social and Community Service

The interviewed principal says community service is required now. Practice has not begun yet according to my observations and student interviews.

School objectives include raising "socially active students and citizens". However practice does not conform. Students tell me that social work and community service are not required. Few engage on personal basis.

All student groups said they lacked time. "We'd volunteer if we have time", "we collect donations for orphans", "Red Cross", and "we need to do something that relieves the pressure of studying". Three said they never tried and two said "we are very pressed".

4.4.4.6 Student Preparation for Higher Education

The school prepares students for scoring high averages on Baccalaureate and university entrance examinations and to "pursue higher education and careers with confidence and daring" (Yearbook, 2000-2001). This echoes school

mission to "raise enlightened ambitious youth, aware of responsibility, always seeking the best in all fields".

Student groups substantiate this with information they have about their school results over time. "They are hard on us, so we find government exams easy", "at the university, all succeed", and "we get university acceptances before we sit for the government exams".

Other students express pride because school "prepares us well for the...important universities, and it is helping us win as first students in Lebanon". "Our school graduates...are always ...honor list in universities", "school gives us the basics...so students can excel in university", and "its important preparation for university distinguishes it from other schools". Other students give examples of how school gives "moral support...we are ready for university psychologically...become distinguished in university". "They give us extra in computers, physics and math...university level, so we find courses easier than other students".

Another group explain how success at school decides their choice of higher studies. "Many choose engineering and science fields because well prepared in physics and math". Only two students spoke of nonacademic preparation. "School trains you so you can communicate more in society...for...your relations with people and in your job".

Interviewed alumni remembered how administrators and teachers cared for their success and college entrance. There were continuous extra training sessions in all subjects of university entrance examinations. Their advisors discussed future majors and careers with them and helped them fill all applications and forms. "At school, we were cared for especially in official exams...the late principal would go with us and wait outside until we finish...he'd ask each how we did". "He advised us what majors to choose at LAU".

4.4.4.7 Evaluation of Students' Success in Higher Education

The interviewed alumni graduate in four years. Three are on the honour list with GPAs of 3.50, 3.3 and 3.25. Two are distinguished students with GPAs of 3.95 and 3. 87 out of 4.0

They express pride of their results and attribute this to their school background. "Without them we wouldn't have achieved this, we knew we benefited from our school when we saw how much our grades are good, how comfortable we are in university", "our base is good", "I used to say school was difficult, but when I entered university…I found it was easy", and "I learned to be a hard worker…the principal was always after us…we had to study".

Interviewed alumni name limited activities and clubs they join at LAU. "I work in the summer camp…I do Latin dance here…attend conferences", "attend student productions…theatre", "trips mostly for the courses we take here", "in the UNESCO club here…environment, women's rights, human rights", and "gym sometimes…no time for theatre or Red Cross…I attend student productions…served as usher in conferences".

Three made new friends "only from the same major". One explained "those who happen to be with me in major courses, together in several courses so there is something regular". Another made acquaintances but not friends.

They developed positive relationships with their advisors and some teachers from major courses. One explained "we are close to teachers here…we ask for advice…they're concerned". Others said "here at the university it's different", "we interact a lot with teachers…I feel I can talk to my teachers…they're concerned", and "we're friends with…advisor…he invited us to his house…I can talk…about anything…at school I did not have any social skills…I was alone during recess…a disaster".

4.5 Cosmopolitan College

The school was founded between 1887 and 1897 and has 1200 students with few foreign students and none with special needs. It has three main buildings and a church that is open to the community. Its student intake is mostly of middle SES with conservative family background. The principal is a priest who is accountable directly to the Patriarch. He is assisted by Heads of Divisions (HOD).

4.5.1 How Does School Autonomy Influence School's Effectiveness and Improvement?

4.5.1.1 Strong Positive Culture

Documents reflect the school mission as a Christian establishment to develop educated ethical youth knowledgeable of their culture and concerned with values and social and personal growth. It strives "to build a student who believes in God and in the motherland…committed to human causes and family values… aware of the importance of integrating culture in education… with balanced intellectual, artistic and psychomotor aspects…objective analysis and constructive criticism…it prepares students for college education and jobs…instils…the spirit of scientific research… the respect of order and law" (Mission Statement, 2001-2002).

4.5.1.2 Shared Vision/Values

School values are reiterated in several documents. The principal writes in one yearbook, "Education is not separate from life, which is its framework…thus …lifelong learning is essential for students and educators". In another, one (HOD) writes, "our identity is threatened by the invasion of foreign norms and habits to our culture…we deepened our roots …to resist the winds of uprooting" (Yearbook, 2000-2001).

Preserving national and school cultures is also echoed in teachers' questionnaires. Teachers state values of "Christianity, responsibility", "decency, free thinking, family ties, citizenship", "humanity", "family and community values", "independence, respect of cultural values", "moral, spiritual", "ethical values, social", "love, respect", "honesty, cleanliness, positive attitude towards learning" and "national values". 84.6% of the respondents to questionnaires wrote that they are aware of school values; 46.2% were always reminded of these.

Interviewed teachers are reminded of the school values "mainly in meetings" and "are asked to participate in spreading them". They "transmit the school values indirectly" because their "behaviour models them". They are reminded of values by "department heads", "school counsellor and administrators", "director" in "meetings and activities", "advisory sessions, cultural program", "seminars", and "memos". They feel proud when they hear them. Culture is reinforced through rituals and stories of school's past. Parents, principal, and old staff tell past stories of school "during war", "faculty trying to be resourceful in times of hardships", and "good communication between the administration, the faculty and students".

One ritual is described in the yearbook (2001-2002). Every Monday the HOD assembles secondary students and staff before they enter class. They sing the national and school anthems then she speaks briefly about "some great values in life".

Teachers' interviews show they celebrate all major events at the school. In their questionnaires they mention "Teachers' Day, Christmas", " Science Fair", "Mother's Day", "end of year, Ramadan", "Independence Day", and "graduations".

Teachers are inducted into the culture through meetings, circulars, and training. Those who cannot function in harmony with the school culture are warned then eventually released. Minutes of faculty meetings show persistence in having teachers adhere to school values of communication and team spirit. "We did a

workshop on communication because we felt that we were not able to communicate with all the teachers". Their behaviour was inconsistent with school values of disciplined respectful interaction within a community. Consequently, "any teacher who is incapable of communicating the school spirit should be dismissed even if... has the appropriate academic skills" (Principal's Interview, 2000).

The principal also socializes teachers by promoting a community spirit. He joins staff, students and parents on an outdoor activity day organized by parents.

4.5.1.3 Staff Development

The school has an office that organizes staff development. Teachers also attend workshops at prestigious universities. Interviewed teachers explained that "professional development topics are decided upon by the administration after needs' assessment and teacher observations. "Follow up depends on the topic of the sessions...sometimes it is done". The principal says, "The office decides on professional development but they ask me". "Teachers cannot work on teaching strategies on their own. HODs and coordinators of subjects...meet and work on integration and they select the activities and skills that they will use". 46.2% of questionnaire responses indicated frequent staff development activity. 46.2% of the respondents said their work improved; 38.5% said their students' work improved subsequently.

Teachers receive notice that they can be observed anytime during the year by the subject coordinator and HOD to evaluate certain strategy application or behaviour management after a workshop. A meeting follows to discuss what was observed. Suggestions for improvement are given and another visit is scheduled to check improvement. Supervision and evaluation are not used to reward or punish teachers but for staff development purposes. These determine faculty needs for training (Interview with HOD, 2000).

4.5.1.4 Support Services, Funds and Size

School provides students with advising and counselling (Guidebook, 2000). Group interviews showed that some students talk to the counsellor when they have problems. Others prefer to talk to friends or advisor.

Students resort to a well-equipped library and audio-visual centre for project preparation. Campus area is small and court space is limited, but this does not restrict activities. Classes are spacious, clean, and kept in excellent condition in harmony with school emphasis on tidiness and order.

The principal explains advisors' and counsellor's duties. "Advisors are chosen from a certain calibre and trained...school counsellor has duties other than working with specific cases of students...coordinates the cultural program at times because if he wants only to work with special needs, they only make two percent of the school. We also have a senate, a council of wise people to work with the counsellor because there isn't one person who can put all this thought".

4.5.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success?

4.5.2.1 Collaboration

One interviewed teacher says "colleagues are friendly in our school". The interviewed principal repeats terms of "team spirit" and school as "community". He says, "We try to live in what we call a community...on daily bases we have lunch together...this keeps us always in the same trend of thought". "We go on monthly bases to a retreat...live what we teach our students". They discuss real problems such as cheating. Advisors communicate the resulting messages to the students during advisory.

Collaboration is seen by the principal as team work and positive attitude displayed in going beyond job description. "All officers need to work in harmony...not interfering in each other's work but at the same time helping each

other when needed. Sticking to job descriptions can hide lack of interest in the success of our educational project" (Principal's Interview, 2000).

Teachers' questionnaires indicate collaboration through "regular integration meetings", "discussions and sharing", "coordination sessions", "effective communication in case of problems", "communicating about the program, exams, achievement", "scheduled department and division meetings", "continuous discussions and meetings", and "test sharing, integration". They socialize with colleagues through "dinners, visits, shopping together", "Teacher's Day, trips", "parties by the school", and "special events". 69.2% of the respondents said they always collaborate, and 15.4% said they frequently socialize together.

4.5.2.2 Empowered Satisfied Teachers

The principal says he replaced formal teachers' committees with team work. "We have a system. Each person can communicate demands to HOD and principal". The school has "created team spirit, first by involving teachers in social things, then by academic support of the HODs. A committee is "elected by teachers to represent them and communicate with the administration".

Interviewed teachers participate with subject coordinators in upgrading their teaching through "academic committees that research improvements in methods". One coordinates matters belonging to her subject to ensure "harmony in application by all members of the department". They work in groups for implementing school objectives and new methods that result from workshops. Coordinators monitor applications and consistency.

Teachers' individual abilities are appreciated. The principal believes he "should rely on people's talents and charisma, training is not enough". He says that those who work to improve themselves constantly and believe that education goes beyond teaching, are promoted. "We give them a kind of material incentive or we classify them as 'cadre A' with a certain salary...they sit for an exam of general knowledge and have to say why they want promotion". The HOD says

she supervises teachers, "if certain skills are observed repetitively, then teacher may become coordinator".

Teachers' questionnaires yielded similar information about teachers' participation in decision making through being "assistant coordinator", "Cadre A", "member in the teachers' committee", "Teachers Association", "cultural club editor and advisor", " can voice opinion", and through "choice of material, number of hours, books", "what and how to transmit some concepts", "test time, yearly planning", and "advice on academic matters". Teachers are also involved in "dealing with students socially and emotionally" and determining "the number of sessions and coefficient allocated to each subject matter". 30.8% wrote they are frequently on academic committees; 7.7% were on nonacademic ones; 38.5% were frequently involved in decisions related to their subjects.

4.5.2.3 Social Cohesion

Alumni interviews reflect feelings of attachment to school. "I am proud of my school because...made me progress in life...I always see my school friends at the university...there are weekly alumni meetings...I'd work there...volunteer there and may be conduct activities for the young kids there".

Others feel proud because "school helped...financially, academically and ...like family. Till now they're really interested in knowing what I'm doing at the university...it's my second home...I will work there...even though I know it's... tough. I adore the school".

Information from group interviews portrays pleasant climate and friendliness. Students are proud to belong because of friends. "One falls into trouble, the others help him", "I like the atmosphere of the class", "we are united...even with the teachers. Sometimes they stand by us", "elements of camaraderie...we are always together", and "we've been together for 15 years".

Another group interview yields similar information. "I am proud to belong because we spent our lives in it", "we are all friends in class even if we pick on

each other for fun, so I think the school is okay", "we are all one family", "we all help each other out" and "when I have problems I talk to my friends". One disagrees "I pay, they teach me and when I graduate...it's over".

Interviewed teachers expressed their pride "when ...hearing stories of the school's past and present successes". In questionnaires, teachers expressed pride due to "respect towards teachers, professionalism", "good reputation, supportive environment", "students behaving in civilized manner", "clear mission, continuous improvement, minimal materialism, dedicated staff", "academics", "school values, opportunity for growth", "teachers are appreciated", "inner satisfaction not external activities", and "being part of the school". 84.6% responded they always felt pride in belonging.

4.5.2.4 Empowered Students and Parents

Students have representatives that communicate requests and grievances to administration. Group interviews indicated discrepancies in opinions about representatives' efficiency. Some say they have "class representative who is in the student council...does nothing", "we tell him what to do and he doesn't do it", "he communicates things but there will be no discussion about them", "simple thing like lockers for secondary students were refused", and "we have a student committee...symbolic... means nothing".

Another group says, "if we want to do something, they listen...if we want to have a party or basketball game, there is no problem...may be a little delay", "for three years now everything is refused ", "it's possible to come up with a project that is voted on, but in the end the decision is for the administration", and "I demanded as a class representative that students participate in a magazine... we found a way to finance it...we presented it to the principal...and he refused".

So, student representatives are not influential. Decision-making is centralized in administration, which supports the school emphasis on strict rules and control.

Group interviews showed positive relationships with teachers although some complained of powerlessness. “Some teachers are close to us. They listen to our problems”, “it helps psychologically”, “teachers are excellent in the secondary school”, and “the relationship is…very good”. The students name several teachers and staff members who support them. “When I have problems I talk to my friends and teachers”.

One alumnus spoke of her teacher's impact. “My English literature teacher influenced me greatly …before her I didn't like literary subjects”. Another told how school recommendation got her financial aid at the university.

In one observed class, the teacher asks students to evaluate their course experiences. Students were critical in presenting the positive aspects and suggestions for the less positive. Interactions were friendly and polite.

Everything is communicated to parents in detailed letters typed in Arabic, such as buying textbooks and uniforms, reserving places on the school bus, summer library hours, or preparatory meeting for parents attending a school charity. Letters start with formal address to parents, “Honored Parents”.

Letters include detailed instructions and specific dates and hours. Daily matters and procedures are well organized. Parents come to school only by appointment. Another letter informs them about student identification cards and urges parents to read and abide by rules. Letters from the HOD announce certain end-of-year organizational matters asking parents to urge their children to abide by procedures. Students come in person to take their final results “dressed in school uniform at the specified date and time”. Other letters request parents' presence at specified dates to discuss educational and academic matters.

The interviewed principal expresses dissatisfaction with some parents. “Unfortunately, parents have resigned from their role. They think that the school is going to play their role as well…for this reason we communicate as such with parents”. Parent volunteers are discouraged because they “would ask for favors in return”.

4.5.3 What Is the Link between Leadership and School Culture?

4.5.3.1 Professional Leadership

The principal had the vision to transform the school after the war and retrieve its good reputation. He hired consultants and new qualified teachers to upgrade methods and curricula and invested in writing school and subject objectives and relevant assessment. He created an office for training and developing teachers (Principal's Interview, 2000).

The principal writes, "Leaders have the vision to know themselves... inspire others and guarantee commitment... ...have the vision to see success behind each challenge...have the knowledge to do what must be done...always strive for something greater" (Yearbook, 2000-2001).

Interviewed teachers say, "Principal and old staff tell stories of school's growth and expansion", "old administration and the improved ways of the new administration", "school improvement", and "excellent leadership of the principal that improved the school".

The principal says that school helps students retain their cultural and historical identity because "it's important to go back to roots". For this reason, the school senate and administration come up with a yearly theme divided into sub-themes discussed in class every morning for fifteen minutes based on predetermined relevant main points. "We talk about good manners ...enhance general knowledge by talking about the event of the week" (Principal's Interview, 2000).

Observations during sessions of the culture program corroborated this. They are held in a technologically equipped school auditorium. Guest speakers relate discussed relevant sub-themes, and students focus and engage in dialogue. Sessions are videotaped so principal and students can watch later and plan their presentations. Principal attends and observes briefly then leaves.

The principal delegates authority to trained administrators. He writes, "Leaders know the successes of those they lead are their successes...lead personally and professionally by example", "are aware of what is going on" and "coordinate the work of people". He keeps a distance "to have the vision", knows "details from their reports", " acts as referee...hold them accountable", and delegates work "within the frame of job description"(Yearbook, 1999-2000).

Coordinators of academic and nonacademic affairs and promoted teachers perform leadership tasks as interviews and questionnaires attest.

The principal is the centre of the communication network. He says that teachers work as a team. When they cannot reach consensus on certain matters, he "has to direct" because "it is better that I take a decision and... may be wrong rather than... no one decides". When a decision is finally made, the members have to abide because it becomes a commitment for the whole group.

He communicates with students "verbally and in writing systematically...through a plan. We assess always if our communication succeeded and we try always to invent new ways of communication. Sometimes I interfere personally. Sometimes HODs interfere and all the time teachers interfere and we try to keep the same values that are communicated" (Principal's Interview, 2000).

Messages by the principal in yearbooks and issues of the newsletter (Issues 12, 13, 14) reflect a caring authentic leader. He writes "Your parents entrusted us with their most precious and we lovingly exerted all effort to provide you with curricular and extracurricular opportunities to create a harmony between education and virtue" (Yearbook, 1999- 2000). "We...care about you...but so many times we are impatient at your weaknesses...your mistakes. We try sometimes to enforce correction out of fear...of mistrust in your potentials...I hope that we will all learn...to be more caring while watching you 'our young seeds' getting solid roots and wearing new and strong wings" (Yearbook, 2001-2002).

4.5.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education?

4.5.4.1 High Academic Standards

Interviewed principal, teachers, students and alumni agreed that "school reputation is really good, very high level of education...all branches of the Baccalaureate have 100% success for many years".

The principal admits that school is demanding and challenging academically because "our children deserve the best, we have to stimulate their will...in real life they will be exposed to great challenges". He explains the year theme accordingly. "High expectations to achieve excellence...school nurtures excellence through high educational standards, and spirit of leadership among youth, since they are our future" (Principal's Interview, 2000).

Principal asks secondary subject teachers to research and supplement the mediocre government textbooks to guarantee students' mastery of required content and methodology for the official examinations.

Interviewed alumni admit that "learning required very good standard...less in social though". One group agreed that "level of education is the best thing about school". One assured that learning experiences were very good and teachers well chosen. The principal "changed teachers for the sake of better student achievement". Group interviews confirmed, "high academics... a lot of pressure", and "teachers give (lessons) from their hearts. So, I ...study".

The above corroborates the stated goals to provide "the best instructional tools".

When alumni compare themselves to other school graduates, they find they differ in thinking. "They taught us at school to think at a higher level, beyond things. They used to talk to us very deeply... also be punctual, organized ... observe deadlines".

Class observations indicated higher thinking skills and preparation for official examinations' requirements. In one class, two joking students are ignored so they stop after few seconds. Students are allowed to be sceptic. Teacher accepts their remarks and guides them to the required way of organizing their answers on the Baccalaureate exams. Students are on task most of the time analyzing, explaining, presenting their rationale and expressing their thoughts. They ask, respond, and argue with the teacher as he explains.

In a mathematics class, a student solves problems on the board and the rest follow as the teacher explains the steps on board. He asks students to answer each other's questions and challenges them for further analysis. He expects critical thinking during problem solving and they succeed.

Figure 4.17: High Academic Standards

Principal	"School is demanding and challenging academically"
Teachers	"Baccalaureate has 100% success for many years"
Alumni	"Level of education is the best thing about school"
Student groups	"High academics… a lot of pressure"

4.5.4.2 Affective/ Social Student Outcomes

Documents and interviews with administrators summarize school goals to develop values, discipline, and social skills. The principal reiterates, "the role of the school is ...to provide students with the tools to learn...I care more about how they think and take decisions and how they are organized and tidy", "personality is formed when students are allowed to make silly choices and discover they're wrong" and "values of freedom and honesty ...give courage". Such refinement, he says, is done through the culture program in harmony with the yearly theme.

Student groups say they have acquired social skills from their projects related to the school theme. Most agree "the best thing about...school is the culture program...we think it is beautiful and we love acting and expressing our thinking and beliefs.

Alumni expressed similar feelings. "Socially, ...this culture hour ...someone from outside would lecture about a sub-theme...and we do workshops about it...I used to love this very much".

4.5.4.3 Extracurricular Activities

All examined documents referred to student participation in school summer programs, Saturday activities, sports clubs, band, choir, and school paper. Student group interviews indicated participation and enjoyment in various sports and clubs. "I know people in the public school, they do not have art, workshop, technology, activities. Compared to such schools, this school is good".

Alumni also spoke of "sports...activities...clubs. Saturday is activity day", "I play soccer every Saturday", "I play saxophone in the school band, but there weren't many other varieties", "I was in the school football team...and drama club too", "there were always games and activities...I did football, basketball, ping pong, and contests", "choir and drama, environmental club...really

interesting", and "ECA were really good; we had a one- week activity where we had to go learn from the community...industries and stuff".

In questionnaires, teachers' opinions varied on the achievement gains. "A happy caring student learns more", "students can use these new experiences to understand background of academic matters", "feeling of belonging increases", and "better test results". Some wrote that "it depends on the person", and "can't judge whether achievement is due to these activities". 46.2% wrote that ECA frequently improved students' attitude to school, 53.8% that ECA frequently improved social skills, and 30.8% that these improve students' achievement.

4.5.4.4 Discipline and Attitude

The school provides "secure orderly environment" to "teach students responsible decision making". School "aims for disciplined individuals and healthy rapport with parents". Documents also include criteria for those who are eligible for financial aid and academic awards (Guidebook, 2001). The administration "will daily call the homes of a certain number of students chosen at random, to check whether the students have actually arrived home on time" (Letter on ID, 2002).

The principal says, "We are demanding with the teachers also...if we ask students to wear uniform, we ask teachers to wear formal dress". Interviewed teachers say, "A handbook is given to teachers for rules and requirements. It includes detailed job description". One teacher wrote "in general, there's an authoritarian atmosphere" (Figure 4.18).

> In class, students stand up when I enter. They volunteer to get me a chair and some offer their seats. I observed students cheerfully clean their classroom during a free hour.

Figure 4.18: School Rules

Documents	School rules for attendance, behaviour on and off campus and during activities, hair, dress code, academic and behaviour reward and punishment and directions for parents coming to school.
Interviewed teachers	"Rules are very clear and strictly applied", "printed in all official documents, students' diary, teachers' handbook"
Interviewed students	"The school system is too strict…they do not change anything…do not respect the students' opinions", "the person in charge… runs it military style", "the relationship of the administration with the students is very bad, there is no give and take. What comes out of the administration is final", and "if a problem happens between a teacher and a student…the blame is on the student"
Interviewed alumni	"We couldn't wear…sneakers…no sandals…always wear socks. It's good and not good", "I wouldn't work at my school. I don't like the system. They're very strict even with teachers", "very strict rules, females males no 100% freedom. Also no long hair", and "strictness made me feel suppressed sometimes and even picked on".

Interviewed alumni expressed love for their school but dissatisfaction with its code strictness. Two alumni echo this. "Very demanding principal…he was very strict…once I called him Mr. Instead of his title… I was punished…very strict rules" and "I once had long hair, I had it cut in his office".

The principal explains his rules about hair and uniform. "We tell students that their haircut and clothes express a way of thinking …if the content is not formed

yet today, we cannot transport the look of what's inside". "Form your personality and make your look like your personality".

Order is reflected in other practices. Students line up in court when the bell rings and mount the stairs in two parallel lines with teachers watching. In class, students focus constantly on teacher's explanation, and when two side talk, it is only for few seconds.

Teachers' questionnaires provide examples of discipline through "punctuality, costume, lesson planning, attending meetings", "protocol for school life", "formal dressing, use of proper language", "attending all meetings and seminars", "code of conduct, academic deadlines", and "evaluation system". 46.2% of the respondents chose "always" and 53.8% chose "frequently" for strict application of rules.

4.5.4.5 Social and Community Service

School newsletters highlight students' social work in orphanages, homes and children's institutes, and visits to several community resources. Parents are invited to join and teachers supervise making the most educational benefit from them (Newsletter, Issues 12, 13, 14).

Interviewed student groups say they "volunteer in social work inside and outside the school", "in helping at refugee camps, orphanages and hospitals" and "taking orphans to camp".

Interviewed alumni said, "At times, we'd do social activities...visit orphanages...Moslem and Christian...always divide money...equal amounts...so we wouldn't feel biased to a certain sect", and "school helped me see the right way in life...morally...educationally". Interviewed teachers believe this "makes students more responsible...appreciate what they have".

Teachers' questionnaires provided examples of activities' impact on students' social skills. They learn "how to deal with others ...with situations", "with the

disabled, poor, illiterate", "care for old people", "accept others", "become confident", and "socialize and behave".

4.5.4.6 Student Preparation for Higher Education

School documents clarify school strategies to prepare students. "School aims...to equip students with knowledge and education to pass the official exams and to succeed in the community". School practices foster positive attitude to higher education. Students are trained for official and college entrance examinations through high academic standards. Personality development is enhanced through the cultural program that fosters self-expression, social and study skills, and higher order thinking such as research skills (Guidebook, 2000).

During group interviews, students discuss their preparation for official examinations. "We worked hard ...and achieved...and...will be able to continue when we reach the university", "because... pressure from school...I am now challenged...intend to make good grades to enter engineering", "if my grades are good in economics, I will enter business school", "I learned how to study hard", and "if my grades are good I get accepted in good university".

Alumni said they now understand their school's rationale for tough academic and behaviour standards. "I'm well organized and high achiever since school", "academically they're really good in helping us develop in our academic field. If we weren't good, they'd tell us so we focus on other stuff". School offered them "career guidance and counselling".

Interviewed students say that preparation for university entrance examinations is done through their regular courses and personal effort.

4.5.4.7 Evaluation of Students' Success in Higher Education

The alumni graduate within four years Two had to take remedial English courses and two take few courses each semester to keep high GPAs. One majors

in computer science and GPA is 2.45, another is in education and GPA is 3.6, another is in hospitality management and GPA is 3.2, another is majoring in biology with a 3.6 GPA and shall graduate in three years, and the fifth is in marketing and his GPA is 3.00.

The interviewed alumni are involved in campus life and have positive relationships with teachers and new friends. Some improved their social skills and some tried new activities and sports. They join campus trips, parties, sports teams and gym and pool. "I can say that LAU benefited me more with social skills... interaction with many people, different kinds", "I play the same sports like at school and go to the gym every week...no theatre activities", "at school I used to know all the secondary school students...here I made many new friends...a combination", and "positive relations especially with my advisor...sometimes we go out in group and play cards...sometimes we play basketball".

Two alumni spoke of their school influence on their university life. " School prepared me in how to choose friends at the university...how to behave with students and professors", "we developed a general idea how we could help in life", "taught me to communicate with people, teachers and friends", " I didn't have to make new friends since all my old friends came to LAU so we hang out together ... I've made new friends ... through classes", "I'm close to my advisor... when she sees me sad or happy, we talk about it", and "I still see my friends. The nice thing about school is that the peers I have lived with will be friends forever".

One alumnus made new friends easily. "Socially, school prepared us in a nearly open-minded way...that one should not be a loner". Another adapted easily. "I have friends who graduated from other schools...cannot adapt to an open atmosphere like LAU's".

Alumni discuss the impact of discipline they learned from school. "Educationally...time for studying and time for fun", "when I compare myself

to other school graduates, I find that I differ in the way I organize my life", "punctual and observe deadlines".

School rules taught them discipline and fear of consequences although at the university "it's a totally different atmosphere, you can do whatever you want, attend, not attend, you are responsible for the consequences". Another explained how she budgets her time and money, a skill she attributes to her school upbringing. "I have to work to support my education and my expenditure therefore I have little time to do activities...after I study, I do private tutoring".

4.6 Ecole Premiere

The school is one of many under one society and board of trustees who are responsible for keeping the schools in harmony with its mission to serve and improve its constituents. The society is 123 years old, but the school was established in 1947. It offers the Lebanese Baccalaureate program. Its primary language is Arabic with English as a second language of instruction. The school principal is assisted by heads of cycles and subject coordinators.

4.6.1 How Does School Autonomy Influence School's Effectiveness and Improvement?

4.6.1.1 Strong Positive Culture

The society's mission is to educate the whole person (Annual Report, 1878). Its motto is authenticity and renewal without losing values and Arabic identity. Mission and aims are common to all its schools and are summarized in documents and newsletters addressed to teachers, parents and students. The society aims to provide modern education committed to the charitable values of Islam and at preparing generations of efficient youth who preserve moral and human values, dedicated to the improvement of their society and nation.

The society schools "ensure an educational atmosphere that fosters lifelong learning. Students are the focus of the education process. Technology, active

teaching and learning, and problem- solving skills are stressed. It nurtures effective ties with its parents, alumni and community (Newsletter, February 2002).

4.6.1.2 Staff Development

The school is undergoing a restructuring process that the principal initiated three years ago when she was appointed to restore the school to its previous fame. Consequently, staff development was planned to sustain improvement (Principal's Interview, 2001). The school is "committed to continual improvement of the education process by providing the best learning conditions and the continual development of teachers' qualifications" (Teachers' Guidebook, 1999-2000, Educational Newsletter, February 2002).

Besides the central program for all the society's schools, the principal selects workshops offered by various universities that would help her teachers grow professionally, personally and academically. She guides teachers in diagnosing their students' status and needs so teacher training would serve their purposes better. She says, "The information has accumulated…I need time to evaluate application then set new needs".

Interviewed teachers give examples of staff development sessions they attend. "During Saturday workshops, teachers present example lessons …several would comment and criticize….this improved teachers' lesson presentations","there is very serious follow up for applications of workshop sessions", and "coordinators observe us… discuss…our applications". They agreed that workshops improved their students' achievement "may be indirectly because our ways improved".

Teachers' questionnaires indicated training in the new curriculum, writing objectives, preparing lessons, and applying new methods. School provided them with needed books, journals, and materials. Their students "progressed in their work", improved in "writing skills" and "understanding concepts". Follow up is conducted through meetings and observations by the local and general coordinators, administrators, and principal. 60% of the respondents wrote that

school frequently provided workshops, 50% said these improved their work, and 60% said these improved students' achievement.

4.6.1.3 Support Services, Funds and Size

School provides advisory and remedial courses. Campus is average in size. Space for sports is limited. The library has various resources that teachers and students need for their projects (Student Handbook, 1999-2000,Teacher's Guide, 2001). The principal explains advisors' function. "Students meet with their teacher-advisor once a week and talk about any concern they may have". Interviewed students talk to "class advisor...about...problems", and "friendly teachers we can talk to".

Remedial classes are offered at minimal expense to students who need extra sessions in certain subjects. Those who are failing subjects that need memorization come to school half an hour earlier to learn with others like them what they had missed at home (Principal's Interview, 2001).

4.6.2 What Is the Link between Positive School Cultures, Effectiveness and Students' Success?

4.6.2.1 Shared Vision/Values

The interviewed principal says that she explains to teachers and students the school goals and how they should reach them. She monitors application with the help of staff that she had developed and trained. If teachers resist the school culture and ways, the principal gives them concrete examples of wrong practice and corrective methods and a chance to alter their ways. "Before I reach a decision to fire them, I do the maximum and be honest...even if they try and fail the first time I let them try again...because this has to do with students' futures. Thirty kids are more important than one person" (Principal's Interview, 2001).

Interviewed teachers name values that the institution promotes, "moral and educational values", "oriental upbringing...specifically with girls", and

"Moslem and national orientation", and "awareness of national and regional issues". One explains, "When we hold meetings, there will be a kind of reminder at times...either by the principal or coordinator", "class advisors...remind students of values". They are reminded of the institution's glories by older faculty and staff, stories of school traditions, past principals, and successful alumni such as top politicians and community leaders. A monthly newsletter tells stories of prominent old-timers.

In questionnaires, teachers write examples of shared values, "preserving the Lebanese family", "serving the community", "good conduct, hard work", and "good behaviour, collaboration, humanitarian action". Teachers and students are reminded of those values through "meetings", "programs and extracurricular activities", "advisory", and "special events". Stories are told of "dignitaries who are school alumni", "school during the war", and "school beginnings". Old timers and principal tell these during general meetings. 90% of the respondents are always aware of school values; 60% were frequently reminded of those.

Interviewed teachers recall numerous religious and national events that are celebrated at school. In questionnaires, teachers write of celebrating the "institution's anniversary", "Islamic and Christian special days", "Independence Day, Teacher's Day, Graduation", "Mother's Day, New Year", and "religious events".

4.6.2.2 Collaboration

The interviewed principal says, "Collaboration does not come easy...comes with time and purpose". When she took over, teachers were not a team. There was gossip. She kept them busy with academic improvements "with constructive work, so they had no time to focus on negative matters...collaboration improved a little". She asked her teachers to research certain topics in classroom management, personal and student evaluation, mathematics, language, and science that needed improvement. They shared the information with each other. "They all did research and...discussed together and...printed...a document".

Coordinators work with teachers on certain points, then observe classroom applications. "They have worked and developed" (Principal's Interview, 2001).

Interviewed teachers agreed that there is collaboration "on educational matters". One explains that during faculty meetings they "discuss...problems in the program or... students". Meetings are "beneficial ...their decisions are taken seriously". "We agree...are committed...we work accordingly". They socialize with their colleagues at times.

In questionnaires, teachers write about meetings "several times per month", "weekly visits of the general coordinator", and "continual follow up of applying... new curriculum". They socialize on special occasions only. 80% always collaborate and 40% frequently socialize with colleagues.

4.6.2.3 Empowered Satisfied Teachers

The interviewed principal explains that academic subject councils "discuss and improve teaching and learning". Departments present their needs and estimated budgets to the principal and she tries to accommodate. "They become ...responsible for their budgets...I know in detail...their needs...according to their plan...for the coming year".

Interviewed teachers explain that they have representatives who speak on their behalf in the Teachers Union. Both agree that teachers' involvement is limited to supervision of certain activities and minor decisions only. They present opinions to coordinators who study them with administration.

The principal says she has included in her improvement plan giving incentives to distinguished teachers "so they would keep on,...rewards and accountability at the same time".

Interviewed teachers explain the school's minimal promotion opportunities. "We're promoted through hard work mostly...I did...very well...they made me

a coordinator. This is where I can reach", "promotion is difficult. We get the usual extra grade every two years".

On questionnaires, teachers give examples of limited involvement in school decisions. One is an activities coordinator and another supervised the environment club. Some can decide on exams and prepare ideas, which are taken into consideration. Others supervise students' theatre and technology projects. 10% of the respondents are on academic school committees, 10% on nonacademic committees, and 50% are involved in decisions related to their subjects.

4.6.2.4 Social Cohesion

Documents name generations of prominent Arab and Lebanese personalities who are the school alumni (Newsletter, 2002). Interviewed teachers expressed pride because "they are educationally very successful" and "the first girls' school in Lebanon was a sister school". Interviewed students express pride, "School has the credit for shaping us", "we have achieved well, teachers and administrators helped". Alumni expressed pride for graduating from "such famous school... that graduated many generations" that "many people praise". One said her mother was an alumnus and spoke well of its level of education. Another said his father was an alumnus "I'm glad I joined". They would work at their school when they graduate because they "are used to the atmosphere", "feel comfortable there", "feel it's...home", and "would benefit the school back". One would volunteer there. Two did not like their school atmosphere.

All questionnaire respondents expressed pride because of "good administration", "discipline", and "good teaching methods". Three are proud alumni.

4.6.2.5 Empowered Students and Parents

There was a student council but the principal cancelled it because "political groups interfered". Now they have a council "just to voice their wishes and ideas for activities and needs" (Principal's Interview, 2001).

Student groups said, "We have class representatives", "99% of what we demand, we usually get", "basically, we demand what's achievable by the administration". One student explained how they asked for shorter school days to arrive home earlier to study. Their request was answered after some discussion with the principal.

I attended a meeting of a student committee that has a parent representative. The art teacher was present. Most students had no seats so stood up. Boys were clustered together in the back of the room. They discussed fund raising for the yearbook and sources of information about their school.

Documents define teachers' interaction with students and parents. "Teachers deal respectfully and calmly with students and cooperate with parents for the benefit of students in educational and behavioural matters" (Teachers' Guidebook, 2001).

The principal found a negative relationship between teachers and parents because each group did not understand the role of the other, whereas "it is supposed to be both parents and teachers together for the welfare of the child". She held a meeting for parents and explained the school goals, teaching methods and parents' role; the relation calmed down". Parents' entry to the school and meeting teachers is now by appointment (Principal's Interview, 2001).

4.6.3 What Is the Link between Leadership and School Culture?

4.6.3.1 Professional Leadership

The principal was transferred recently from a sister school to improve the school. Many school documents were lost during the war years, so she began with a plan of action. She constructed an organization chart with job description, appointed a director and assistant administrator for every cycle, so delegation improved operations. She created an advisory program and remedial sessions to support students and raised the expectations for academic standards and performance for both teachers and students. School day became longer and teaching skills were continually upgraded. Discipline was reinforced for behaviour, achievement, sports, and attendance (Strategic Plan, 2001, New School Hierarchy, 2001).

The principal had envisioned her successful school. She says "A leader should have a vision in order to take the institution places". She began by making optimal use of space and faculty time. The school became coeducational instead of having boys and girls in different classrooms. She dedicated one building for her offices and secondary school classrooms away from the noise of the younger students. A small percentage of parents refused the change and removed their children, but she kept her plan. She is gradually restoring student intake to middle and upper SES. She does not always wait for the board's approval to do improvements. She has total freedom to suggest and execute activities in school. She says "I take action and if they do not like it I explain the rationale and in the end they are convinced" (Principal's Interview, 2001).

The Principal found that ECA were disorganized. Students had negative attitudes to sports. In harmony with the school mission, she rejuvenated sports and activities gradually. She made sports obligatory then got an interesting and tough sports teacher. "Now they have become fond of sports...there's a pleasant sportive atmosphere". This year her school got the society's shield of excellence for track and field sports. The secondary students prepared a yearbook with the

help of their art teacher and graphics club, and a documentary of their school history (Newsletter, 2002).

The principal feels responsible for the "students' future...their education and upbringing". To achieve this, principals should have "values developed with time, justice, dedication, professional values, motivation, proficiency, and moral/ethical values" (Principal's Interview, 2001).

The principal set rules for conduct and school and class discipline. In case of rule breeching, she sends written reminders through coordinators followed by dialogue. Activities are done for simulated rules applications. In case of non-compliance, the final resort is punishment. Rules cover manner of speaking to peers and teachers, behaviour in courtyard, hallways and class. She solves problems with parents "when several people and methods were tried and no solution was reached"(Principal's Interview, 2001, Students' Handbook, 1999-2000).

4.6.4 How Do Effective Schools Contribute to Their Students' Academic and Social Success in Higher Education?

4.6.4.1 High Academic Standards

School "seeks to develop students' critical thinking and logical decision-making leading to problem solving. It enhances the use of Arabic and foreign languages" (School Objectives, 2001, Yearbook, 2001-2002). The principal reiterates, "school aims at success...to develop the students academically...with values...help them achieve with maximum standards...academic, social, moral". She admits that they have not reached that yet but have high ambitions for better graduates. "We are harvesting at the university... the fruit of an old thing". She explains her present selective policy. "We do not promote automatically...gradually, as they move up, we get the elite".

Students' interviews support that. "Education and teachers especially in the scientific subjects...are very good...we notice that students from other schools

don't have what we have", "teaching methods...most important", "the history of our school...in Arabic...we are famous even though other schools are known to be stronger in English or French".

Interviewed alumni praise their school's quality of education. . "It academically helped me more than socially...here at university I know more than many students...even in English...they used to give us something extra...also in math...we used to score the highest grades in official exams...we directly managed here", "teachers were very dedicated...that's what got us here", "we loved class...despite discipline...administration was very good", "teachers pay attention to students...and follow up on their work", "education-wise, it's very strong...I didn't feel any difficulty when I came to LAU...and socially it's okay", and "we were very pressured in studying so I didn't do any activities...I participated in plays ...sure a person can manage both, but I didn't".

The principal spoke of a French supervisor who visited the Society's schools to observe the application of mathematics curricula. He asked several questions and observed at length then left. He wrote a letter to the director of education expressing his admiration for the students who were superior to all others he had observed in other countries that were applying this mathematics program.

4.6.4.2 Affective/ Social Student Outcomes

The school instils in students social values and decent character that are derived from religion. Good national upbringing, proper dealing with others and moderation in thought and behaviour (Student Handbook, 1999-2000, Annual Report, 1878). It raises "youth who are good and committed Lebanese citizens, believers in God and committed to understanding the faith, open-minded and interactive with others from different sects and political affiliations, caring and active in local and global causes, aiming to improve the conditions of living in society" (Mission Statement, 2001).

Interviewed student groups reiterate, "We're raised according to ethics", "but not fanaticism, so we can cope in any society", "ethical ways...not found in

other schools", "religious manners are the most important thing in school", "it develops students' talents", "students are decent people, raised to respect", and "we learn how to deal with others".

Interviewed alumni said, "Moral and religious principles were instilled in us. We can discuss a religious concept and debate about it", and "youth club in sports, national celebrations, charity work developed in us this spirit".

The subject Religion has equal weight as social sciences (Student Handbook, 2001) and is taught by qualified teachers. During observation, the teacher focused on "respect, humility and obedience" in dealing with parents. Teacher and students supported this by verses from the Koraan. Students inquired, he clarified and supported with verses. Most students listened and asked further questions.

4.6.4.3 Extracurricular Activities

Newsletters cover the scouts' activities, field trips, sports contests and races, community service, exhibitions, lectures, and celebrations commemorating school history, and national and religious events (Newsletter, February 2002).

The principal is increasing campus clubs gradually. Interviewed teachers comment, "None was left without a hobby", "students discovered their interests, could draw, write", "grades improved because they relaxed". Activities "make them long for school and belong", "improve students' social skills", "help students let out some steam, so would study better".

Interviewed students enjoy the new activities. "There is basketball, football, wrestling", "we care for young orphans, sometimes we go teach them", "nice activities, sports, musical, recreation, trips".

Teachers' questionnaire responses indicated limited activities. Advantages are "efficient listening to each other", "self confidence, communication", and "motivation". 50% of the respondents wrote that ECA improved students'

attitude to school, 40% that ECA improved social skills, and 20% that ECA improved students' achievement.

In one observed art class, students engage in preparing their first school yearbook with their teacher's guidance. They draw designs for cover and page lay out and plan comments about their teachers "but within the limits of politeness" as their teacher directs. She stresses that they should research their school's history and culture so that their art work would reflect it. They should use Arabic and school logo.

4.6.4.4 Discipline and Attitude

Students wear uniforms and dark colour shoes, but some get away with wearing lighter shades. Male teachers wear suits and ties. Students stand up when teachers and I enter. Daily routines include lining up in the morning and walking up to class escorted by teachers. Students behave well in public. Interviewed teachers commend their conduct when they are escorted on school outings. Guidelines for teachers' conduct include "appropriate appearance...respect for school rules" (Teacher's Guide, 2001).

Interviewed teachers agree that rules are firmly instilled especially those for manners, punctuality and attendance. Rules may be stretched in humanitarian cases. One gives an example of how punctuality exceptions were made for her when her husband was hospitalised, another when there was death in the family and she had to extend her absence. One says that administrators "have a human side" and "in return we bring our students for extra sessions even during holidays, on our own initiative without pay. So we too appreciate".

In questionnaires, teachers provided examples of rules. Students are "on time, bring medical report for absences, wear school uniform, do assignments, and interact politely with teachers and peers". Teachers also abide by "punctuality, attendance, and lesson and grades preparation on time". 70% of the respondents wrote that rules are always strictly applied.

In most observed classes, students demonstrated disciplined interaction according to classroom rules of taking turns, concentrating, and completing assignments. I noted consistent courtesy in addressing the students and answering the teacher. Most focus and raise hands to speak, some side talk briefly, and some comment softly about something. Sometimes they laugh and teacher accepts.

In another observed class, students participate; teacher reinforces or asks for further clarification. In another class, the tempo of the class is fast. All are engaged, well informed and answer promptly. Stated rules are applied.

4.6.4.5 Social and Community Service

School newsletters describe citizenship values as basic educational values. In this spirit, the society has centralized community and social service. Consequently, the school students engage in limited visits to orphanages and homes (Principal's Interview, 2001).

4.6.4.6 Student Preparation for Higher Education

The school aims to "ensure dynamic curricula that prepare Lebanese youth for entry to local and international higher education institutions" (Mission Statement, 2001). The principal explains that students are prepared to be distinguished academically at universities. Student groups ascertain this. "School prepares us to be good in...university", "helps us be high achievers", "excel because of the way...teachers teach subjects", "the way of school same way used in the university", and "we are very solid in scientific subjects".

Interviewed alumni describe school influence on their university performance. "My grades at school were very good...this got me accepted here", and "we used to take special sessions for entrance exams, preparation for university environment, how to face this new society". "Our preparation in sciences and mathematics was superior to students from other schools". "Written English is

fine but the spoken one needed improvement". "Students who entered Arab University had no problems...at LAU some needed remedial English".

Interviewed teachers, students and alumni explained how students are escorted to education and career fairs and open house days at the universities to inquire about majors. Students have to get applications and register for exams unassisted.

The principal feels that her students are "intimidated by university atmosphere may be because their school atmosphere is not westernised". "They go to the universities and we see how well-behaved...and academically fine they are...but they have difficulty in interacting with others...and they... feel inferior...at first...even a little scared". She explains that they feel less exposed than students coming from other private schools with more open atmosphere, and that she is working on this by creating a structure for more off school projects that make them go interview people and visit other institutions through well planned community service.

Interviewed alumni confirmed that "learning experiences were good, but ...there were not many social activities", "not much communication there, so I came here shy", and "they need more social activities to accustom students how to interact...how to talk".

Students' interviews indicate that students develop and retain school friendships. Students comment, "Atmosphere...promotes making lasting friendships", "friendships among classmates...between teachers and students", "camaraderie", "honest relationships", and "mutual respect".

Interviewed alumni corroborate. "I have friends from school here...those who are not here I still see them", "I kept in touch with them...we don't forget each other", "I always go see them", "every time we meet in someone's house", "I make it a point to see them", and "school made us develop strong ties among ourselves".

Besides academic skills, school instilled study skills. "School taught me seriousness and hard work", "at school, they made us feel responsible for…studying...well-organized…think of our future", "there was discipline…study time…we were accustomed since childhood that studying is the most important thing in our lives, socially not much, at the university I just study".

4.6.4.7 Evaluation of Students' Success in Higher Education

All interviewed alumni graduate in three years with science degrees: computer science, electric engineering, business computer, and business. Their GPAs are 2.8, 3.88, 3.23, 3.2, 3.0, and 3,37.

Interviewed alumni said they did limited activities. They join sports and attend theatre events, lectures and conferences at LAU. Some do charity and social work through LAU clubs. "Clubs train us to deal and interact with people…it develops personality a little. I feel I'm different than when I was at school". One played basketball on school team and now plays at LAU.

Some are still members in their school's youth club and go trips and do activities with them. All made new friends through their major courses, sports and activities and former friends. "The nice thing is that you meet people from all levels and backgrounds…membership in the youth helped". One found she could make friends with certain personalities. "We couldn't make friends with all types…some differ in environment and way of life". They have close relationships with certain teachers of their major courses, some a study relation only. One said she has "many good relationships with teachers and students".

4.7 Conclusion

The above data helped me understand the interconnections of the various elements in the five schools. Data were reduced and common themes were grouped by relevance to the stated research questions and subdivisions. Other themes emerged such as tight coordination within schools. Contradictory data

were noted such as lack of discipline and minimal teacher collaboration and staff development in one of the presumably effective secondary schools. These data are used to address the key research questions in the following chapter.

Chapter 5: Discussion of Findings

5.1 Introduction

This chapter addresses the key research questions by employing data from chapter four as support. Each question is stated with its sub-division themes, and data are cited by page numbers as evidence. Findings for each question will be related to findings of studies that were reviewed in chapter two, and similarities and differences are noted. Based on data and findings, Figure 5.2 summarizes findings from the school data and figure 5.3 lists the identified problems in the five schools and recommended solutions. Three models (Figures 5.1, 5.4, and 5.5) emerged. Figure 5.5 is a modification of the original conceptual framework (Figure 2.6) that was constructed after the literature review; Figure 5.4 is a depiction of the leadership roles that my findings revealed.

5.2 How does school autonomy influence self-managed schools' effectiveness and improvement?

Four of my five sample private schools have survived two world wars, all persevered through a 15-year civil war, and all retrieved their fame for excellent results on all official examinations, university acceptances, and distinguished graduates.

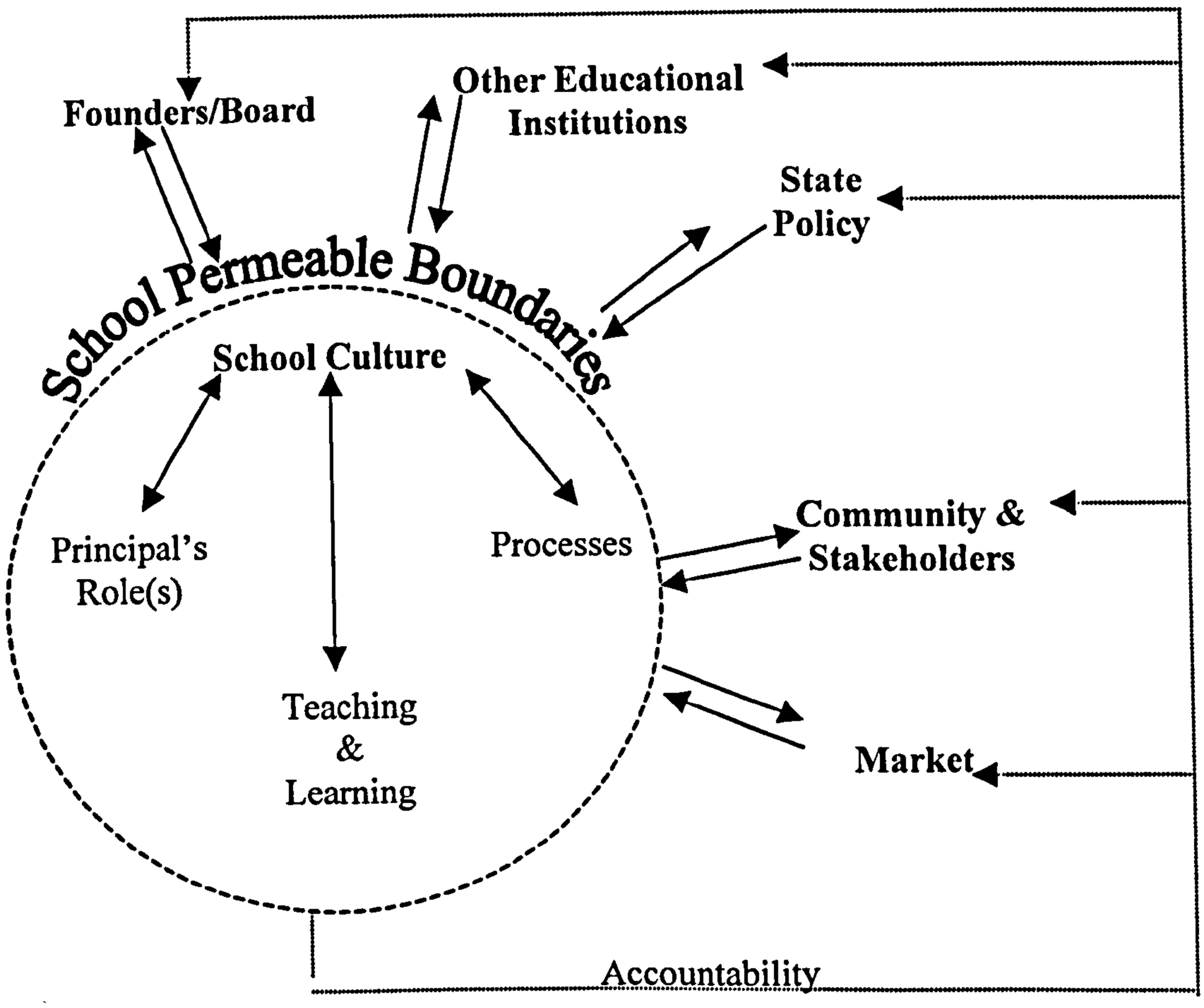
All are self-managed and relatively free from control by the ministry of education (MOE). This has given them autonomy in deciding on structure, curricula, management, budget, staff and student recruitment, innovation, staff development, resources, and success criteria, and consequently enhanced their success. This is similar to findings by Coleman et al. (1982), Vegas (2001) and Zehr (2002) that private schools promote better outcomes than public schools, and Herman (1998) that school structure including SBM affects teachers' instructional decisions and thus influence student learning.

Through decentralized decision- making, all could determine the structures that improve school management as in Gullick (1994). They plan and implement

changes that suit their particular circumstances similar to Kildow (2000), and students' needs as in Gaul et al. (1994) and Latham (1998). They could upgrade their teachers' qualifications and programs, which facilitated improvement of education quality as in Lovingood (1997) and Shepard (1999). Through collaboration and high standards for students and teachers, they could improve the learning environment similar to Casello (2001).

Based on my findings, a model of private schools shows their permeable boundaries that permit improvement through constant interaction with outside factors and their accountability. Being self-managed and viable, my sample private schools stay open to changes in their surroundings as in Soriano (1998) such as adopting curricular reform to remain competitive with other effective schools. They compete for students from middle and upper middle SES and publicize their excellent academic results, resources, and alumni's achievements similar to Brown et al. (1996). They are accountable to their founders' missions and state policy as in Foreman (1999) and Wylie (1995-1996) and stakeholders who expect return for investing in the schools. They respond to demands of the market and universities and adjust programs and processes accordingly. Their strong cultures impact their leaders' roles and academic and non-academic processes, which reinforces the culture in return.

Figure 5.1: Interplay Between Private Schools and Surrounding Forces



5.2.1 School Effectiveness and Improvement

The five schools are reputed for aspects essential for effectiveness such as Munro's (1994) students' social and personal development, Purkey and Smith's (1983) process measures, SOED's (1990) model, and Brown et al.'s (1996) student characteristics and school culture. All have a system of trained leaders that collaborate for common goals as in Luyten (1994) and Witziers (1992). Besides numerical evidence of effectiveness, these schools are noted for their cultures as in Chen (1993) and Welch (2001), tight coordination as in DeRosa (2000) and Witziers (1992), tough curricula, quality of teachers and students and parental involvement as in Chen (1993) and student preparation for higher education similar to Olivares (2000), Sherman (1990), and Zehr (2002).

Similar to Brown et al.'s (1996) study and findings, I did not regard the five schools as a sample but as separate cases. Student intake is similar to two of their case schools with high SES. Common findings between my schools and their high SES and high effectiveness school (School A) are positive cultures, good examination results, shared values, high expectations, and student prefects. Only Hilltop College and Mediterranean College share aspects of School A: extensive extracurricular activities, student council, effective teacher councils, shared values, parental involvement, motivated students and teachers, and consensual decisions. Gardenville College and Ecole Premiere had similarities with the high SES low effectiveness school, which has many commonalities with School A. They emphasize academic achievement even at the expense of affective gains and teacher councils are not as effective. Gardenville College publicizes its successes, advertises as good for high achievers only, and emphasizes academic goals. Both are known for high student test scores and university acceptances, the two measures of effectiveness.

Similar to Hopkins and Reynolds' (2001) and Gray et al.'s (1999) work, improvement in my schools is supported by visionary leadership and internal structures that accommodate school-based decisions and strategic planning. Hilltop College and Mediterranean College initiated character education (Chapter 4, pp. 87, 103, 109, 113) as in Thomas (2001), community service, and the International Baccalaureate, and became accredited as in Williams (2001). Hilltop College applied Performance-Based Learning and Assessment as supported in Bryk et al. (1998) and Fullan (2000). Gardenville College improved its hierarchy and operations, Ecole Premiere introduced demonstration lessons similar to Stigler and Heibert's (1999) review, and Cosmopolitan College upgraded its faculty as recommended by Busher et al. (2000) and invested in objectives and assessment projects. All have targets and guidelines for teachers and students (Flecknoe, 2001) and seek overall school improvement as in Hopkins and Reynolds (2001) and Teddlie and Springfield (1993). However, improvement should include specific classroom aspects as in Borich (1996), Brown et al. (1996) and Slavin (1996).

5.2.2 Staff Development and School Improvement

Being self-managed, the five schools can decide on teacher training (Chapter 4, pp. 85, 106, 122, 140, 157) as in Wong (2000) that suits students' and teachers' needs and improve school performance as found by Wohlstetter et al. (1997) and effective implementation of programs as in Fuentes (1999) such as new government curricula, changes in university entrance examination requirements, and new programs such as the IB similar to Hopkins and Reynolds (2001). Being accountable to students' progress as found by Fullan and Hargreaves (1996), teachers need suitable training and preparation as in Anderson et al. (1998). Staff development improves school effectiveness as found by Hawks (1994) and classroom teaching as in Gomez (2000) and Henderson (2000). It is needed to sustain improvement projects as found by Busher et al. (2000) and Hopkins and Reynolds (2001) (Chapter 4, pp. 84, 106, 121, 140, 157).

All five schools pair their improvement efforts with staff development that is related to teachers' needs as recommended by Busher et al. (2000) and Stoll (1996). Ecole Premiere's principal selects university workshops that would help her teachers grow professionally, personally and academically (Chapter 4, p. 157) as in Anderson et al. (1998), Gomez (2000) and Henderson (2000). She guides teachers in diagnosing their students' needs, so teacher training would serve their purposes better as found by Traynor (2001). Cosmopolitan College uses mostly in-house workshops but also teachers are sent to university workshops for other training after needs' assessment (Chapter 4, p. 140). Gardenville College teachers are encouraged to develop their own workshops within their fields based on yearly and monthly needs' assessment although more in intermediate than in secondary divisions (Chapter 4, p. 122). Hilltop College and Mediterranean College ensure that development programs fit their goals as found by Traynor (2001). Teachers attend workshops locally and abroad to upgrade knowledge and practices (Chapter 4, pp. 84, 85, 106, 157). Hilltop College, Mediterranean College, and Ecole Premiere teachers are asked to research and present in-house workshops on needed topics (Chapter 4, pp. 84, 85, 106, 157). All have coordination meetings and observations to evaluate application and feedback that teachers accept and use for improvement similar

to Mo's (2000) findings. All this affects change and enhances student achievement as found by Newmann et al. (2000).

Interviewed teachers improve and grow with training as found by Dufour and Eaker (1998). This produces higher levels of learning as found by Louis et al., (1996) and Newmann and Wehlage (1995).

All five schools exhibit Fullan's (2000) key organizational features: professional learning community and program coherence that are needed for staff development to have an impact. However, only Ecole Premiere applies peer coaching (Chapter 4, p. 157) which is needed as new curricula and skills are introduced as found by Joyce and Showers (1995). Instead of networks of schools suggested by Hopkins and Reynolds (2001) to support innovations and spread new knowledge, private schools compete.

My schools fit Schneider et al.'s (1996) four dimensions of positive culture: participatory nature of hierarchy, collaborative work and socialized newcomers, valued staff, challenging job description, and high standards for recruiting and promoting.

5.2.3 Resources and Support Services

Mediterranean College and Cosmopolitan College have around one thousand students in all the four phases together. They are considered small schools (Lee and Smith, 1996, Manning and Saddlemire, 1996) and have more advantages than large ones according to findings by Gregory and Smith (1987), Howley and Eckman (1997), and Leonard et al. (2001).

Student and teacher interviews indicate that teachers socialize daily in teachers' lounge and outside schools. They are not many in number so they know everyone. All students said they knew everyone else in secondary school through classes and activities. Principals say they know all their students' parents and communicate with them on issues pertaining to their children.

Smaller schools promote high parental involvement and greater community support as in Kellaghan et al. (1993) and VanBalkom et al. (1994).

Ecole Premiere, Gardenville College, and Hilltop College boast an average of 25 students per class, Mediterranean College and Cosmopolitan College less than 20, which corroborates findings by Ehrenberg et al. (2001) and Finn (2002) indicating that class size influences secondary students' academic achievement.

Observations and interviews revealed more student participation in discussions, questions and answers, classroom application exercises, role- play, and turn-taking and less disruptions in smaller classes (Chapter 4, pp. 112, 113, 117, 131, 148, 149, 165). This corroborates findings by Finn et al. (1989), Glass and Smith (1990), Harvey (1993) and Molnar et al. (1999).

The sample schools' financial viability contributes to effectiveness as in Biddle and Berliner (2002c) and student outcomes as in Biddle (1997), Dolan and Schmidt (1987), Ellinger et al. (1995), Elliott (1998), Ferguson (1991), Harter (1999), Payne and Biddle (1999) and Wenglinsky (1997 a, 1997 b). The schools can afford scholarships, increments and rewards and attract and employ teachers with higher levels of education and experience. These seem to improve student achievement scores as in Darling-Hammond and Post (2000) and Ferguson and Ladd (1996).

The five schools offer students advisory, counselling, remedial sessions, and financial aid (Chapter 4, pp. 86, 107, 123, 141, 158) as support for students' well being as found in Muir (1999). This prepares students for university entry and predicts their success as in Gladieux and Swail (2000), Hodges (1999), Pace (1984) and Spears (1990). Effective schools focus on motivating and assisting particular students in critical phases as strategies to support improvement as found by Hopkins and Reynolds (2001).

They provide physical and educational resources. Mediterranean College and Hilltop College provide well-equipped libraries, technology centres, modern

laboratories and ample space for sport and activities. The other three are lacking in some of these resources (Chapter 4, pp. 86, 107, 123, 141, 158). All five can afford appropriate resources, which enhances achievement (Greenwald et al., 1996, Harijati, 1998, Spears, 1990).

5.3 What is the link between positive school culture, effectiveness and student success?

5.3.1 School Cultures and Effectiveness

My sample schools have strong cultures (Chapter 4, pp. 87, 88, 105, 106, 120, 121, 138, 141, 159) that promote growth, improvement and high academic standards as in Bobbett (2001). Similar to Denison and Mishra (1995) all adapt to external changes, respond successfully to their environments and remain effective (Reeves et al., 2001).

They have values shared by stakeholders (Chapter 4, pp. 93, 94, 105, 106, 120, 121, 138, 158, 159) reflected in all processes, and promoted by leaders as in Ahmed (1998), Beare et al. (1994) and Denison and Mishra (1995).

5.3.2 Mission and Shared Values

Their mission statements and objectives describe well-rounded graduates they aspire for (Chapter 4, pp. 83, 84, 105, 120, 121, 138, 140, 156, 157). All seek to develop the whole person academically, socially, aesthetically, physically and ethically and prepare students for university education in different ways. In addition to high academic standards, Hilltop College and Mediterranean College focus on strong college advisory programs, technological proficiency, and communication skills (Chapter 4, pp. 86, 109, 118); Gardenville College on rigorous drills in college preparatory courses and entrance examinations (Chapter 4, pp. 119, 138); Cosmopolitan College on instilling study skills and discipline needed for higher education (Chapter 4, pp. 146, 150); and Ecole Premiere on competitiveness in mathematics and sciences (chapter 4, pp. 165). All encourage active teaching and learning methods and higher-order thinking skills and are committed to continual improvement of the education process.

School mission and values are echoed in all their publications and traditional celebrations. Similar to work done by Skoropski (1976), they have meetings, annual celebrations, logos, school anthems, newsletters, and alumni that reinforce the culture values (Chapter 4, pp. 87, 88, 109, 125, 139, 159, 160). Teachers are expected to be flexible and ready to learn. They are inducted in the school culture by principals, coordinators and peers (Chapter 4, pp. 93, 105, 106, 121, 139, 140, 158). Similar to work done by Bolman and Deal (1995, 1997), Busher (1999), and Trowler and Knight (1999), they are reminded of school goals and norms in faculty meetings and celebrations, handbooks and mentoring, and stories of the school past told by principals and old-timers. When some resist the school culture, they feel isolated and are released, which is an effective improvement measure as suggested in The Public Agenda (2001) survey. Conformity to organizational values is characteristic of strong cultures and is positively related to effectiveness as in Denison and Mishra (1995).

Students are reminded of school values in their handbooks of rules and procedures, celebrations, and by advisors. School values are built through the

years with their everyday life of school traditions. Many are offspring of alumni parents. Those fall in the first category of accepted applicants.

5.3.3 Social Cohesion, Empowerment and Collaborative Cultures

Interviews and observations revealed collaborative work among faculty. Hilltop College and Mediterranean College teachers work together on unit plans and assessment and exchange information (Chapter 4, pp. 87, 108). In Ecole Premiere, the principal instilled positive collaboration with time and purpose (Chapter 4, 159, 160). She involved faculty and coordinators in academic improvements. Teachers researched, applied and evaluated. In Hilltop College, teachers, principal and students describe a family atmosphere (Chapter 4, p. 90) and collaborative relationships. They socialize and exchange ideas and exams. The Gardenville College principal was also instrumental in building collaborative culture (Chapter 4, p. 119, 121). Through meetings and peer pressure, even personality problems were handled; absences decreased (Chapter 4, p. 124). In Cosmopolitan College, all work in harmony helping each other beyond their job descriptions (Chapter 4, p. 142). School improvement is supported by internal conditions such as staff development, collaborative planning, and effective coordination as indicated in Hopkins and Reynolds (2001).

My findings are in harmony with Welch's (2001) that organizational cultures influence collaboration, and Bobbett's (2001) and Olivier's (2001) that teachers' efficacy and productivity are predictors of school effectiveness. Shared decision-making among professionals improves learning, increases commitment to work, and ultimately raises student achievement as in Casello (2001), Levine and Lezotte (1990). Schools become community families rather than hierarchies as in Sergiovanni (1994) and substitute formal systems of management and supervision as in Sergiovanni (1992).

5.3.4 Empowered Satisfied Teachers

Hilltop College and Mediterranean College have high levels of teacher empowerment (Chapter 4, pp. 90, 109) as in Gaul et al. (1994), Kowalski (1994) and Latham (1998). Teachers influence decisions related to their work, which enhances democratic processes as found by Glickman (1993) and Pounder (1998), increases satisfaction as in De Leon (1993) especially in matters that influence their classrooms as found by Weiss (1993), but should guard against self-interest as in Conway and Calzi (1996). All but Ecole Premiere reward teachers for extra effort (Chapter 4, pp. 89, 90, 109, 125, 142, 143) as suggested by Wohlstetter et al. (1997). Cosmopolitan College, Ecole Premiere and Gardenville College should increase teacher representation and decision-making power since it improves productivity and school climate as in Skaruppa (2000), commitment and motivation as in Blom (1999), instructional approaches as in Viadero (1998), and implementation of the participative decisions as in Tschannen- Moran (2001). This influences school effectiveness as found by Wong (1999).

5.3.5 Pride in Belonging

All interviewed teachers and students expressed pride in belonging to their schools (Chapter 4, pp. 87, 90, 109, 125, 126, 143, 144, 161). This is an important ingredient of school effectiveness as found by Brown et al. (1996). Gardenville College teachers felt proud to belong because of school fame in the community, students' superior results on all external examinations, and distinguished alumni. In Cosmopolitan College, the reasons were the school's clear mission, reputation for academics and discipline and continuous improvement. Hilltop College teachers felt proud of their staff development program, teachers' qualifications and prestigious alumni. In Ecole Premiere, the reasons were the school's educational achievements, reputation as pioneer, and contributions to society. Mediterranean College teachers felt esteemed and were given growth opportunities through workshops and subsidized graduate courses. Findings corroborate Sergiovanni's (1994, 1996) that schools are communities. Findings correspond to Evans's (2001) issues related to teachers' concept of ideal jobs.

5.3.6 Empowered Students and Parents

Hilltop College and Mediterranean College have effective student representatives on school disciplinary, advisory and other councils (Chapter 4, pp. 91, 109, 110). Students also have representatives in all activities committees. They expressed satisfaction in this power to determine matters that concern them. The three other schools have class representatives to communicate concerns to administration. They meet with teachers and voice students' demands to administration. Their students complained of slow processes for getting their demands and sometimes not being listened to. This is comparable to Brown et al.'s (1996) findings in less effective schools.

In all schools, parents have a committee or representative as required by the MOE, but they do not interfere in other school matters as principals admit. Hilltop College and Mediterranean College encourage parents to visit and become involved in their children's activities (Chapter 4, pp. 91, 92, 110, 111). This corroborates findings by Brown et al. (1996), Chen (1993), Epstein (1995), Hopkins and Reynolds (2001), Sammons et al. (1995), and Teddlie and Springfield (1993).

The other schools maintain a formal relationship of informing parents through meetings and letters of school matters and listening to their problems (Chapter 4, pp. 126, 127, 145, 162). Stakeholders are not involved in policies and major decisions despite schools' involvement in recent improvement efforts. This contrast with recommendations by Bradley (1996), Busher (1992), Epstein 1995), Glickman (1993), Pounder (1998) and Tschannen-Moran (2001).

5.4 What is the link between leadership and school culture?

All five principals assume many roles (Chapter 4, pp. 92, 93, 107, 111, 128, 129, 146, 147, 163, 164) as in Meyer (2001) and lead successful schools similar

to work by Brown et al. (1996), Sergiovanni (1991), and Springer (1996) and have contributed to their restructuring and improvement. All report to boards, determine teacher intake and are replaceable. Their autonomy and accountability corroborates findings by Johnson (2002) and Nir (2001).

All five principals develop leadership capacity in others by delegating responsibility (Chapter 4, pp. 88, 92, 111, 121, 125, 129, 142, 147, 159, 163) as in Luyten (1994) and Witziers (1994). They acknowledge the potential and right of others to lead as in Lambert (1998) and provide regular support for staff to share what they are learning about their practice similar to Tschannen- Moran (2001).

Principals and directors meet weekly to evaluate operations and decide on various school issues as suggested by Wallace et al. (1997). This corroborates work by Heystek (1994), Mampuru (1992), and Reeves et al. (2001) on leadership and management in successful schools.

5.4.1 Vision and Improvement

All five principals envisioned what they wanted their schools to become (Chapter 4, pp. 92, 93, 111, 128, 146, 163), which is the key to effective leadership as in Kouzes and Posner (1987) and linked to the implementation of developments similar to Reeves et al. (2001). Each had a clear direction for the school and a command of processes to move it toward excellence and success similar to Fullan (2001) and Nanus (1992).

All promote their visions and have powerful influence over school culture similar to Fuller (1992) and Hobbs (2001). Their visions and management skills facilitated restructuring their schools as in Van Tamelen (1999). Mediterranean College's principal altered her school policies (Chapter 4, pp. 111) to cater for different clientele and responded successfully to her environment as in Reeves et al., (2001). Ecole Premiere's principal retrieved school's past glory (Chapter 4, pp. 163, 164) by observing the existing norms that support the institution's mission, reinforcing aspects of collaboration and destroying negative practices

as in Barth (2002), Deal and Peterson (1990a, 1990b) and Schein (1985). This corroborates findings by Chui (1996) and Leman (2001).

School improvement depends on principals who can create conditions to sustain educational reform. Schools recruit and reward top- performing principals (Elmore, 2000) such as my sample. Three were outstanding teachers in their schools for decades. Two were recruited due to proficiency in similar duties in sister institutions. Cultivating leaders at many levels is also important for ongoing improvement. Training quality teachers also creates a pool of potential quality principals (Price- Waterhouse Coopers, 2001).

5.4.2 Authentic Leaders

The five schools have authentic leaders. They assume responsibility for students' future and personal development. They are committed to leading their institutions to excellence with proficiency, work ethics, and moral values (Chapter 4, pp. 92, 111, 107, 130, 147, 164). This corroborates findings by Bhindi and Duignan (1997), Bolman and Deal (1995), Reeves et al. (2001) and Lubin (2001). They are committed to leading their institutions to excellence as in Duignan and Macpherson (1992). They qualify as effective leaders who foster commitment to challenging visions and build greatness as found by Collins (2001).

The principal of Cosmopolitan College dines daily with faculty. They discuss issues related to students' daily lives and try to live what they teach (Chapter 4, p. 141). This corroborates work by Senge (1990).

Mediterranean College's principal is involved in students' advisory and knows advisees well as people and students (Chapter 4, p. 111). She has been principal of the school for more than 25 years and has received local and international awards for outstanding service to the school as in Bogue (1994).

5.4.3 Instructional Leadership

Educational leadership characterizes the five effective schools (Chapter 4, pp. 92, 112, 111, 129, 148, 157, 159) as in Dubin (2001), Fuller (1992), Glenn (1981), Jaeger (2001), Purkey and Smith (1983), and Rutter et al. (1979). This role is significant in initiating school improvement as in Sammons et al. (1994b) and Brookover and Lezotte (1979) and in maintaining the improvement process as in Berman and McLaughlin (1977), Hargrove et al. (1981), and New York State Department of Education (1974 a, 1974 b).

Mediterranean College and Hilltop College's principals were instrumental in introducing curricular initiatives and constantly subsidize their teachers in local and international professional development programs. Hilltop College's, Gardenville College and Ecole Premiere's principals favour being instructional leaders than administrators and improvement initiators. Gardenville College's principal checks teachers' work and students' grades periodically. All had the autonomy and support to envision and execute reform. Their main concern is student learning and achievement as in Dufour (2002) and King (2002). They create environments that support curriculum improvement, involve teachers in decisions, provide expert consultants, and reward teachers for participation as in Griffin (1990).

5.4.4 Communication Networking

The five principals fit Busher and Saran's (1995) description of leaders who establish effective communication with stakeholders. Interviewed principals agree that building relationships is difficult as corroborated by Hay Management Consultants (2002) and that verbal and written communication skills are important for having team spirit that is essential for the group's success (Chapter 4, pp. 92, 110, 142, 147, 162). They are similar to Goleman et al.'s (2002) emotionally intelligent leaders who network with diverse groups to gain grounds. They motivate "disaffected" teachers and connect with "disconnected" ones, which can have a deep impact on the climate of the organization (Fullan, 2002).

5.4.5 Leadership and Discipline

An orderly and secure environment is another factor of school effectiveness as in Brown et al. (1996) and SOED (1990). All schools have detailed rules for school and classroom conduct and clear consequences for breaking them (Chapter 4, pp. 95, 115, 133, 151, 152, 167). Principals are involved in setting rules for behaviour and appearance and consequences, and handling disciplinary problems that involve teachers or affect academic performance (chapter 4, pp. 94, 114, 133, 134, 151, 152, 153, 164) as found by Akkary and Greenfield (1998). Alumni of the five schools indicated that their schools instilled self-discipline (chapter 4, pp. 138, 156, 157, 171) so they work hard and achieve at LAU similar to Harbel's (1996) findings.

My findings indicate that discipline is important for classroom teaching (Chapter 4, pp. 97, 117, 138, 154, 168) as in Gottfredson et al. (1993), student academic achievement and personality development as in Freidberg (1996) and school climate as found by Dixon (2001) and Grivin (2001). However, only Mediterranean College and Cosmopolitan College's students closely observed the stated rules (Chapter 4, pp. 115, 152).

5.5 How do effective schools contribute to their students' academic and social success in higher education?

5.5.1 High Academic Standards

The five effective schools have high academic standards and expectations (Chapter 4, pp. 96, 97, 112, 113, 135, 136, 154, 165, 168) as in Purkey and Smith (1983), Sammons et al. (1995) and SOED (1990) for staff and students, measurable and non-measurable as in Flecknoe (2001). They boast excellent levels of student scores on all examinations. Similar to findings by Bradley (1996) and Vegas (2001), school success and student success follow a parallel path. In all schools, teachers ensure high achievement gains through requiring extended reasoning, giving difficult material, using projects that require problem solving and original material, encouraging students to become independent

learners, and asking higher order questions similar to Borich (1996). Observations confirmed and interviewed students acknowledged this as beneficial preparation for university studies.

All constantly improve their curricula and methods by employing expert curriculum consultants and qualified experienced teachers. Schools affect student learning through instruction as found by Herman (1998) and high quality curriculum and resources as in Newmann et al. (2000).

5.5.2 Affective Outcomes

In addition to excellent academic reputation, Hilltop College and Mediterranean College incorporate character/ values education into their curricula (Chapter 4, pp. 97, 98, 101, 103, 113). Both fit Hargreaves's (1995) model of hothouse culture that emphasizes academic and personal development. The others are closer to Hargreaves's formal cultures that emphasize academics, traditional values and discipline. Ecole Premiere instils morals and ethics through religious teachings, Cosmopolitan College does this through teaching culture and values in an activity-oriented program, and Gardenville College requires academic and behavioural discipline in all processes (Chapter 4, pp. 132, 137, 156, 170). All foster involvement in community work. Hilltop College and Mediterranean College require it for graduation and Cosmopolitan College, Ecole Premiere, and Gardenville College encourage it as leading to responsible citizenship (chapter 4, pp. 100, 101, 113, 131, 135, 168). The broader social and affective outcomes greatly affect students' capacity to learn as found by Hopkins and Reynolds (2001), predict university success as found by Sargent (1994) and develop humanitarian aspects as in Thomas (2001). This corroborates Allman's (1994) findings that personality factors affect college persistence and success.

Hilltop College and Mediterranean College have strong programs in English language instruction (Chapter 4, p. 103, 117) and French as a third language. Interviewed alumni explained how their language proficiency helped them achieve better in university courses than students from other schools. This corroborates Patten's (1999) findings. However, Ecole Premiere's students

complained of insufficient fluency in oral expression. All said that language skills helped them score highly on university entrance examinations. This corroborates findings by the College Entrance Examination Board (1992), Marcos (1997), Martin (1999) and Olivares (2000).

Documents, observations and interviews showed a high degree of involvement in extracurricular activities (ECA) in Hilltop College and Mediterranean College (Chapter 4, pp. 99, 100, 101, 113, 114), which is indicative of effectiveness as in Brown et al. (1996). Gardenville College's students excel in basketball (Chapter 4, pp. 119, 120), Cosmopolitan College's students engage in various sports, and Ecole Premiere's students win prizes in track and field sports (Chapter 4, pp. 132, 133, 150, 151, 163, 166). Interviewed alumni attribute their positive attitude to sports to their school experiences as in Barr (2001). Their degree of involvement in ECA influences their college success as found by Baker (1989) and Spears (1990).

5.5.3 Preparation for Higher Education

All five schools train students for official and college entrance examinations by offering extra practice sessions and simulations of the Baccalaureate exams and various college entrance exams (chapter 4, pp. 96, 97, 112, 113, 135, 136, 154, 168) as in Albright (1990) and Oaks and Wells (1998). They stress high academic standards as in Noldon (1991) and Suarez (1997), study skills, discipline, and higher order thinking skills needed for university education as in Albright (1990), Baker (1989), Gladieux and Swail (2000), Sargent (1994), Sarich (1985) and USDOE (1999). They offer college preparatory courses in mathematics, sciences and language as supported by Oaks and Wells (1998) and Olivares (2000).

Their tough school curricula as in Rogers (1989) focus on the learning process, research skills and foreign language development as in Baker (1989) and Rogers (1989). They encourage self- expression, open mindedness, and social skills and provide a climate similar to college (Chapter 4, pp. 102, 103, 117, 136, 154,

168). All offer various orientation programs for college life as in Peat et al. (2000).

5.5.4 Success in Higher Education

The alumni of the five schools show different results compared to the success criteria adapted by this study based on Koljatic and Kuh (2001). Alumni of the five schools shall graduate within the expected three to five years depending on the length of the study program they chose.

Hilltop College's alumni group exhibited positive university attitude and involvement in campus life. At school, they enjoyed a variety of activities and clubs with a diverse Lebanese and foreign student body. They were raised as independent individuals free to argue and debate in classrooms and through an effective student council. At LAU, Hilltop College's students have high GPAs. They are enrolled in a variety of science and arts fields. They are highly involved in campus life; some stay long hours enjoying campus after classes, volunteer in helping teachers, and attend functions. One was elected student representative. All are outspoken in class and during interviews (Chapter 4, pp. 103, 104).

Students of the Ecole Premiere had high GPAs. All were enrolled in science-oriented majors. All admitted they work hard and are still shy and intimidated except one who has become popular with students, mostly girls. Most complained about their weak spoken language and hesitated to talk in class. At school, their academic program did not stress the spoken component of English but the written part was good. They had few activities although the school is gradually improving. There was a class representative to voice demands and complaints but no student council. The school only recently became totally coeducational at all levels (Chapter 4, pp. 170).

The Gardenville College group had the highest GPAs in mixed majors of science and other fields. They admit they are still devoted to daily organized studying but need better social skills. They participate in few campus activities,

but have positive relations with advisors and friends in common classes (Chapter 4, pp. 137).

The Cosmopolitan College group had good GPAs in mixed majors. They admit they are still disciplined and well organized as they were at school. Some are still sportive. Their school is known for strict rules for behaviour and appearance. All had participated in the cultural program where they learned social and communication skills. At LAU, they made friends and communicated well with teachers (Chapter 4, pp. 154, 155).

The Mediterranean College group also had good GPAs in mixed majors. They are surprisingly less involved in university life despite their school's rich extracurricular program. They are outspoken and knew what majors they wanted. They made few friends and have little involvement in campus life. Their Dean commented that their alumni tend to stick together at universities (Chapter 4, p.. 118).

This reinforces my assumption that college success should not be measured by students' GPA alone. More criteria need consideration. Graduates of schools that focus more on academic development than on social development like Ecole Premiere and Gardenville College tend to be high achievers but less involved in campus life and casual friendly relationships with faculty. Mediterranean College was found as highly effective by my set criteria but its graduates did not exhibit the social involvement in university life. This contradicts my proposition that effective schools prepare their students for university success revealed in good academic performance, social interrelationships, and involvement in new campus life. Further investigation is needed to uncover school factors that enhance students' adaptability to new educational settings.

5.6 Conclusion

A general comparison between the main concepts that have emerged from my discussion of findings and my earlier conceptual models reveal the following.

My initial model (Figure 2.6) depicted the interrelationships between positive school cultures and professional leadership, shared vision, standards, social cohesion and resources. All contribute to school effectiveness conveyed in school academic and social outcomes leading to university.

Based on data from my schools, I modified the previous model and constructed a spiral design (Figure 5.4) showing how the various school variables influence one another making private self-managed schools effective and conducive to higher education.

Through self-management, private schools determine their cultures, leadership, student intake, staff development, curricula, budgets and services, and students' preparation for higher education. These foster a reputation of effectiveness. The spiral model indicates a continual process of maintaining the above processes for private schools to remain competitive.

I expanded the component of leadership to include specific leadership roles that my successful principals assumed as indicated in Figure 5.3. They are leaders in promoting school culture through ensuring shared vision and values by stakeholders. They are instructional leaders seeking to improve curricula, methods, and teacher and students' performance. They are authentic leaders serving rather than coercing. They manage and establish communication networks with all.

A summary of school problems and suggested solutions (Figure 5.2) was constructed based on the above findings.

Figure 5.2: Summary of Findings

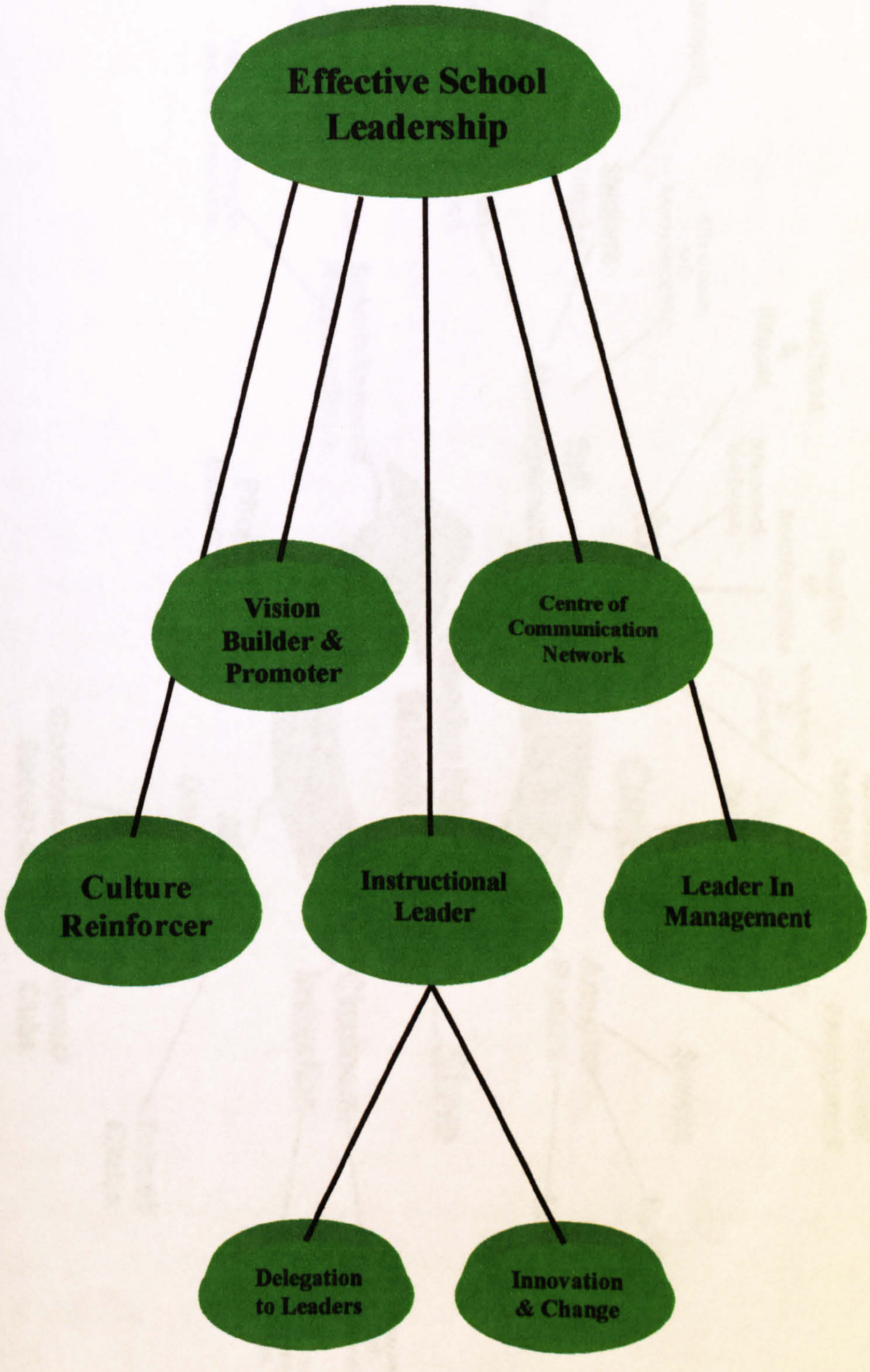
Elements of Effectiveness	Hilltop College	Mediterranean College	Cosmopolitan College	Gardenville College	Ecole Premiere
School autonomy (SBM)	Strong	Strong	Strong	Strong	Strong
Staff development	Strong	Strong	Strong	Limited in secondary, strong in rest	Strong
Students' support services	Strong	Strong	Strong	Strong	Strong
Physical resources	Strong	Strong	Strong	Weak	Strong
Shared values	Strong	Strong	Strong	Strong	Strong
Social Cohesion	Strong	Strong	Strong	Strong	Strong
Teachers' decision making	Strong	Strong	Limited	Limited	Limited
Coordination	Strong	Strong	Strong	Strong	Strong
Teachers' collaboration	Strong	Strong	Strong	Limited	Strong
Teachers' socialization	Strong	Strong	Strong	Limited	Limited
Student council	Strong	Strong	Weak	Weak	Weak
Teachers' rewards	Strong	Strong	Strong	Strong	Limited
Parental involvement	Strong	Strong	Weak	Weak	Weak
Visionary leadership	Strong	Strong	Strong	Strong	Strong
Delegation	Strong	Strong	Strong	Strong	Strong
Shared values	Strong	Strong	Strong	Strong	Strong
Authentic leaders	Strong	Strong	Strong	Strong	Strong
Instructional leadership	Strong	Strong	Strong	Strong	Strong
Classroom management	Limited	Strong	Strong	Weak	Limited
High academic standards	Strong	Strong	Strong	Strong	Strong

Affective outcomes	Strong	Strong	Strong	Limited	Limited
Extracurricular activities	Strong	Strong	Strong	Strong Basketball	Limited
Foreign languages	Strong	Strong	Limited	Limited	Limited
Social/ community service	Strong	Strong	Limited	Limited	Limited
Academic preparation for university	Strong	Strong	Strong	Strong	Strong
Alumni's academic performance in LAU	Strong	Strong	Strong	Strong	Strong
Alumni's involvement in campus life	Strong	Limited	Strong	Limited	Limited

Figure 5.3: Schools' Problems and Suggested Solutions.

	Problems	Suggested Solutions
Hilltop College	✗ Steep variations among classes in application of effective teaching methods, interactive teaching and learning and classroom management.	✓ Paying closer attention to classroom teaching and learning processes to ensure that more teachers apply what they learn in staff development. Better classroom management of processes and interactions and closer teacher follow up and evaluation.
Mediterra-nean College	✗ School alumni tend to be less involved in university campus life and new friendships.	✓ Designing activities to integrate students further in the larger Lebanese society instead of the present focus on cohesiveness within the school's multicultural atmosphere.
Garden ville College	✗ Improper physical facilities and resources. ✗ Weak teacher and student interaction. ✗ Focus on teachers' and students' academic knowledge only. ✗ Serious classroom management problems.	✓ Allocating funds for upgrading resources and grounds, closer observation of support staff down the ladder. Computer centre to match the focus on academics. ✓ Creating a school policy for more teacher involvement in school life: office hours for students. Better classroom management and focus on students in class, and building a culture of collaboration.
Cosmopolitan College	✗ Demoralized students due to disempowerment and over-strict rules	✓ Creating structures whereby students can have a say in matters concerning them, allowing students' publications supervised by teachers to do serious work based on interests and talents.
Ecole Premiere	✗ Limited social and community service. ✗ Limited clubs and activities. ✗ Weakly spoken foreign languages. ✗ Limited teachers socialization and collaboration and minimal teacher empowerment ✗ Limited resources and support services.	✓ Promoting interactive teaching and learning, and social skills. ✓ Allocating more decentralized power and funds from board to principal. ✓ Fostering communication skills to build confidence and self-expression in public. ✓ Reinforcing school structures to enhance and maintain improvement. ✓ Upgrading school's internal conditions to sustain the ongoing major reformation.

Figure 5.4: Leadership in Private Schools



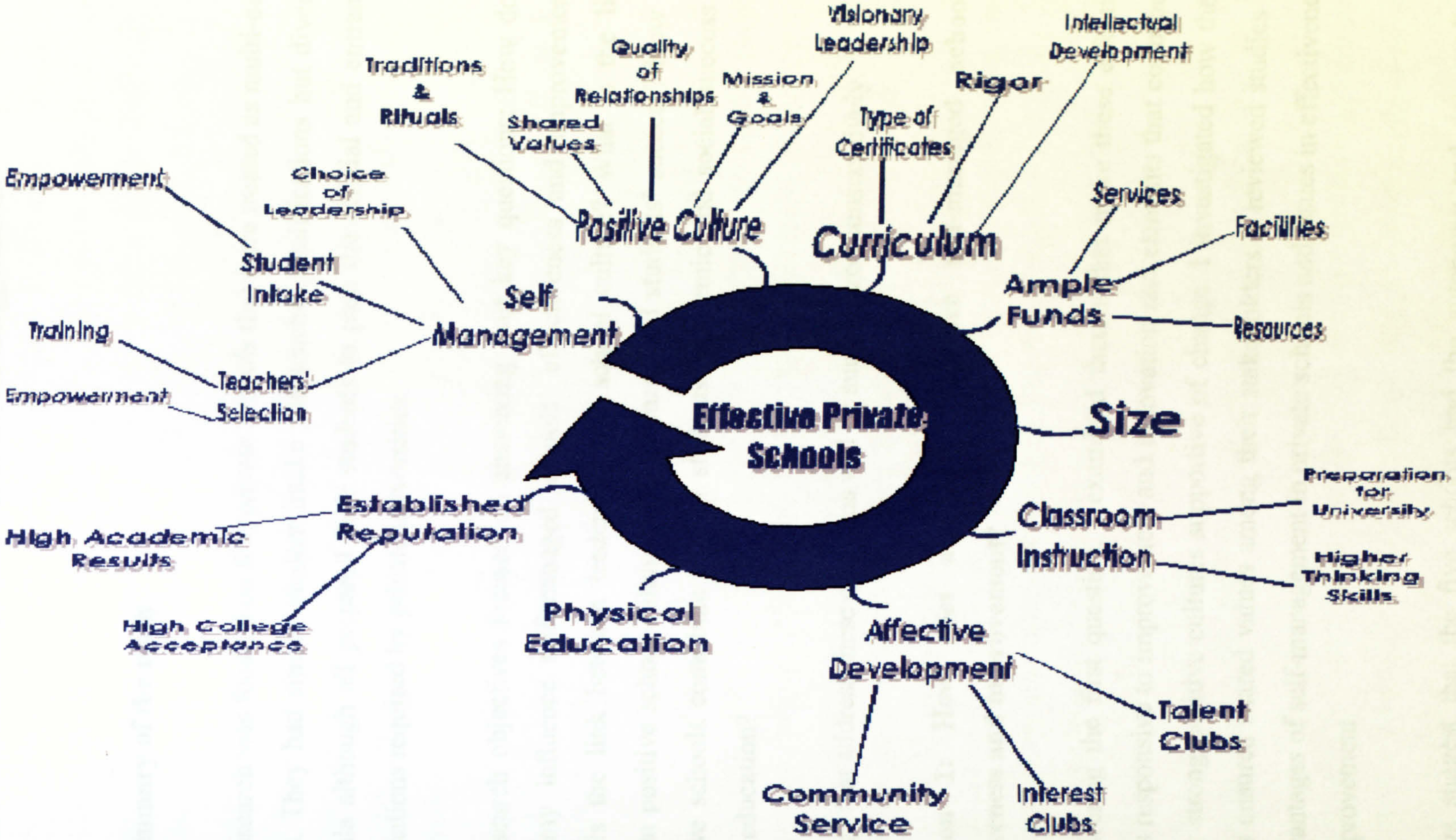


Figure 5.5: Model of an Effective School

Chapter 6: Summary, Limitations and Suggestions

6.1 Summary of the study

This research was focused on five private schools that were treated as multi-case studies. They had similar student intake and teacher qualifications but diverse curricula although all prepared their students to pass the official and entrance examinations required by private universities.

My research objectives focused on answering four key questions: How does autonomy influence self-managed schools' effectiveness and improvement? What is the link between leadership and school culture? What is the link between positive school cultures, effectiveness and students' success? How do effective schools contribute to their students' academic and social success in higher education?

Findings that address these questions will be summarized consecutively.

Question 1: How does autonomy influence self-managed schools' effectiveness and improvement?

In answering the first question, I examined factors that make these effective schools responsive to improvement and innovation and elements that contribute to their strong positive cultures supportive of change. I investigated how these schools ensured shared values among their stakeholders. I reviewed studies on the advantages of self-management in private schools and issues in effectiveness and improvement.

Findings suggest that the five schools had the autonomy and decentralized decision making to determine their missions, goals and values. Their strong cultures foster shared organizational values, which positively relates to effectiveness. Such schools are responsive and accountable to their surroundings

and stakeholders, open to improvement, and focus on processes that schools follow to become and remain successful. All five schools are engaged in improvement efforts reflected in restructuring management, staff development, curricular reform and evaluation, and staff development to sustain improvement. They also determine their funds, facilities, size, services and resources. In the two highly effective schools, Hilltop College and Mediterranean College, much of what was stated in mission statements was observed in daily school practices and echoed in interviews. This was verified by the schools' accreditation by international councils. The other three schools need further effort to realize their stated goals.

Question 2: What is the link between positive school cultures, effectiveness and students' success?

I examined manifestations of positive cultures, teachers' collaboration, empowerment and satisfaction, students' empowerment and parental involvement. Findings indicate that the two highly effective schools promote collaboration and empowerment, students' social and physical skills, discipline, and higher order thinking. They encourage and provide academic and nonacademic councils, quality resources and extracurricular activities for all students and better classroom management and practices that engage most students in problem solving and dialogue. The remaining three schools provide fewer opportunities for stakeholders to engage in decision-making and fewer activities.

Question 3: What is the link between leadership and school culture?

The study examined the various roles that the five school leaders assume in their successful institutions. Findings indicate that they are visionary leaders who promote and reinforce their school cultures and foster a community spirit. They are authentic leaders who are committed to their students' success and their institutions' welfare. All led their schools to fame and ensured the presence of the necessary factors for the implementation of change. They are instructional leaders that provide environments conducive to curriculum improvement, high

academic standards and excellent teachers' and students' outcomes. All are involved in establishing and reinforcing their schools' disciplinary systems and handle issues that affect academic performance.

Question 4: How do effective schools contribute to their students' academic and social success in higher education?

Answering this question required examining how these schools ensure high academic outcomes, enhance their students' academic, social and affective development, and prepare their students for private higher education. I looked at each school's sample alumni to check academic and social success reflected in their university GPAs, years required for graduation, involvement in campus life, and relationships with faculty and friends. These practices were identified in the literature as reliable and valid indicators of university student outcomes.

Findings suggest that students' tough high school academic preparation, attitude toward academic achievement, degree of extracurricular involvement, discipline, study and social skills, and language proficiency influence their university achievement and graduation. Findings also indicated that ample funds, school and class size, resources, remedial programs, and support services contribute to school effectiveness and influence student achievement.

Data analysis suggested that Hilltop College and Mediterranean College are very high on all the set measures of effectiveness by criteria determined by my research questions and literature review. The remaining three offer rigorous subjects and support for students to secure college entry, but they provide students with less opportunities for social and aesthetic development. The impact was noted in their involvement in college life and interrelationships. Graduates of the two highly effective schools participated in most campus activities, made numerous friends through courses and activities, and interrelated and socialized with their teachers. Graduates of the remaining three schools had equally high averages, but were more focused on academic achievement than on campus life and social interactions. Some admitted that they had little involvement in campus activities and friendships.

6.2 Achievements

My findings add new knowledge to the field of educational administration in Lebanon because I have theorized it in a shape for others to see. A model of effective leadership conveys the various roles that leaders assume as they lead their schools to success (Figure 5.3). A model of the interplay between private schools and their surroundings indicate that semi-permeable school boundaries enhance responsiveness to change and improvement and hold them accountable for students' success (Figure 5.1). Another model (Figure 5.4) depicts an effective school with all the necessary elements of success as supported by my data. All these may help policy formation in the future as recommended below.

6.3 Limitations of the Study

My study is small-scale, so my findings cannot be generalized although they may be transferable to similar situations. Two of my sample schools have wealthier boards than the other three, which could be an advantage in better provisions and resources than the other schools. One school recently turned coeducational which could account to variables that I have not addressed. I had planned to track the achievements of more alumni of the five schools in three private universities, but due to difficulties in gaining access to the other universities and to the LAU records, I had to settle for five alumni in one university. These limitations could have influenced my findings.

6.4 Suggested Further Research

Further research could be conducted in other private schools and universities. Longer school and classroom observations are recommended if access can be secured. Improvement in questionnaire response rate is desirable. This can improve the reliability and validity of my findings. The same study could be repeated in public schools to verify whether autonomy, school culture, student and teacher intake, funds and resources make the tremendous gap in the performance of Lebanese private and public schools.

6.5 Recommendations

My findings suggest that decentralized decision making would allow better choices in terms of selecting qualified principals and teachers, curricular reform by specialized committees, teacher and student empowerment and improved sense of belonging, and responsiveness to change. All are conducive to positive culture and consequently better performance. The highly centralized public school system could benefit from such improvement.

Based on my finding that leadership, school culture and student success are positively related, I recommend that principals be given decentralized decision-making power so they would establish their school processes and cultures. Based on my findings in successful leadership, I recommend that the ministry of education provide public school principals with training in these roles at leadership training centres and evaluation by qualified supervisors/inspectors. Another recommendation would be to establish a system of principal and teacher accountability for their students' success, incentives, and short-term contracts for both similar to private schools. Based on staff development programs in my sample private schools, I recommend that teacher training in public schools be based on needs assessment per school rather than the current centralized uniform staff development. Since public schools also differ in facilities and surroundings, decentralized funding, as in private schools, would facilitate needed improvement. Another recommendation is to encourage university education departments to conduct case study research in effective and less effective public schools to delineate processes that need reinforcement and others that need improvement. This would complement the quantitative research that CERD conducts in public schools.

6.6 Reflexivity

Being a researcher required patience and dedication to continual reading and reflecting on data and findings. The process was spiral with no clear-cut lines between phases of data collection, literature review, data analysis, and reflective thinking of findings.

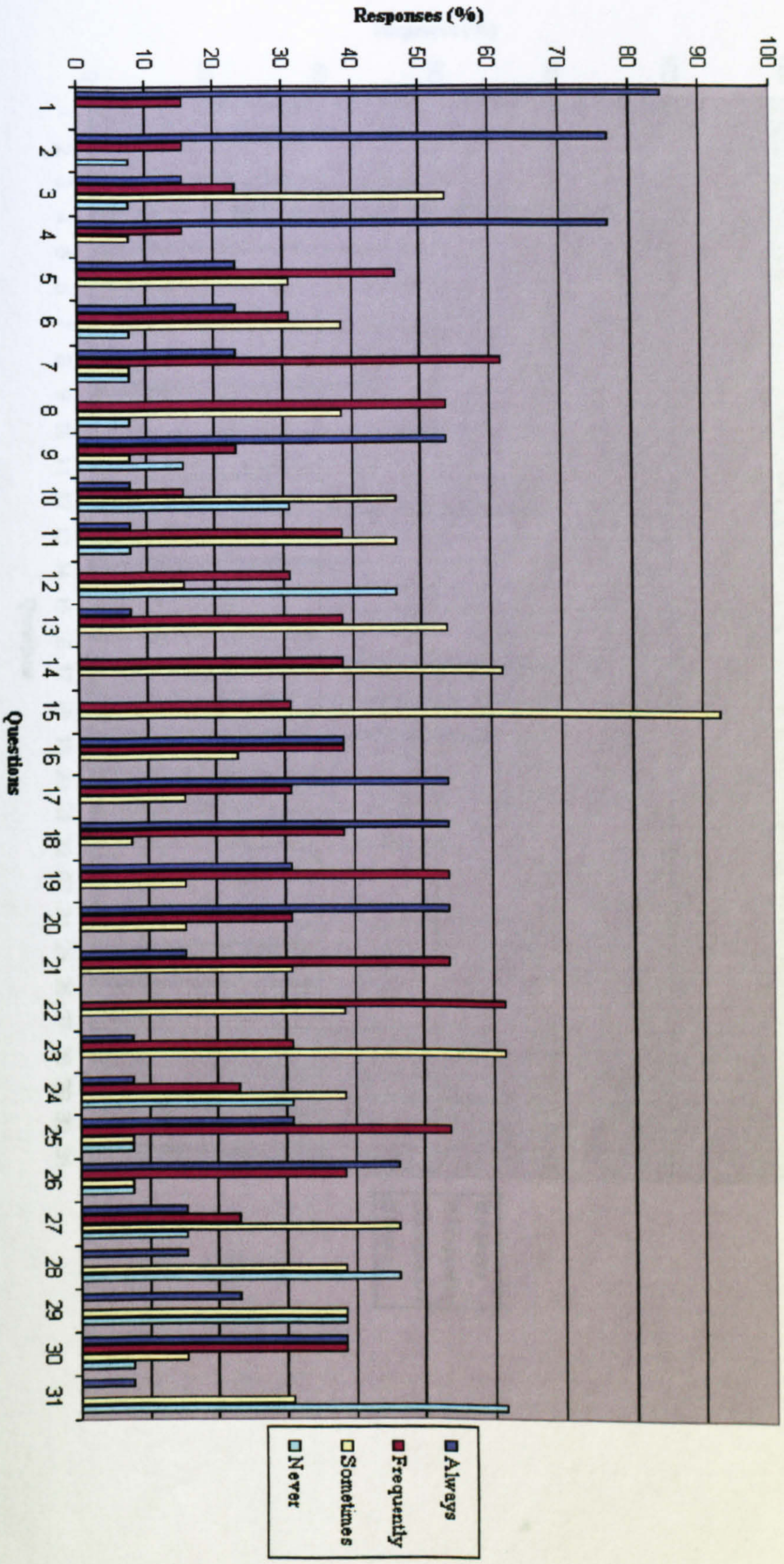
If I were to repeat the study, I would include one more private university for evaluating the performance of the schools' alumni in a different culture. I would also trace the performance of one alumnus per school over the four years of higher education to check long-term effects of their schools' influence.

6.7 Conclusion

I verified my hypothesis that high SES high effectiveness private schools in Beirut enjoy strong leadership and other factors that contribute to positive cultures, render them successful and responsive to change and improvement, and consequently foster their students' achievement and social development. My four research questions were addressed successfully.

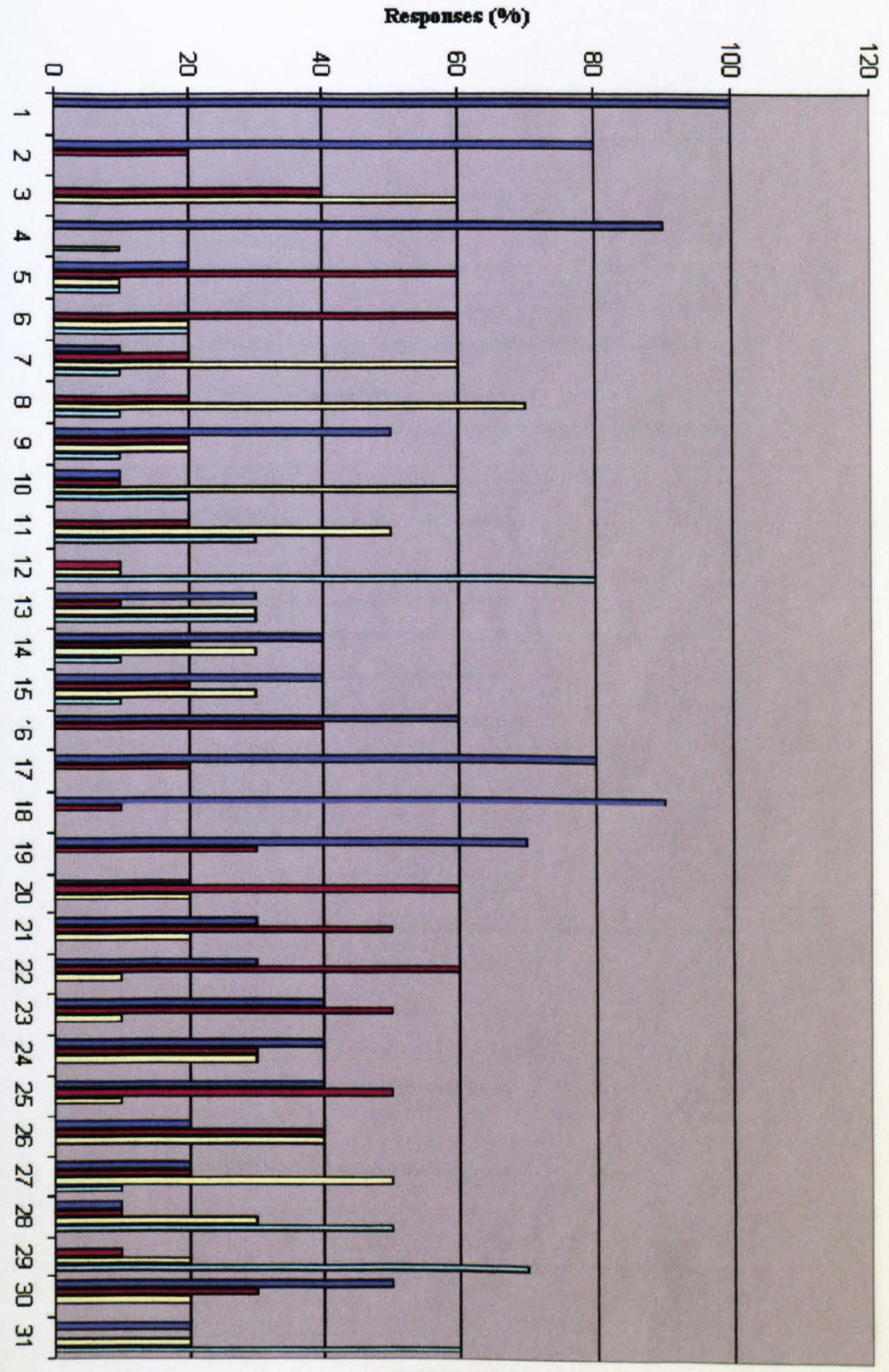
I hope to conduct further research in effective schools with low SES student intake to determine school elements that contribute to student success. School culture, leadership, classroom teaching and learning processes, and classroom management methods are of particular interest in such intended research.

Appendix A

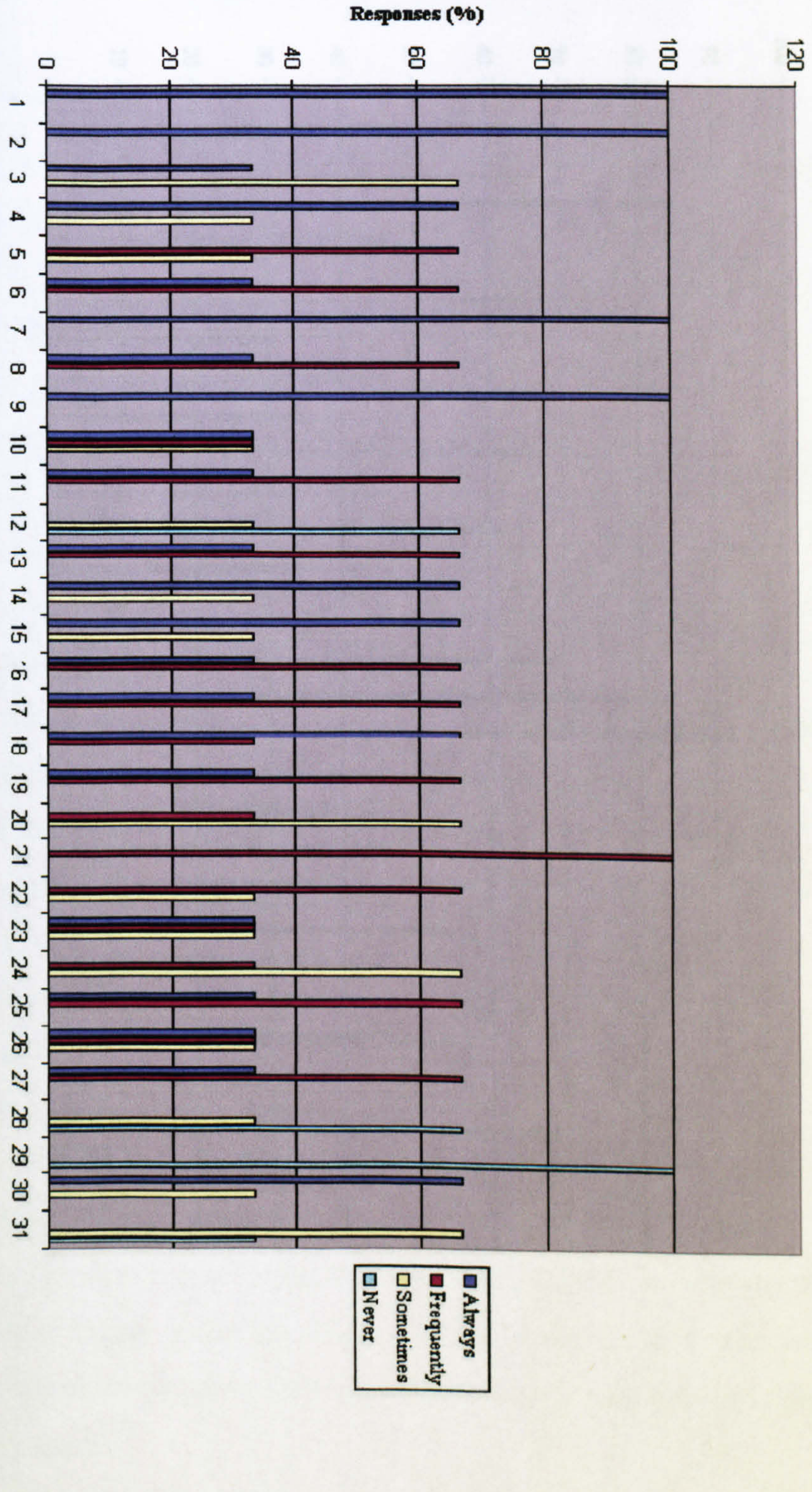


Hilltop College

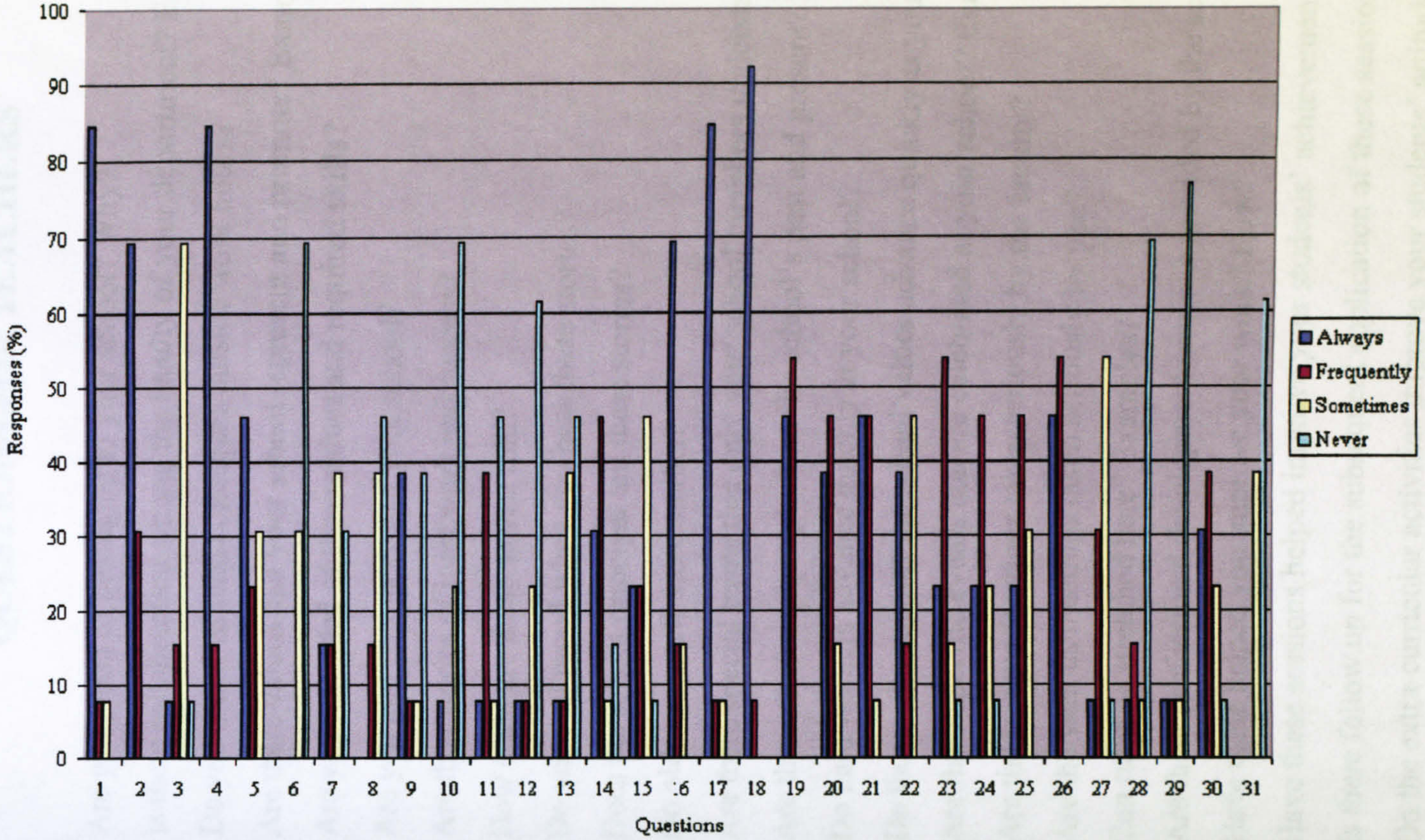
Appendix B


Responses (%)
0
20
40
60
80
100
120
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Questions
Always
Frequently
Sometimes
Never
Ecole Premiere

Appendix C


Responses (%)
0
20
40
60
80
100
120
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 '6 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Questions
Always
Frequently
Sometimes
Never
Gardenville College

Appendix D


Cosmopolitan College
Response (%)
100
90
80
70
60
50
40
30
20
10
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Questions
Always
Frequently
Sometimes
Never

Appendix E

QUESTIONS FOR TEACHERS

1. Are you proud of belonging to your school? Why?
2. Is there collaboration among the faculty of your department? Examples?
3. Do you socialize with colleagues outside work hours?
4. Are there values that your school represent and promote? Examples?
5. Are you reminded of these values and required skills?
6. Are you told past stories of your school?
7. Are they stories of joint work and success?
8. How often are these stories told?
9. Do you feel proud when you hear these stories?
10. Does the school principal tell these stories?
11. Do old timers tell these stories?
12. Are there special terms that only your school members understand?
13. Are there stories of people from the school's past and present? Examples?
14. Do hard workers advance quickly at your school?
15. Do those who support the school values advance quickly at your school?
16. Are there specific events that are celebrated at your school? Examples?
17. Are the various meetings taken seriously by the faculty?
18. Are the various meetings taken seriously by you?
19. Can rules be stretched here? Examples?
20. Are there professional development sessions provided by the school?
21. Have these helped you improve your work? How?
22. Have these sessions helped improve your students' achievement? How?
23. Is there follow up for the subsequent application of these sessions?
24. Do the extra-curricular activities improve your students' attitude towards the school?
25. Do these activities improve your students' social skills?
26. Do these activities improve your students' achievement?
27. Are you member of an academic school committee? (Name?)
28. Are you member of a non-academic school committee? (Name?)
29. Are you involved in decision making related to your subject?
30. Are you involved in decision making related to other school matters?

Appendix F

QUESTIONS FOR STUDENTS

1. Are you proud to belong to your school? Why?
2. Do you have positive relations with your peers? Give examples please.
3. How do you describe the conditions for learning at your school?
4. Give examples of supportive teachers/ administrators that encourage you to do your best at school.
5. Who do you talk to (at school) about personal problems?
6. Is there a relationship between your school achievement and future jobs? Specify please.
7. Do you volunteer in social service programs outside what school requires? Give an example please.
8. What extra-curricular activities do you participate in? Why?
9. Are you a member in any decision-making committee? Clarify please.
10. What is the best thing about your school?

Appendix G

QUESTIONS FOR PRINCIPALS

1. What are the most important qualities for you to have as a school principal?
2. How do you ensure that school values are transmitted to students and teachers?
3. Do you maintain a direst open channel of communication with your faculty? How?
4. What sort of relationships do you promote among your faculty?
5. How do you handle teachers and staff who resist the school culture (i.e. its values and ways) and stick to their own ways?
6. What are your views on collegial cultures among faculty?
7. How would you deal with the lack of collegial relations among your faculty members?
8. How are teachers involved in councils/committees that study budget, professional development needs etc…?
9. On which issues do you delegate decision-making power to faculty members? Are their decisions final?
10. Are your teachers allowed to experiment with new strategies?
11. What are the criteria for those who receive incentives and rewards?
12. What are some reasons for your high expectations of teachers and students?
13. Do you agree that this may increase efficiency and student achievement?
14. How are staff development programs decided on?
15. How do you maintain a flexible curriculum to meet the students' needs?
16. Who decides on the need for remedial classes, pullout programs etc…? Who supervises the execution and evaluates success?
17. What aspects of school decision-making are the students involved in?
18. How would you describe parents' involvement in you school?
19. How would you describe the relationship between your school and its community?
20. What are some examples of community involvement in the school?

Appendix H **Teachers' Questionnaire**

	always	frequently	s/times	never
General Instructions Please tick the box that corresponds to your answer. Sometimes you are asked to write in the space provided.				
1. Are you proud of belonging to your school? Reasons: ----------				
2. Is there collaboration among the faculty of your department? Evidence:----------				
3. Do you socialize with colleagues outside work hours? Example:----------				
4. Are there certain values that your school represents and promotes? Example:----------				
5. Are you reminded of these values and required skills? How?----------				
6. Are you told past stories of your school? What stories?----------				

7. Are there stories of joint work and success? Example:---------- ---------- ---------- 8. How often are these stories told? 9. Do you feel proud when you hear these stories? 10. Does the school principal tell these stories? 11. Do old timers tell these stories? 12. Are there special terms that only school members understand? Example:---------- ---------- ---------- 13. Are there stories of people from the school's past and present who represent the school's highest values? Example:---------- ---------- ---------- 14. Do hard workers advance quickly at your school? 15. Do those who support the school values advance quickly at your school? 16. Are there specific events that are celebrated at your school? Example:---------- ---------- ---------- 17. Are the various meetings taken seriously by the faculty? 18. Are the various meetings taken seriously by you?				

19. Are school rules strictly followed ? Example:---------- ---------- ----------				
20. Are there professional development sessions provided by the school? Example:---------- ---------- ----------				
21. Have these helped you improve your work? How?---------- ---------- ----------				
22. Have these sessions helped improve your students' achievement? Example:---------- ---------- ----------				
23. Is there follow up for the subsequent application of these sessions? How?---------- ---------- ----------				
24. Is there supervision for the subsequent application of these sessions? By whom?---------- ---------- ----------				
25. Do the extra-curricular activities improve your students' attitude towards the school?				
26. Do these activities improve your students' social skills? Example:---------- ---------- ----------				
27. Do these activities improve your students' achievement? Example:---------- ----------				

28. Are you member of an academic school committee? Name and role:---------- ---------- ---------- 29. Are you member of a non-academic school committee? Name and role:---------- ---------- ---------- 30. Are you involved in decision making related to your subject? Example:---------- --------- 31. Are you involved in decision making related to other school matters? Example:----------				

Bibliography

Abu Ghazaleh, A. (1990), *American Missions in Syria: A Study of American Missionary Contribution to Arab Nationalism in 19th Century Syria*, Vermont, Amana Books.

Abu Rafeh, A. (1999), ' Interviews with Former Ministers and Officials of Education', in Bashshur, M. (ed.), *Al Dawlah Wal Taaleem fi Lubnan*, Beirut, Lebanese Association for Educational Studies, First Yearbook *(The State and Education in Lebanon)*.

Abu Rujeily, Kh. (1999), 'State Expenditure on Education in Lebanon', in Bashshsur, M. (ed.), *Al Dawlah Wal Taaleem fi Lubnan*, Beirut, Lebanese Association for Educational Studies, First Yearbook (*The State and Education in Lebanon)*.

Ahmed, P. (1998), 'Culture and Climate for Innovation', *European Journal of Innovation Management*, vol. 1, no. 1, pp. 30-43.

Ainscow, M. (1995), 'Would it work in theory? Arguments for practitioner research and theorizing in the special needs field', in Clark, C., Dyson, A. and Millward, A. (eds.), *Towards Inclusive Schools*? , London, David Fulton.

Ainscow, M., Hargreaves, D. H., Hopkins, D. M. and Black- Hawkins, K. (1994), *Mapping Change in Schools: the Cambridge Manual of Research Techniques*, obtainable from Barbara Shannon, School of Education, University of Cambridge, Shaftesbury Road, Cambridge CB2 2bx.

Akkary, R. and Greenfield, W. (1998), 'Leadership and Work Context of Public and Private Schools in the Republic of Lebanon', paper presented at the Annual Meeting of the American Educational Research Association, San Diego, California, April 13-17.

Albright, J.W. (1990), *High School Courses and College Performance: A Study of State-Mandated College Preparatory Curriculum Requirements for College Admission,* University of Georgia.

Al-Hadbai, M.S. (1981), *The Principal's Situational Control as a Predictor of School Effectiveness in Private Elementary Schools in Lebanon: The Case of Maqasid,* Beirut, Lebanon, The American University of Beirut.

Allman, A.L. (1994), 'Influence of Personality Factors on the Progress, Performance, and Persistence of Non-Traditional College Students', EdD Dissertation, Columbia, University of Missouri.

Anderson, S., Rolheiser, C. and Gordon, K. (1998), 'Preparing Teachers to Be Leaders', *Educational Leadership*, ASCD, April 12-13.

Bacharach, S.B., Bauer, S. and Shedd, J.B. (1988), 'The Work Environment and School Reform', *Teachers College Record*, vol. 88, pp. 241- 256.

Baker, J.F. (1989), 'The Identification of Pertinent Factors Contributing to Freshman Success in College', EdD Dissertation, South Carolina State University.

Baker, R. H. (2001), 'Teacher Quality and Organizational Effectiveness: Classroom-Focused and System-Involved Teachers', Ph D Thesis, The Claremont Graduate University.

Bandura, A. (1986), *Social Foundation of Thought and Action: A Social Cognitive View*, Englewood Cliffs, N.J., Prentice-Hall

Barakat, H. (1977), *Lebanon in Strife*, Austin and London, University of Texas Press.

Barnett, K., McCormick, J. and Conners, R. (2001), 'Transformational Leadership In Schools: Panacea, Placebo or Problem?', *Journal of Educational Administration*, vol. 39, no. 1, pp. 24- 46.

Barr, M. J. (2001), 'Delivering Physical Education: The Expectations and Experiences of Newly Qualified Teachers', PhD Dissertation, Queens University of Belfast (Northern Ireland).

Barth,R. (2002), 'The Culture Builder', *Educational Leadership*, vol. 59, no. 8, pp. 6- 11.

Bashshur, M. (1964), 'The Role of Two Western Institutions in the Mall Life of Lebanon and the ME : A Comparative Study of the AUB and USJ', PhD Dissertation, University of Chicago.

Bashshur, M. (1984), 'The Role of Education in the Fragmentation of the Lebanese Society', paper presented at the Ninth Annual Symposium: Toward a Viable Lebanon, Washington, D.C., Centre for Contemporary Arab Studies, Georgetown University, April 12-13.

Bashshur, M. (ed.) (1999), *Al Dawlah Wal Taaleem fi Lubnan,* Beirut, Lebanese Association for Educational Studies, First Yearbook (*The State and Education in Lebanon).*

Bastiani, J. (1993), 'Parents as Partners: Genuine Progress or Empty Rhetoric?', in Munn, P. (ed.), *Parents and Schools-Customers, Managers or Partners?,* London, Routledge.

Bastiani, J. (1995), *Working with Parents: A Whole School Approach*, London, Routledge

Bates, R. (1987), 'Corporate Culture, Schooling and Educational Administration', *Education Administration Quarterly*, vol. 23, no. 4, pp. 79-155.

Beare, H., Caldwell, B. and Millikan, R. (1989), *Creating an Excellent School*, London, Routledge.

Beare, H., Caldwell, B. and Millikan, R. (1994), *Creating an Excellent School* (2nd ed.), London, Routledge.

Beare, T., Caldwell, B. and Millikan, R. (1992), 'A Model for Managing an Excellent School', in Bennett, N., Crawford, M. and Riches, C. (eds.), *Managing Change in Education*, London, Paul Chapman.

Becker, H. S. (1958), ' Problems of Influence and Proof in Participant Observation', *American Sociological Review*, vol. 23, pp. 652- 9.

Beecher, M.E. (1998), *High School Courses and Scores as Predictors of College Success*, Brigham Young University.

Bell, J. (1993), *Doing Your Research Project* (2nd ed.), Buckingham, Open University.

Bentzin, M. (1975), *Changing Schools: The Magic Feather Principle*, New York, McGraw-Hill.

Berman, P. and McLaughlin,M.W. (1977), *Federal Programs Supporting Change, vol. VII, Factors Affecting Implementation and Continuation*, Santa Monica, Rand.

Beswick, D. and Herman, G. (1984), 'Australia', in Hough, J. R. (ed.) *Educational Policy: An International Survey*. New York, St. Martin's Press.

Bhindi, N. and Duignan, P. (1997), 'Leadership for a New Century', *Educational Management and Administration*, vol.25, no. 2, pp.117-132.

Bickel, W. E. (1983), 'Effective Schools: Knowledge, Dissemination, Inquiry', *Educational Researcher,* vol. 1, no. 4, pp. 3- 5.

Biddle, B. (1997), 'Foolishness, Dangerous Nonsense, and Real Correlates of State Differences in Achievement', *Phi Delta Kappan*, vol.79, no. 1, pp. 8- 13.

Biddle, B. and Berliner, D. (2002a), 'Small Class Size and Its Effects', *Educational Leadership*, vol. 59, no. 5, pp.12- 23.

Biddle, B. and Berliner, D. (2002b), *What Research Says About Small Classes and Their Effects, Rockfeller Reports on Poverty and Education*, Columbia, Department of Psychological Sciences, University of Missouri, and Phoenix, College of Education, Arizona State University (ONLINE: http://edpolicyreports.org).

Biddle, B. J. and Berliner, D. (2002c), 'Unequal School Funding in the United States', *Educational Leadership*, vol. 59, no. 8, pp. 48- 59.

Bimar, M. (1983), 'The Work Activity of Six Secondary School Principals', MA Thesis, American University of Beirut.

Bliss, J., Firestone, W. and Richards, C. (1991), *Rethinking Effective Schools*, New Jersey, Prentice-Hall Inc.

Block, P. (1993), *Stewardship: Choosing Service Over Self Interest*, San Francisco, Berrett Koehler.

Blom, M.A. (1999), 'Democratic Personnel Management: A Case for Teacher Participation', PhD Dissertation, University of Pretoria (South Africa).

Bobbett, J.J. (2001), 'School Culture, Teacher Efficacy, and Decision Making in Demonstrably Effective and Ineffective Schools', PhD Dissertation, Louisiana State University and A and M College.

Bogden, R. C. and Biklin, S. K. (1981), *Qualitative Research for Education: Introduction to Theory and Methods*, Boston, Allyn and Bacon.

Bogden, R. and Biklin, S. (1992), *Qualitative Research for Education: An Introduction to Theory and Methods* (2nd ed.), Boston, Allyn and Bacon.

Bogue, E.G. (1994), *Leadership by Design*, San Francisco, Jossey-Bass Publishers.

Bolman, L. and Deal, T. (1995), *Leading with Soul: An Uncommon Journey of Spirit*, SanFrancisco, Jossey- Bass Publishers.

Bolman, L. and Deal, T. (1997), *Reframing Organizations*, San Francisco, Jossey- Bass Publishers.

Borg, W., and Gall, M. (1989), *Educational Research: An Introduction* (5th ed.), NewYork and London, Longman.

Borich, G. (1996), *Effective Teaching Methods* (3rd ed.), New York, Macmillan.

Bradley, M.S. (1996), 'Improving the Suburban High School: Four Case Studies', EdD Dissertation, Arizona State University.

British Educational Research Association (1992), *Ethical Guidelines for Educational Research*, BERA.

British Sociological Association (1992), *Statement of Ethical Practice*, BSA.

British Psychological Society (1995), *Ethical Principles for Conducting Research with Human Participants*, BPS.

Brookover, W. and Lezotte, L.W. (1979), *Changes in School Characteristics Coincident With Changes in Student Achievement*, East Lansing, Institute for Research on Teaching, Michigan State University.

Brown, S., Duffield,J. and Riddell, S. (1995), 'School Effectiveness Research: The Policy Makers' Tools for School Improvement', *BERA Bulletin*, vol.1, no.1, pp. 6-15.

Brown, S., Riddell, S. and Duffield, J. (1996), 'Possibilities and Problems of Small-Scale Studies to Unpack the Findings of Large-Scale Studies of School Effectiveness', in Gray, J., Reynolds, D., Fitzgibbon, C.T. and Jesson, D. (eds.), *Merging Traditions: The Future of Research on School Effectiveness and School Improvement*, London, Cassell.

Bryk, A., Sebring, P., Kerhow, D., Rollow, S. and Easton, J. (1998), *Charting Chicago School Reform*, Boulder, CO, Westview Press.

Brynon A. (1985), *Quantity and Quality in Social Research*, London, Routledge.

Burgess, R. (1985), 'Issues and Problems in Educational Research', in Burgess, R. (ed.) (1985), *Issues in Educational Research Qualitative Methods*, London, The Falmer Press, pp. 1-12.

Burgess, R. G. (1983), *Experiencing Comprehensive Education: A Study of Bishop McGregor School*, London, Methuem.

Burgess, R. G. (1993), *Research methods*, Hong Kong, Thomas Nelson.

Bush, T., Coleman, M. and Glover, D. (1993), *Managing Autonomous Schools: The Grant- Maintained Experience,* London, Paul Chapman.

Busher, H. (1997), 'An Exercise in Documentary Analysis', EdD in Educational Management, University of Leicester, School of Education.

Busher, H. (1998), 'Creating a Culture for Working Collaboratively: Becoming a Learning Organisation', EdD in Educational Management, University of Leicester, School of Education.

Busher, H., Harris, A. and Wise, C. (2000), *Subject Leadership and School Improvement*, London, Paul Chapman.

Busher, H. (1992), 'The Politics of Working in Secondary Schools: Some Teachers Perspectives on their Schools as Organizations', unpublished PhD, University of Leads, School of Education

Busher, H. (1999), 'Handout', *EdD in Educational Management*, Leicester, University of Leicester, School of Education.

Busher, H. and Saran, R. (1995), 'Managing staff professionally', in Busher, H. and Saran, R. (eds.), *Managing Teachers as Professionals in Schools,* London, Kogan Page.

Butcher, B. (1994), 'Sampling Methods- An Overview and Review', paper for the first Annual Cathie Marsh Memorial Seminar held on November 8, 1994, Quota Versus Probability Sampling, London.

Caldwell, B. and Spinks, J. (1992), *Leading the Self Managing School*, Lewes, Falmer Press.

Caldwell, B. and Spinks, J. (1998), *The Self Managing School*, London, Falmer Press.

Casello, D.A. (2001), 'A Study of Site-Based Decision-Making Based on the Perspectives of the Participants', EdD Dissertation, University of Pittsburgh.

Centre for Educational Research and Development (1994), *A New Reform Plan for Education*, Beirut, CERD.

Centre for Educational Research and Development (1996), *Preliminary Statistics for Education from 1973- 1974 Until 1994- 1995*, Beirut, CERD.

Centre for Educational Research and Development (2000), *Al Tawajuhat Al Istratijiah Lil Tarbyah Wal Taaleem Fi Lubnan Lil Aam 2015*, Beirut, CERD *(Strategic Planning for Education in Lebanon for the Year 2015).*

Centre for Educational Research and Development (2002), *Statistics for the Official Examination Results by Mohafazat and Type of Education for 2000-2002*, Beirut, CERD.

Chaleff, I. (1995), 'All the Hail the Brave Follower!', *Qantas Club Magazine,* November.

Chen, G.G. (1993), 'Relationships Among External Environment, School System Variables, and Student Achievement', MA Thesis, University of Victoria, Canada.

Chickering, A. W. and Gamson, Z. F. (1987), Seven Principles for Good Practice in Undergraduate Education, *AAHE Bulletin*, vol. 39, no.7, pp. 3-7.

Chraska, M. (2000), 'Evaluation of Non-Cognitive Areas in Education', paper presented at the European Conference on Educational Research Edinburgh, 20-23 September 2000.

Christensen Hughes, J. M. (1999), 'Organizational Empowerment: A Historical Perspective and Conceptual Framework', in Quinn, J. J. and Davis, P. W. F. (eds.), *Ethics and Empowerment*, London, Macmillan Press.

Chui, H.S. (1996), 'Vision and Leadership of Principals in Self-Managing Schools in Hong Kong', PhD Dissertation, University of New South Wales (Australia).

Clark, K.C. (2001), 'A Study of the Perceptions of Central Florida First Year Secondary Teachers Regarding the Effectiveness of Selected Induction Activities', EdD Dissertation, University of Central Florida,

Cohen, L. and Manion, L. (1994), *Research Methods in Education* (4th ed.), London, Routledge.

Coleman, M. and Bush, T. (1994), 'Managing with Teams', in Bush, T. and West-Burnham, J. (eds.), *Principles of Educational Management*, Harlow, Longman.

Coleman, J., Campbell, E., Hobson, C., MacPartland, J., Mood, A., Weinfeld, F. and York, R. (1966), *Equality of Educational Opportunity*, Washington, National Centre for Educational Statistics.

Coleman, J., Hoffer, T. and Kilgore, S. (1982), *High School Achievement: Public, Catholic and Private Schools Compared*, New York, Basic Books.

College Entrance Examination Board (1992), *Profile for SAT and Achievement Test Takers: National Report,* New York, College Entrance Examination Board.

Collins, J. (2001), *Good to Great, Why Some Companies Make the Leap and Others Don't,* New York, Harper- Collins.

Conway, G. (1994), 'Small Scale and School Culture: the Experience of Private Schools', *Eric Digest*, ED 376996.

Conway, J. and Calzi, F. (1996), 'The Dark Side of Shared Decision-Making', *Educational Leadership*, ASCD, pp. 45-49.

Coolican, H. (1996), *Introduction to Research Methods and Statistics in Psychology* (2nd ed.), London, Hadder and Stoughton.

Cooper, P. and McIntyre D. (1996), *Effective Teaching and Learning: Teachers' and Students' Perspectives*, London, Open University Press.

Cotton, J. (1995), *The Theory of Learners: An Introduction,* London, Kogan Page.

Cox, D. and Hoover, J. (1992), *Leadership When the Heat's On,* New York, McGraw-Hill.

Dajani, S. (1976), 'Education and Adaptive Modernization', MA Thesis, American University of Beirut.

Darling-Hammond, L. and Post, L. (2000), 'Inequality in Teaching and Schooling: Supporting High- Quality Teaching and Leadership in Low-Income Schools', in Kahlenberg, R.D. (ed.), *A Nation at Risk: Preserving Public Education as an Engine for Social Mobility*, pp. 127-167, New York, The Century Foundation Press.

David, J. (1996), 'Site-Based Management: Making It Work', *Educational Leadership*, ASCD.

Davis, J. and Jordan, W. (1995), 'The Effects of School Context, Structure, and Experience on African American Males in Middle and High School', *Journal of Negro Education*, vol. 63, no. 4, pp. 570-578.

De Leon, R.Z. (1993), 'Teachers' Attitude About Shared Decision Making (Educational Reform)', PhD Dissertation, The Claremont Graduate University.

De Rosa, J.M. (2000), 'More Committed Teachers: The Relationship Among Commitment, Perceived Effectiveness and Measured Achievement', EdD Dissertation, New York, St. John's University.

Deal, T. and Peterson, K. (1990a), *Symbolic Leadership and the Local School Principal:Shaping School Cultures in Different Contexts*, Washington, US Department of Education.

Deal, T. and Peterson, K. (1990b), *The Principal's Role in Shaping School Culture*, Washington D.C., Office of Educational Research and Improvement, ED 325914.

Denison, D.R. and Mishra, A.K. (1995), 'Toward a Theory of Organizational Culture and Effectiveness', *Organization Science*, vol. 6, no. 2, pp. 204-223.

Denzin, N.K., and Lincoln, Y.S. (eds.) (1994), *Handbook of Qualitative Research*, Thousand Oaks, Sage Publications.

Department for Education and Employment (1997), 'Excellence in Schools', paper presented to Parliament by the Secretary of State for Educational Employment by Command of Her Majesty.

DES (1989), 'Discipline in Schools', Report of the Committee of Enquiry chaired by Lord Elton, London, HMSO.

Deshpande, R., Farley, J.U. and Webster, F.E. (1993), 'Corporate Culture, Customer Orientation and Innovativeness in Japanese Firms: A Quadrad Analysis', *Journal of Marketing*, vol. 57, pp. 23-27.

Dewey, J. (1903), 'Democracy for the Teacher' *Elementary School Journal* (quoted in Department for Education and Employment (1997), Excellence in Schools, paper presented to Parliament by the Secretary of State for Education and Employment by Command of Her Majesty).

Dey, I. (1993), *Qualitative Data Analysis*, London, Routledge.

Dham, N. (1996), 'Schooling and National Development', MA Thesis, American University of Beirut.

Dixon, R.S. (2001), 'The Responsible Classroom Management Model: A Case Study of the Program's Impact on Overall School Culture', EdD Dissertation, University of North Carolina at Charlotte.

Dolan, R. and Schmidt, R. (1987), 'Assessing the Impact of Expenditure on Achievement: Some Methodological and Policy Consideration', *Economics Education Review,* vol. 6, no. 3, pp.285-299.

Draper, J. (1993), 'We're Back with Gobbo', in Woods, P. and Hammersley, M. (eds.), *Gender and Ethnicity,* London, Routledge.

Dubin, G. F. (2001), 'The Role of the Principal Under Mandated Decentralized Governance in Four models of Whole School Reform in New Jersey', EdD Dissertation, Seton Hall University, New Jersey.

Dufour, R. and Eaker, R. (1998), *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Bloomington, IN, National Educational Service.

Dufour, R. (2002), 'The Learning- Centred Principal', *Educational Leadership*, vol. 59, no. 8, pp. 12- 15.

Duignan, P. and Macpherson, R.J.S. (1992), *Educative Leadership: A Practical Theory for New Administrators and Managers*, London, Falmer Press.

Durbin, M.K. (2001), 'The Relationship of High School Size, School Achievement and Per-Pupil Expenditures in South Carolina', PhD Thesis, University of South Carolina.

Dwyer, D. C., Lee, G. V., Rowan, B. and Bossert, S. T. (1982), 'The Principal's Role in Instructional Management: Five Participant Observation Studies of Principals in Action', unpublished manuscript, Far West Laboratory for Educational Research and Development, San Francisco.

Eckstein, H. (2000), 'Case Study Theory in Political Science', in Gomm, R., Hammersley, M. and Foster, P. (eds.), *Case Study Method*, London, Sage Publications.

Education Week (2000), *Quality Counts 2000: Who Should Teach?*, vol. 19, no. 18 (Supplement), Bethesda, MD, Author.

Ehrenberg, R. Brewer, D., Gamoran, A. and Willms, D. (2001), 'Does Class Size Matter?', *Scientific American*, November.

Ekvall, G, (1993), 'Creativity in Project Work: A Longitudinal Study of a Product Development Project', *Creativity and Innovation Management*, March, pp. 17-26.

El-Amin, A. (1994*), Al Taaleem fi Lubnan,* Beirut, Dar El- Jadeed (*Education in Lebanon)*.

Ellinger, K., Wright, D. E., III, and Hirlinger, M. (1995), 'Brains for Bucks? School Revenue and Student Achievement in Oklahoma', *The Social Science Journal*, vol. 32, no. 3, pp.299- 308.

Elliott, M. (1998), 'School Finance and Opportunity to Learn: Does Money Well Spent Enhance Students' Achievement?', *Sociology of Education*, vol. 7, no. 3, pp.223- 245.

Elmore, R. (2000), *Building a New Structure for School Leadership,* Washington, DC, The Albert Shanker Institute.

English, T. and Harris, A. (1987), *An Evaluation Toolbox for Schools*, London, Falmer Press.

Epstein, J. (1995), 'School, Family, Community Relationships', *Phi Delta Kappan*, May, pp. 701-712.

Ericsson, K. A. and Simon, H. (1993), *Protocol Analyses: Verbal Reports as Data,* revised edition, Cambridge MIT Press.

Evans, L. (2001), 'Delving Deeper into Morale, Job Satisfaction and Motivation Among Education Professionals: Re-examining the Leadership Dimension', *Educational Leadership and Administration*, vol. 29, no. 3, pp. 291- 306.

Ewell, P. T. and Jones, D. P. (1994), 'Data, Indicators and the National Centre for Higher Education Management Systems', in Borden,V. M. and Banta, T. W. (eds.)(1994), *Using performance indicators to Guide Strategic Decision making. New Directions for Institutional Research*, San Francisco, Jossey-Bass, pp. 23-35.

Ewell, P. T. and Jones, D. P. (1996), *Indicators of Good Practice in Undergraduate Education: A Handbook for Development and Implementation*, Boulder, CO, National Centre for Higher Education Management Systems.

Faour, M. (1991), *Beirut 1975-1990: Demagraphic, Social and Economic Changes*, Beirut, Geographic Institution.

Ferguson, R. (1991), 'Paying for Public Education: New Evidence on How and Why Money Matters', *Harvard Journal on Legislation*, vol. 28, no. 2, pp.465-498.

Ferguson, R. and Ladd, H. (1996), 'How and Why Money Matters: An Analysis of Alabama Schools', in Ladd, H. (ed.), *Holding Schools Accountable: Performance-Based Reform in Education*, Washington, DC, The Brookings Institution, pp. 265- 298.

Fink, E. and Resnik, L. (2001), 'Developing Principals as Instructional Leaders', *Phi Delta Kappan*, vol. 82, April, pp. 598- 606.

Finn, J. (2002), 'Small Classes in American Schools: Research, Practice and Politics', *Phi Delta Kappan*, vol. 83, no. 7, pp. 551- 567.

Finn, J. D. and Achilles, C. M. (1989), 'Carry- Over Effects of Small Classes', *Peabody Journal of Education,* vol. 67, pp. 75- 84.

Firestone, W. A. and Herriott, R. E. (1984), 'Multisite Qualitative Policy Research: Some Design and Implementation Issues', in Fetterman, D. M. (ed.)(1984), *Ethnography in Educational Evaluation*, Beverly Hills, CA, Sage Publications.

Flecknoe, M. (2001), 'Target Setting', *Educational Management and Administration*, vol. 29, no. 2, pp. 217- 228.

Foreman, K. (1999), 'Schools and the State', in Lumby, J.and Foskett, N. (eds.), *Managing External Relations in Schools and Colleges*, London, Paul Chapman.

Foreward, D. (1989), 'A Guide to Action Research', in Lomax, P. (ed.), *The Management of Change, BERA Dialogues,* no. 1, Clevedon, Multilingual Matters.

Foster, P. (1996), *Observing Schools: A Methodological Guide*, London, Paul Chapman.

Fox, I. (1984), 'The Demand for a Public School Education: A Crisis of Confidence in Comprehensive Schooling', in Walford, G. (ed.), *British Public Schools Policy and Practice*, Philadelphia, Falmer Press.

Fox, I. (1985), *Private Schools and Public Issues*, London, Macmillan.

Freidberg, H. (1996), 'From Tourists to Citizens in the Classroom', *Educational Leadership*, vol. 54, no. 1, pp. 32- 36.

Fuentes, A.D. (1999), 'Making It Happen Through Staff Development', EdD Dissertation, Columbia University Teachers College.

Fuhram, S. (1999), 'The New Accountability', *CPRE Policy Briefs*, Philadelphia, University of Pennsylvania, Graduate School of Education, January.

Fullan, M. (2001), *Leading in a Culture of Change*, San Francisco, Jossey-Bass.

Fullan, M. (1991), *The New Meaning of Educational Change,* London, Cassell.

Fullan, M., Bennett, B. and Rolheiser Bennett, C. (1990), 'Linking Classroom and School Improvement', *Educational Leadership*, vol. 47, no. 8, pp. 13-19.

Fullan, M. (2000), 'The Return of Large- Scale Reform', *Journal of Educational Change*, vol. 1, pp. 5- 28.

Fullan, M. (2002), 'The Change Leader', *Educational Leadership*, vol. 59, no. 8.

Fullan, M. and Hargreaves, A. (1992), *What's Worth Fighting for in Your School,* Milton Keynes, Open University Press.

Fullan, M. and Hargreaves, A. (1996), *What's Worth Fighting for in Your School* (2nd ed.), Toronto, Ontario Public School Teachers' Federation.

Fullan, M. and Stiegelbauer, S. (1991), *The New Meaning of Educational Change* (2nd ed.), New York, Teachers College Press.

Fuller, H.D. (1992), 'Agreement Initiatives: How leadership Behaviours of School Principals Generate Commitment to Goals and Objectives', EdD Dissertation, Arizona State University.

Gaul, T., Underwood, K. and Fortune, J. (1994), 'Reform at the Grass Roots', *The American School Board Journal*, vol. 179, no. 3, pp. 21-26.

Ghaith, G. and Shaaban, K. (1996), 'Language in Educational Policy and Planning: The Case of Lebanon', *Mediterranean Journal of Educational Studies*, vol. 1, no. 2.

Gill, R. (1996), 'Discourse Analysis: Practical Implementation', in Richardson, J. (ed.), *Handbook of Qualitative Research Methods,* Leicester, BPS.

Gladieux, L. and Swail, W.S. (2000), 'Beyond Access- Improving the Odds of College Success', *Phi Delta Kappan*, vol. 81, no. 19, pp. 688-698.

Glaser, B.G. and Strauss, A.L. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Chicago, Aldine.

Glass, G. and Smith, M. (1990), 'What Are Teachers' Perceptions of Teaching in Different Classroom Contexts?', paper presented at the annual meeting of the American Educational Research Association, Boston, 1990.

Glenn, B.C. (1981), *What Works? An Examination of Effective Schools for Poor Black Children,* Massachusetts, Centre for Law and Education, Harvard University.

Glickman, C.G. (1993), *Renewing America's Schools: A Guide for School-Based Action*, San Francisco, CA, Jossey- Bass.

Gluckman, M. (1967), 'Introduction', in Epstein A. (ed.), *The Craft of Social Anthropology*, London, Tavistock.

Goetz, J. P. and LeCompte, M. D. (1984), *Ethnography and Qualitative Design in Education Research*, Orlando, FL, Academic Press.

Goldring, E. and Shapira, R. (1993), 'Choice Empowerment and Involvement: What Satisfies Parents', *Educational Evaluation and Policy Analysis*, vol.15, no.4, pp.396-409.

Goleman, D., Boyatzis, R., and McKee, A. (2002), *Primal Leadership,* Boston, Harvard Business School Press.

Gomez, M. (2000), 'The Efficacy of In-Service Teachers Training for Internationalizing Teacher Education and Practicum', MA Thesis, California State University.

Gomm, R., Hammersley, M., and Foster, P. (eds.)(2000), *Case Study Method,* London, Sage Publications.

Goodlad, J. (1975), *The Dynamics of Educational Change*, New York , McGraw-Hill.

Gordon, A. (1985), 'The Relationship between Corporate Culture to Industry Sector and Corporate Performance', in Kilman, R. H., Saxton, M. J. &Serpa, R. (eds.), *Gaining Control of Corporate Culture,* San Francisco, Jossey- Bass.

Gottfredson, D., Gottfredson, G. and Hybl, L. (1993), 'Managing Adolescent Behaviour: A Multiyear, Multi-school Study', *American Educational Research Journal*, vol.30, no. 1, pp. 179- 215.

Gray, J. (1990), 'The Quality of Schooling: Frameworks for Judgements', *British Journal of Educational Studies*, vol. 38, no. 3, pp. 204-233.

Gray, J., Reynolds, D., Fitz-Gibbon, C. and Jesson, D. (eds.)(1996), *Merging Traditions: The Future of Research on School Effectiveness and School Improvement*, London, Cassell.

Gray, J., Hopkins, D., Reynolds, D., Wilcox, B., Farrell, S. and Jesson, D. (1999), *Improving School Performance and Potential*, Buckinghm, Open University Press.

Green, P. A. (1983), 'Teachers' Influence of the Self- Concept of Pupils of Different Ethnic Origins', unpublished Ph D Thesis, University of Durham.

Green, C. and Gilhouly, K. (1996), 'Protocol Analysis: Practical Implementation', in Richardson, J. (ed.), *Handbook of qualitative Research Methods*, Leicester, BPS Books.

Greenleaf, R.K. (1977), *Servant Leadership*, New York, Paulist Press.

Greenwald, R., Hedges, L. and Laine, R. (1996), 'The Effect of School Resources on School Achievement', *Review of Educational Research*, vol. 66, no. 3, pp.361- 396.

Gregory, T. and Smith, G. (1987), *High Schools as Communities: The Small School Reconsidered*, Bloomington, IN, Phi Delta Kappan Foundation.

Griffin, G. (1990), 'Leadership for Curriculum Improvement', in Lieberman A. (ed.), *Schools as Collaborative Cultures*, New York, The Falmer Press.

Griffith, J. (1996), 'Relation of Parent Involvement, Parent Empowerment, and School Traits to Student Academic Performance', *The Journal of Academic Research*, vol. 90, no. 1, pp. 33- 41.

Grisay, A. and Mahlek, L. (1991), *The Quality of Education in Developing Countries*, UNESCO, International Institute for Educational Planning.

Grivin, C. R. (2001), 'The Role of A Middle School Assistant Principal in Establishing and Maintaining Positive School Climate', EdD Dissertation, University of San Diego.

Grossman, P. and Stodolsky, S. (1994), 'Consideration of Context and Circumstance of Secondary School Teaching', in Darling-Hammond, L. (ed.), *Review of Research in Education,* vol. 20, pp. 179-192.

Grove, A. (1983), *High Output Management*, Westminister, MD. Random House.

Gullick, T.H, (1994), 'An Analysis of the Knowledge, Preparedness and Perceptions of Superintendents Toward Site-Based Management', PhD Dissertation, Marquette University, Wisconsin.

Gunter, H. (2001), *Leaders and Leadership in Education*, London, Paul Chapman.

Hammersley, M. (1991), *Reading Ethnographic Research*, London, Longman.

Hammersley, M. (ed.)(1992), *Social Research: Philosophy, Politics and Practice,* London, Sage.

Hammersley, M. (1998), *What's Wrong with Ethnography?*, London, Routledge.

Hammersley, M. and Atkinson, P. (1995), *Ethnography: Principles in Practice,* London, Routledge.

Hammersley, M. and Gomm, R. (2000), 'Introduction', in Gomm, R., Hammersley M., and Foster P. (eds.), *Case Study Method*, London, Sage Publications.

Hanushek, E. (1989), 'The Impact of Differential Expenditures on School Performance', *Educational Researcher*, vol.18, no. 4, pp.45- 65.

Harbel, M.A. (1996), 'The Graduates of 1989: A Study of Intended and Actual Career Plans and Students Perceptions of Their High School Years', EdD Dissertation, State University of New York at Buffalo.

Hargreaves, A. (1994), *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*, London, Cassell.

Hargreaves, A. (1981), 'Contrastive Rhetoric and Extremist Talk: Teachers, Hegemony and the Educationist Context', in Barton, L. and Walker, S. (eds.), *Schools, Teachers, and Teaching,* Lewes, Falmer Press.

Hargreaves, D. (1999), 'Helping Practitioners Explore Their School's Culture', in Prosser, J. (ed.), *School Culture*, London, Paul Chapman Publishing Ltd., pp. 48-65.

Hargreaves, D. (1995), 'School Culture, School Effectiveness and School Improvement', *School Effectiveness and School Improvement*, vol.6, no.21, pp.23-46.

Hargreaves, D. and Hopkins, D. (1991), *The Empowered School: The Management and Practice of Development Planning*, London, Casell.

Hargrove, E., Graham, S., Ward, L., Abernethy, V., Cunningham, J. and Vaughn, W. (1981), *Regulations and Schools: The Implementation of Equal Education for Handicapped Children*, Nashville, Institute for Public Policy Studies, Vanderbilt University.

Harijati, A. (1998), 'The In-School Factors that Influence Academic Achievement in Indonesian Junior High Schools', PhD Dissertation, University of Pittsburgh.

Harik, I. (1999), 'On the Nature of the State and Its Responsibilities', in Bashshur, M. (ed.), *Al Dawlah Wal Taaleem fi Loubnan*, Beirut, The Lebanese Association for Education Studies (*The State and Education in Lebanon*).

Harris, A., Jamieson, I. and Russ, J. (1995), 'A Study of Effective Departments in Secondary Schools', *School Organization*, vol. 15, no. 3, pp. 283-299.

Harter, E. (1999), 'How Educational Expenditure Relate to Student Achievement: Insights from Texas Elementary Schools', *Journal of Educational Finance,* vol. 24, no. 3, pp. 281-302.

Harvey, B. (1993), 'An Analysis of Grade Retention for Pupils in K- 3', Doctorate Dissertation, University of North Carolina, Greensboro.

Hawks, L.L. (1994), 'A Study of the Perceptions and Competencies of School Principals in Six Functions of Site-Based Management', PhD Dissertation, Saint Louis University.

Hay Management Consultants (2002), *The Lessons of Leadership*, London, Author.

Henderson, S. L. (2000), 'Teachers' Perceptions of Effective School Correlates: Implications for Educational Leaders (North Carolina), Ed D Thesis, Fayatteville State University, North Carolina.

Heritage Foundation (1989), *Education Update*, vol.12, no. 4.

Herman, R. (1998), 'School Structure and Student Success: The Effects of School Organization on Instruction and Learning', PhD Dissertation, The Johns Hopkins University.

Heystek, J. (1994), 'The In-Service Training of Principals in Management Competencies', PhD Dissertation, University of Pretoria, South Africa.

Hobbs, N. L. (2001), 'Strategies for Building and Maintaining a Positive School Culture', EdD Dissertation, University of Pittsburgh.

Hodges, J. La Von (1999), 'The Effect of First Generation Status Upon the First Year College Success Patterns of Students Attending an Urban Multi-Campus Community College', EdD Dissertation, Detroit, Wayne University.

Hodgkinson, C. (1978), *Towards a Philosophy of Administration*, Oxford, Blackwell.

Hodgkinson, C. (1983), *The Philosophy of Leadership*, Oxford, Blackwell.

Hofstede, G. (1991), *Cultures and Organizations*, New York, McGraw- Hill.

Hopkins, D., Ainscow, M. and West, M. (1994), *School Improvement in an Era of Change*, London, Cassell.

Hopkins, D., Harris, A. and Jackson, D. (1997), 'Understanding the School Capacity for Development: Growth States and Strategies', *School Leadership and Management*, vol. 17, pp. 401- 411.

Hopkins, D. (2001a), *Improving the Quality of Education for All*, London, David Fulton.

Hopkins, D. (2001b), *School Improvement for Real*, London, Falmer Press.

Hopkins, D. and Reynolds, D. (2001), 'The Past, Present and Future of School Improvement: Towards the Third Age', *British Educational Research Journal*, vol. 27, no. 4, pp. 459- 475.

Hough, J. R. (1984), 'France', in Hough J. R. (ed.), *Educational Policy: An International Survey*, New York, St. Martin's Press.

House, E. R., Kernis, T. and Steele, J.M. (1972), 'A Test of the Research and Development Model of Change', *Educational Administration Quarterly*, vol. 8, no. 1, pp. 1-14.

Howley, C. and Eckman, J. (eds.) (1997), *Sustainable Small Schools: A Handbook for Rural Communities,* Charleston, W. V., ERIC.

Husen, T. and Postlethwaite, T.N. (eds.) (1994), *The International Encyclopedia of Education* (2nd ed.), vol. 6, Pergamon.

Institute for Educational Leadership (2000), *Leadership for Student Learning: Reinventing the Principalship*, Washington, DC, Author.

Interstate School Leaders Licensure Consortium (1996), *Standards for Schools Leaders*, Washington DC, Council of Chief State School Officers. (ONLINE: www.ccsso.org/pdfs/isllestd.pdf)

Jaeger , M.G.N. (2001), 'Principal Selection Decisions Made by Teachers on School Councils: The influence of Person Characteristics, Job Candidate Experience, and Teacher Job Assignment', EdD Dissertation, University of Louisiana.

Jackson, J. (1996), 'The Impact of High School Culture on School Reform', EdD Dissertation, The University of Texas at Austin.

Jabbra, J.G. (1972), *Socialization and Political Development of Lebanese Schools:a Case Study*, Beirut, Institute of Middle Eastern and North Affairs, Inc.

James, E. (1988), 'The Public/ Private Division of Responsibility for Education: An International Comparison', in James T. and Levin H. (eds.), *Comparing Public and Private Schools*, Philadelphia, The Falmer Press.

James, E. and Benjamin, J. (1988), *Public Policy and Private Education in Japan,* New York, St. Martin's Press

Jamjoum, R. (1975), 'Lebanon', in Dearden, A., *Arab Women Minority Rights Group*, Beirut.

Jarrar, S., Mikatti, J, and Massialas, B. (1988), 'Lebanon', in Kurian G. T. (cd.), *World Education Encyclopedia*, vol. 2, Oxford, Facts on File Publications, pp. 778-796.

Jenkins, J.R., Ronk, J., Schrag, J., Rude, G. and Stowitsheki, C. (1994), 'Effects of Using School- Based Participatory Decision- Making to Improve Services for Low-Performing Students', *Elementary School Journal*, vol. 94, no. 3, pp. 357-372.

Johansson-Fua, S. F. (2001), 'Values and Leadership Practices in Secondary School Principals in the Kingdom of Tonga', MA Thesis, University of Toronto.

Johnson, D. (1987), *Private Schools and State Education: Two Systems or One*, Philadelphia, Open University Press.

Johnson, D. (1994), *Research Methods in Educational Management,* Leicester, Longman.

Johnson, J. (2002), 'Staying Ahead of the Game', *Educational Leadership*, vol. 59, no. 8, pp. 26- 30.

Johnstone, M. and Munn, P. (1992), 'Truancy and Attendance in Scottish Secondary Schools', *SCRE Spotlight*, no. 38, Edinburgh, Scottish Council for Research in Education.

Jones, R. (1998), 'Solving Problems in Math and Science Education', *The American School Board Journal*, July.

Joshee, J. (1994), 'Public Versus Private Education: A Comparative Case Study of a Public and a Private School in Nepal (Public Education)', EdD Dissertation, University of Massachusetts.

Joyce, B. and Showers, B. (1995), *Student Achievement Through Staff Development* (2nd ed.), White Plains, NY, Longman.

Kalicki, R.W. (1993), ' The Principal's Role in Instructional Leadership', EdD Dissertation, Northern Illinois University.

Kellaghan, T., Sloane, K. and Alvarez, B. (1993), *The Home Environment and School Learning,* San Fransisco, Jossey-Bass.

Kennedy, M. (1979), *Building Community in Schools: An Analysis of Experiences,* Paris, UNESCO.

Kildow, M.A. (2000), 'A Case Study of Decisions Made by a School Management Team in the Initial Phase of Whole School Reform (New Jersey)', EdD Dissertation, Seton Hall University.

King, D. (2002), 'The Changing Shape of Leadership', *Educational Leadership,* vol. 59, no. 8, pp. 61- 65.

Kink, E. and Resnick, L. (2001), 'Developing Principals as instructional Leaders', *Phi Delta Kappan,* vol. 82, pp.598- 606.

Klein, P. and Saunders, B. (1993), *Ten Steps to a Learning Organisation,* Arlington, VA, Great Ocean.

Koljatic, M. and Kuh, G. (2001), 'A Longitudinal Assessment of College Student Engagement in Good Practices in Undergraduate Education', *Higher Education,* vol. 42, pp. 351-371.

Korineck, L. and Popp, P. (1997), 'Collaborative Mainstream Integration of Social Skills with Academic Instruction', *Preventing School Failure,* vol. 41, no. i4, pp. 148-256.

Kotler, J.P. and Heskett, J. (1992), *Corporate Culture and Performance,* New York, Free Press.

Kouzes, J.M. and Posner, P.Z. (1987), *The Leadership Challenge,* San Francisco, Jossey-Bass.

Kowalski, T.J. (1994), 'Site- Based Management, Teacher Empowerment and Unionism: Beliefs of Suburban School Principals', *Contemporary Education,* vol. 65, no. 4, pp. 200-206.

Kreuger, R. (1988), *Focus Groups: A Practical Guide for Applied Research,* Newbury Park, California, Sage

Kuh, G. D. (1999), 'How Are We Doing? Tracking the Quality of Undergraduate Experience, 1960s to the Present', *The Review of Higher Education*, vol. 22, pp. 99-119.

Kuh, G. D. and Vesper, N. (1997), 'A Comparison of Student Experiences with Good Practices in Undergraduate Education between 1990 and 1994', *The Review of higher Education*, vol. 21, pp. 43-61.

Kuh, G.D., Pace, C.R. and Vesper, N. (1997), 'The Development of Process Indicators to Estimate Student Gains Associated with Good Practices in Undergraduate Education', *Research in Higher Education*, vol. 38, pp. 435-454.

Kurani, H. (1971), 'Lebanon', in Deighton, L.C. (ed.), *The Encyclopedia of Education*, vol. 5, Corwell-Collier Educational Corporation, pp. 475-481.

Lambert, I. (1998), *Building Leadership Capacity in Schools,* Alexandria, VA, ASCD.

Lancaster, T.M. (1993), 'Factors that Enhance or Impede Graduation Rates: An Exploratory Study of the 1983 Entering Cohort at the University of Iowa', PhD Dissertation, Iowa, University of Iowa (ONLINE-http://wwwlib.umi.com/dissertations/fullcit/9334620).

Lane, W.R., Corwin, R.G. and Monahan, W.G. (1971), *Foundations of Educational Administration: A Behavioural Analysis*, New York, Macmillan.

Latham, A. (1998), 'Site- Based Management: Is It Working?', *Educational Leadership,* ASCD Publishers.

Lawton, S. (1998), 'Size Matters', *Our Schools Our Selves,* vol. 9, no. 1, pp. 119-123.

Lee, V. and Smith, J. (1996), 'High School Size: Which Works Best and for Whom?', paper presented at the annual meeting of the American Education Research Association, New York, April.

Leithwood, K. and Steinbach, R. (1995), *Expert Problem Solving: Evidence from Schools and District Leaders,* Albany, NY, State University of New York Press.

Leithwood, K. and Jantzi, D. (1997), 'Explaining Variation in Teachers'Perceptions of Principals' Leadership: A Replication', *Journal of Educational Administration,* vol. 35, no. 4, pp. 249- 280.

Leithwood, A., Jantzi, D. and Mascall, B. (1999), 'Large Scale Reform: What Works?', submitted as part of the External Evaluation of the UK National Literacy and Numeracy Strategy, Toronto, Ontario, Institute for Studies in Education.

Leman, E.J. (2001), 'An Exploratory Study of Cultural Leadership Behaviors of Principals that Build Effective School Cultures', EdD Dissertation, Northern Illinois University.

Leonard, L., Leonard, P. and Sackney, L. (2001), 'Confronting Assumptions about the Benefits of Small Schools', *Educational Leadership and Administration,* vol. 29, no. 1, pp. 79- 96.

Levine, D. and Stark, J. (1981), *Extended Summary and Conclusions: Institutional and Organizational Arrangements and Processes for Improving Academic Achievement of Inner City Schools,* Kansas City, Centre for the Study of Metropolitan Problems in Education, University of Missouri.

Levine, D. and Lezotte, L. (1990), *Unusually Effective Schools*, Madison, Wisconsin Centre for Educational Research.

Lincoln, Y. and Guba, E. (1985), *Naturalistic Inquiry,* Beverly Hills, California, Sage Publications.

Little, J.W. (1982), 'Norms of Collegiality and Experimentation: Workplace Conditions of School Success', *American Education Research Journal*, vol. 19, no.3, pp. 325-340.

Little, J.W. (1990), 'Teachers as Colleagues', in Lieberman, A. (ed.), *Schools as Collaborative Cultures*, New York, The Falmer Press.

Louis, K., Marks, H. and Kruse, S. (1996), 'Teachers' Professional Community in Restructuring Schools', *American Educational Research Journal*, vol. 33, pp.757- 798.

Lovingood, R.C. (1997), 'A Study of Site-Based Management as It Relates to the Local Board of Education, Central Office Administration, Building Level Administration, School Instructional Staff, Support Staff and Community Members', EdD Dissertation, The University of Tennessee.

Lubin, K. A. (2001), 'Visionary Leader Behaviours and Their Congruency with Servant Leadership Characteristics', EdD Dissertation, University of La Verne.

Luyten, H. (1994), 'Stability of School Effects in Secondary Education', paper presented at the annual meeting of the American Education Research Association, New Orleans, 4-8 April.

MacBeath, J. (1994), *A Role for Parents, Students, and Teachers in School Self-Evaluation and Development Planning,* London, Falmer Press.

MacBeath, J. and Mortimore, P. (1993), 'Improving School Effectiveness', proposal for a research project for the Scottish Office Education Department, Edinburgh, December.

MacBeath, J. and Mortimore, P. (1994), 'Improving School Effectiveness: A Scottish Approach', paper presented at the Annual Conference of the British Educational Research Association, Oxford.

Macbeth, A.(1994), 'Report on the 1993 BEMAS Conference', *Management in Education*, vol.8, no.1, pp.30-31.

MacBeth, J. (1999), *Schools Must Speak for Themselves*, London, Routledge.

Malen, B., Ogawa, R.T. and Kranz, J. (1990), 'Evidence Says Site- Based Management Hindered by Many Factors', *The School Administrator*, vol. 47, no. 2, pp. 30-59.

Mampuru, K.C. (1992), 'Leadership Styles of Principals in School Management: A Case Study of Kangwane Secondary Schools (South Africa)', PhD Dissertation, University of Pretoria.

Manning, M. and Saddlemire, R. (1996), 'Developing a Sense of Community in Secondary Schools', *NSSP Bulletin*, vol. 80, no. 58, pp. 41- 48.

Marcos, K. (1997), 'Why, how and When Should My Child Learn a Second Language?', *Parent Brochure,* Washington, DC, ERIC Clearinghouse on Languages and Linguistics.

Marklund, S. (1984), 'Sweden', in Hough, J. R. (ed.), *Educational Policy: An International Survey*, New York, St. Martin's Press.

Martin, J. (1999), 'The Lowdown on Lessons', *Working Mother*, September, pp. 38-42.

Maslow, A. (1965), Eupsychian Management: A Journal (quoted in Conway et al. (1996), 'The Dark Side of Shared Decision-Making', *Educational Leadership*, ASCD).

Massell, D., Kirst, M. and Hoppe, M. (1997), 'Persistence and Change: Standards-Based Systematic Reform in Nine States', *CPRE Policy Briefs*, Philadelphia, University of Pennsylvania, Graduate School of Education, March.

McGaw, G., Piper, P., Banks, D. and Evans, B. (1992), *Making Schools More Effective*, Victoria, ACER.

Meloy, J.M. (2002), *Writing the Qualitative Dissertation: Understanding by Doing* (2nd ed.), London, Lawrence Erlbaum Associates Publishers.

Merriam, S. (1988), *Case Study Research in Education:A Qualitative Approach*, San Fransisco, Jossey-Bass.

Meyer, M. (2001), 'Illustrating Issues of Power and Control', *Educational Management and Administration*, vol. 29, no. 4, pp. 441- 457.

Middlewood, D. (1999), 'Managing Relationships Between Schools and Parents', in Lumby, J. and Foskett, N. (eds.), *Managing External Relations in Schools and Colleges*, London, Paul Chapman.

Miles, M. and Huberman, M. (1994), *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.), Thousand Oaks, Sage Publications.

Mitchell, J. C. (2000), 'Case Situation Analysis', in Gomm, R., Hammersley, M. and Foster, P. (eds.), *Case Study Method*, London, Sage.

Mo, K.W.N. (2000), 'Teacher Appraisal in Hong Kong Secondary Schools: Factors for Effective Practices (China)', PhD Dissertation, Australia, University of New South Wales.

Molnar, A., Smith, P. and Zahorik, J. (1999), *Evaluation Results of the Student Achievement Guarantee in Education (SAGE) Program,* Milwaukee, School of Education, University of Wisconson, Dec. 1999, p. 3.

Morgan, G. (1986), *Images of Organizations*, Thousand Oaks, Sage.

Morgan, G. (1980), 'Paradigms, Metaphors, and Puzzle Solving in Organizational Theory', *Administrative Science Quarterly,* vol. 25, pp. 605-622.

Morrison, K. (1998), *Management Theories for Educational Change,* London, Paul Chapman.

Mortimore, P. (1991a), 'School Effectiveness Research: Which Way at the Crossroads?', *School Effectiveness and School Improvement*, vol. 2, no.3, pp. 213-229.

Mortimore, P. (1991b), 'The Nature of Findings of School Effectiveness Research in the Primary Sector', in Riddell, S. and Brown, S. (eds.), *School Effectiveness Research: Its Messages for School Improvement*, London, HMSO.

Mortimore, P., Sammons, P., Stoll, L., Lewis, D. and Ecob, R. (1989), *School Matters*, Open Books, Wells

Mortimore, P., Sammons, P., Stoll, L., Lewis, D. and Ecob, R. (1988), *School Matters : The Junior Years*, Wells, Open Books.

Mortimore, P. and Mortimore, J. (1991), *The Primary Head: Roles, Responsibilities, Reflections,* London, Paul Chapman.

Mosa, M (1991), 'Al Tarbiya Bein Al Huruiyat Wal Tanakuthat', *Binaa Al Jumhuriyah Al Thania*, Beirut, Annadi-al-Thakafi Al-Arabi, pp. 211-220 (Education between Freedom and Contradiction).

Mouly, J. (1963), *The Science of Educational Research,* New York, American Book Company.

Muir, S. (1999), 'School Personnel's Knowledge of and Opinions about On-Campus Psychosocial Services Available to Students and Their Families', MSW Dissertation, California State University, Long Beach.

Munn, P., and Drever, E. (1990), *Using Questionnaires in Small-Scale Research*, Edinburgh, The Scottish Council for Research in Education.

Munn, P. (1999), ' The Darker Side of Pupil Culture: Discipline and Bullying in Schools', in Prosser, J. (ed.), *School Culture*, London, Paul Chapman Publishing Ltd., pp. 111-121.

Munro, N. (1994), 'SOED Ready to Refine Raw Tables of Results', *The Times Educational Supplement Scotland*, 2 September, p.3.

Murphy, C. (2000), 'Caught in the Middle: Surveying School Principals' Beliefs, Stakeholder Support and Their Actions in School Management', EdD Dissertation, Fordham University.

Murphy, J. (1989), 'Principal Instructional Leadership', in Thuston, P. and Lotto, L. (eds.), *Advances in Educational Leadership,* Greenich, JAI Press.

Murphy, J., Weil, M., Hallinger, P. and Mitman, A. (1985), 'School Effectiveness: A Conceptual Framework', *Education Forum,* vol. 99, no. 3, pp. 361-371.

Murray, G. (1974), *Lebanon: The New Future*, Beirut, Thomson-Rizk.

Myers, K. (1996), *School Improvement in Practice*, London, Falmer Press.

Nanus, B. (1992), *Visionary Leadership*, San Francisco, Jossey-Bass.

National Association of Secondary School Principals (2001), *NASSP Background*, (ONLINE: www.principals.org/about-us/02-01.html).

National Centre for Higher Education Management Systems (NCHEMS)(1994), *A Preliminary Study of the Feasibility and Utility for National Policy of Instructional "Good Practice" Indicators in Undergraduate Education*, Washington, DC, Office of Educational Research and Improvement, US Department of Education.

National Commission on Excellence in Education (1983), *A Nation at Risk: The Imperative for Educational Reform,* Washington, D. C., US Department of Education.

National Research Council (1996), *National Science Standards*, Washington, D.C., National Academy Press.

Neale, D., Bailey, W. and Ross, B. (1981), *Strategies for School Improvement: Cooperative Planning and Organisation Development,* Boston, Allyn and Bacon.

Nelson, L.M. (1997), 'A Study of Three School Site Councils in One Urban School District', EdD Dissertation, University of Minnesota.

New York State Department of Education (1974a), *Reading Achievement Related to Educational and Environmental Conditions in Twelve New York City Elementary Schools*, Albany, New York, Division of Educational Evaluation, March.

New York State Department of Education (1974b), *School Factors Influencing Achievement: A Case Study of Two Inner City Schools*, Albany, New York, Office of Education Performance Review.

Newmann, E., King, B. and Young, S.P. (2000), 'Professional Development that Addresses School Capacity', paper presented at American Educational Research Association Annual Conference, New Orleans, 28 April.

Newmann, F. and Wehlage, G. (1995), *Successful School Restructuring*, Madison, University of Wisconson- Madison, Centre on Organization and Restructuring Schools.

Nias, J. (1989), *Primary Teachers Talking: A Study of Teaching as Work*, London, Routledge.

Nir, A. (2001), 'Administrators' Perceived Role Vulnerability', *Journal of Educational Administration*, vol. 39, numbers 2 &3, pp. 134- 146.

Noddings, N. (1992), *The Challenge to Care in Schools*, New York, Teachers College Press.

Noldon, D.F. (1991), 'Relationship of Academic and Nonacademic Admission Criteria to College Success for Educational Opportunity Program Students', MS Thesis, Long Beach, California State University.

Norton, J. A. Powers (2001), 'School Administrators' Perceptions of Effective Selection Procedures of Certified Staff', EdD Dissertation, Saint Louis University.

O'Day , J., Goertz, M., and Floden, R. (1995), 'Building Capacity for Education Reform', *CPRE Policy Briefs*, New Jersey, New Brunswick, Rutgers University, December.

O'Neil, J. and Tell, C. (1999), 'Why Students Lose When Tougher Standards Win', *Educational Leadership,* September, pp. 18-22.

Oakes, J. and Stuart Wells, A. (1998), 'Detracking for High Student Achievement', *Educational Leadership*, March.

Oakley, A. (1981), 'Interviewing Women: A Contradiction in Terms', in Roberts, H. (ed.), *Doing Feminist Research,* London, Routledge and Kegan Paul.

Ogawa, R. and White, P. (1994), 'School- Based Management: An Overview', in Mohrman, S.A. et al. (eds.)(1994), *School- Based Management: Organizing for high Performance*, San Francisco, Jossey- Bass.

Ohanian, S. (1999), *One Size Fits Few: The Folly of Educational Standards*, Portsmouth, N. H., Heinemann.

Olivares, V.B. (2000), *Academic Retention and Achievement of Postsecondary Students Requiring Remediation at a Four-Year Institution* , California State University, Fresno.

Olivier, D. F. (2001), 'Teacher Personal and School Culture Characteristics in Effective Schools', PhD Dissertation, Louisiana State University and A and M College.

Olson, L. (1997), 'Power of the Purse', *Editorial Projects in Education*, pp. 2-4.

Ouston, G., Maughan, B. and Rutter, M. (1991), 'Can Schools Change? Practice in Six London Secondary Schools', *School Effectiveness and School Improvement,* vol. 2, no. 1, pp. 3-13.

Pace, C.R. (1990), *College Student Experiences Questionnaire* (3rd ed.), Los Angeles, University of California, Centre for the Study of Evaluation, Graduate School of Education.

Pace, H.L. (1984), 'Remedial Education Programs in Higher Education: A Case Study (Developmental)', PhD Dissertation, Texas A&M University.

Patten, P. (1999), 'Extracurricular Activities in Children's Lives', (ONLINE: http://npin.org/pnews).

Patton, M.Q. (1980), *Qualitative Evaluation Methods*, London, Sage Publications

Payne, K. and Biddle, B. (1999), 'Poor School Funding, Child Poverty, and Mathematics Achievement', *Educational Researcher,* vol. 28, no. 6, pp. 4-13.

Peat, M., Dalziel, J. and Grant, A. (2000), 'Enhancing the Transition to University by Facilitating Social and Study Networks: Results of a One-day Workshop', *Innovations in Education and Training International*, pp. 293-303.

Peters, T. and Waterman, R.H. (1982), *In Search of Excellence*, New York, Harper and Row.

Peterson, K. (1994), 'NCREL Monogram: Building Collaborative Cultures Seeking Ways to Reshape Urban Schools', *Urban Education Monograph Series*, Madison, NCREL Urban Education Program, pp. 1-18.

Pidgeon, N. and Henwood, K. (1996), 'Grounded Theory: Practical Implementations' in Richardson, J. (ed.), *Handbook of qualitative Research Methods*, Leicester, BPS Books.

Pollard, A. (1985), 'Opportunities and Difficulties of a Teacher Ethnographer: A Personal Account', in Burgess, R. G. (ed.), *Field Methods in the Study of Education,* Lewes, Falmer Press.

Pounder, D.G. (1998), *Restructuring Schools for Collaboration: Promises and Pitfalls*, Albany, NY, State University of New York Press.

Price-Waterhouse Coopers (2001), *Teacher Workload Study*, London, Department of Education and Skills.

Prosser, J. (ed.) (1999), *School Culture*, London, Paul Chapman.

Public Agenda (2001), *Trying to Stay Ahead of the Game: Superintendents and Principals Talk About School Leadership,* New York, Author.

Purkey, S. and Smith, M. (1983), 'Effective Schools: A Review', *Elementary School Journal*, vol. 83, pp. 427-452.

Reeves, J., McCall, J., and MacGilchrist, B. (2001), 'Change Leadership: Planning, Conceptualisation and Perception', in MacBeath, J. and Mortimore, P. (eds.), *Improving School Effectiveness*, London, Open University Press.

Renihan, P. and Renihan, F. (1991), 'School Effectiveness and Smallness', *The School Trustee*, July, pp. 20-3.

Reynolds, D. (1994), 'Inaugural Lecture', given on 19 October, 1994 at the University of Newcastle Upon Tyre.

Reynolds, D. (1996), 'Turning Around Ineffective Schools: Some Evidence and Some Speculations', in Gray, J., Reynolds, D., Fitz-Gibbon, C. and Jesson, D. (eds.)(1996), *Merging Traditions: The Future of Research on School Effectiveness and School Improvement*, London, Cassell.

Reynolds, D. (1999), 'School Effectiveness, School Improvement and Contemporary Educational Practices', in Dermaine, J. (ed.), *Contemporary Educational Policy and Practice*, London, Macmillan, pp. 65- 81.

Reynolds, D., Creemers, B.P.M. and Peters, T. (eds.)(1989), *School Effectiveness and Improvement: Proceedings of the First International Congress*, London 1988, Cardiff University of Wales, College of Cardiff and Groningen, RION.

Reynolds, D., Hopkins, D. and Stoll, L. (1993), 'Linking School Effectiveness Knowledge and School Improvement Practice: Towards a Synergy', *School Effectiveness and School Improvement*, vol. 4, no. 1, pp. 37- 58.

Richards, C.E. (1991), 'The Meaning and Measure of School Effectiveness', in Bliss, J. R., Firestone, W. A., and Richards, W.A. (eds.), *Rethinking Effective Schools: Research and Practice*, Englewood Cliffs, New Jersey, Prentice Hall.

Robson, C. (1993), *Real World Research: A Resource for Social Scientists and Practitioner-Researcher*, Oxford, Blackwell Publishers Inc.

Rogers, P.H. (1989), 'Predicting Student Success in College', EdD Dissertation, Grambling State University, Louisiana.

Rosenholtz, S. (1985), 'Effective Schools: Interpreting the Evidence', *American Journal of Education*, May, pp.352-388.

Rosenholtz, S. (1989), *Teachers' Workplace: The Social Organization of Schools*, NewYork, Longman.

Rubin, D. and David, J. (1981), *The Schoolwide Projects Provisions of ESEA Title I: An Analysis of the First Year of Implementation*, Palo Alto, California, Bay Area Research Group.

Rutter, M., Maugham, B., Mortimore, P., and Ouston, J. (1979), *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*, London, Open Books.

Sackney, L. (1986), 'Practical Strategies for Improving School Effectiveness', *The Canadian School Executive*, vol. 6, no. 4, pp. 15- 20.

Samier, E. (1997), 'Administrative Ritual and Ceremony', *Educational Management and Administration*, vol. 25, no. 4, pp.417-436.

Sammons, P., Hillman, J., and Mortimore, P. (1994a), *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*, London, OFSTED.

Sammons, P., Hillman, J., and Mortimore, P. (1995), Key Characteristics of Effective Schools: A Review of School Effectiveness Research, Report by the Institute of Education for the Office for Standards in Education, University of London.

Sammons, P., Thomas, S., Mortimore, P., Cairn, R., and Bauser, J. (1994b), Understanding the Processes of Schools and Departmental Effectiveness, paper presented at the annual conference of the British Education Research Association, University of Oxford , St. Anne's College, 9 September.

Sammons, P., Thomas, S. and Mortimore, P. (1997), *Forging Links: Effective Schools and Effective Departments*, London, Paul Chapman.

Sargent, S.F. (1994), 'Achievement, Noncognitive Dimensions, and Problem-Solving Efficacy as Predictors of Academic success for Traditional and Nontraditional- Age College Students', PhD Dissertation, The University of Southern Mississippi.

Sarich, S. (1985), 'The Relationship of Secondary School Achievement to International Student Success at a Private United States University', EdD Dissertation, San Diego, California, United States International University (ONLINE-http://wwwlib.umi.com/dissertations/fullcit/851).

Sayah, N. (1996), 'Study of Values, Concerns, and Perceptions of Students Graduating from Public and Private High Schools in Lebanon', MA Thesis, American University of Beirut.

Schein, E. (1985), *Organizational Culture and Leadership*, San Francisco, Jossey- Bass.

Schlechty, P. (1990), 'Schools For the Twenty-first Century: The Conditions for Invention', in Lieberman, A. (ed.), *Schools as Collaborative Cultures*, New York, The Falmer Press.

Schneider, B., Gunnarson, S. K., and Niles- Jolly, K. (1996), 'Creating the Climate and Culture of Success', *Organizational Dynamics,* pp. 17- 29.

Schofield, J. W. (2000), 'Increasing the Generalizability of Qualitative Research', in Gomm, R., Hammersley, M. and P. Foster (eds.), *Case Study Method*, London, Sage Publications.

Scottish Office Education Department (SOED)(1990), *The Role of School Development Planning in School Effectiveness*, Edinburg, HMSO.

Seckler, J., Wimbush, E., Watson, J. and Milburn, K. (1995), 'Qualitative Methods in Health Promotion Research: Some Criteria for Quality', *Health Education Journal*, vol. 54, pp.74-87.

Senge, P. (1996), *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*, New York: Doubleday.

Senge, P. M. (1990), *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York, Doubleday.

Sergiovanni, T. (1994), *Building Community in Schools*, San Francisco, Jossey-Bass.

Sergiovanni, T. (1996), *Leadership for the School House*, San Francisco, Josey-Bass.

Sergiovanni, T. (1992), *Moral Leadership: Getting to the Heart of School Improvement*, San Francisco, Jossey-Bass.

Sergiovanni, T. (1991), *The Principalship: A Reflective Practice Perspective*, Boston, Allyn and Bacon.

Sergiovanni, T. (1995), *The Principalship: A Reflective Perspective* (2nd ed.), Boston, Allyn and Bacon.

Shah, A.M. (1998), 'Strategic Management: The Role of the Chief Executive Officer', *Paradigm*, vol.1, no.1, pp.147-153.

Shepard, C.J. (1999), 'A School-Based Indicator Model for Quality Education in South Africa', PhD Dissertation, University of Pretoria (South Africa).

Sherman, B.J. (1990), 'The Impact of National Commission on Excellence in Education's 'New Basics' on Student Performance in Midwestern Colleges and Universities (Core Curriculum)', EdD Dissertation, University of Illinois at Urbana-Champaign.

Sherman, J. (1982), 'Government Finance of Private Education In Austrailia: Implications for American Policy', *Comparative Education Review*, vol. 26, no. 2, October, pp. 391-405.

Sidawi, A. (1996), 'Self Concept of Ability', MA Thesis, American University of Beirut.

Siskin, L.S. (1994), *Realms of Knowledge: Academic Departments in Secondary Schools*, London, Falmer Press.

Skaruppa, C.L. (2000), 'School Based Management: One School's Experience', EdD Dissertation, University of Miami.

Skoropski, J. (1976), *Symbol and Theory: A Philosophical Study of Theories of Relations in Social Anthropology*, London, Cambridge University Press.

Slavin, R. (1996), *Every Child Every School: Success for All*, Thousand Oaks, CA, Corwin.

Smircich, L. (1983), 'Concepts of Cultural and Organizational Analysis', *Administrative Science Quarterly*, vol. 28, pp. 339-358.

Smith, J. (1996), 'Evolving Issues for Qualitative Psychology', in Richardson, J. (ed.), *Handbook of Qualitative Research Methods*, Leicester, BPS Books.

Smith, S. (1998), 'School by School: How Site-Based Management is Transforming Education in Austin', *The American Board Journal*, pp. 22-25.

Smith, A. G. and Robbins, A. E. (1984), 'Multimethod Policy Research: A Case Study of Structure and Flexibility', in Fetterman, D. M. (eds.), *Ethnography in Educational Evaluation,* Beverly Hills, CA, Sage, pp. 115- 132.

Smittle, P.B. (1992), 'Success and Retention Predictors for Community College Students', EdD Dissertation, Florida, Grambling State University.

Soriano, B.R. (1998), *An Evaluation Study of Site- Based Managed Behaviours in a Rural Utah School*, MS dissertation, Utah State University.

Spears, M.C. (1990), 'A Study of the Effects of Academic Intervention on Performance, Satisfaction, and retention of Business Administration Students in a Public Comprehensive College', PhD Dissertation, University of South Carolina.

Springer, S. (1996), 'Teacher Perceptions of Principal Behavior Related to Student Achievement', EdD Dissertation, Las Vegas, University of Nevada.

Staessens, K. and Vandenberghe,R. (1994), 'Vision as a Core Component in School Culture', *Journal of Curriculum Studies*, vol. 26, no.2, pp.187-200.

Stake, R.E. (1994), 'Case Studies', in Denzin, N. K., and Lincoln, Y. S. (eds.), *Handbook of Qualitative Research*, Thousand Oaks, Sage Publications, pp. 236-247.

Stake, R. (2000), 'The Case Study Method in Social Inquiry', in Gomm, R., Hammersley, M., and Foster, P. (eds.), *Case Study Method*, London, Sage Publications.

Starratt, R.J. (1993), *The Drama of Leadership*, London, Falmer Press.

Steinhauer, T.J. (1995), 'The Effects of Decisional Participation, Instructional Relevance, and School- Based Management on Teacher Job Satisfaction', *DED*, The Pennsylvania State University.

Steinholm, B. (1984), *The Swedish School System*, Stockholm, The Swedish Institute.

Stigler, J. W., and Heibert, J. (1999), *The Teaching Gap Glencoe*, IL., Free Press.

Stoll, L. (1996), 'Linking School Effectiveness and School Improvement: Issues and Possibilities', in Gray, J., Reynolds, D., Fitzgibbon, C. and Jesson, D. (eds.), *Merging Traditions*, London, Cassell.

Stoll, L. (1999), 'School Culture: Black Hole or Fertile Garden for School Improvement', in Prosser, J. (ed.), *School Culture*, London, Paul Chapman Publishing Ltd., pp. 30-47.

Stoll, L. and Fink, D. (1996), *Changing Our Schools: Linking Effectiveness and School Improvement*, Buckingham, Open University Press.

Stoll, L. and Fink, D. (1994), 'Views from the Field: Linking School Effectiveness and School Improvement', *School Effectiveness and School Improvement*, vol. 5, no. 2, pp. 140- 177.

Stoll, L. and Myers, K. (eds.)(1996), *No Quick Fixes*, London, Falmer Press.

Strauss, A. (1987), *Qualitative Analysis for Social Scientists,* Cambridge, UK, University of Cambridge Press.

Stringfield,S. and Teddlie,C. (1987), 'A Time to Summarize : The Louisiana School Effectiveness Study', *Educational Leadership*, vol. 46, no. 2, pp.48-49.

Suarez, M.P. (1997), 'First Generation College Students: The Major Factors the Influence Their Recruitment and Retention', PhD Dissertation, University of California, Los Angeles.

Sylva, K., Roy, C. and Painter, M. (1986), *Childwatching at Playgroup and Nursery School,* Oxford, Bassil Blackwell.

Teddlie, C. and Reynolds, D. (2001), 'Countering the Critics: Responses to Recent Criticisms of School Effectiveness Research', *School Effectiveness and School Improvement*, vol. 12, pp. 41- 82.

Teddlie, C. and Springfield, S. (1993), *Schools Make a Difference: Lessons Learned From a Ten-Year Survey of School Effects*, New York, Teachers College Press.

Thomas, M.L. (2001), 'Character Education in Action: A Case Study of the Effectiveness of One Common-Based Rites of Passage Process in Austin, Texas', EdD Dissertation, Texas A and M University.

Tibbitt, J., Spencer, E. and Hutchinson, C. (1994), 'Improving School Effectiveness: Policy and Research in Scotland', *Scottish Educational Review*, vol. 26, no. 2, pp. 151-157.

Traynor, G.C. (2001), 'The Importance of Professional Development for Principals and Staff as a Way to Transform School Work Cultures', EdD Dissertation, University of Southern California.

Trowler, P. and Knight, P. (1999), 'Organizational Socialization and Induction in Universities: Reconceptualizing theory and Practice', *Higher Education*, Netherlands, Khuwer Academic Publishers, vol. 37, pp. 177-195.

Tschannen- Moran, M. (2001), 'Collaboration and the Need for Trust', *Journal of Educational Administration*, vol. 39, no. 4, pp. 308- 331.

Tymms, P. (1996), 'Theories, Models and Simulations: School Effectiveness at an Impasse', in Gray, J., Reynolds, D., Fitzgibbon, C. and Jesson, D. (eds.), *Merging Traditions*, London, Cassell.

UNESCO (1991), *Statistical Yearbook*, Paris, UNESCO.

United States Department of Education (USDOE) (1999), 'Predicting School Success in College', http://www.ncisc.org/research/culture.html.

United States Department Of Education (1987), *What Works: Research about Teaching and Learning*, Washington DC.

Van Tamelen, D.R. (1999), 'Educational Restructuring and the Changing Role of the School Principal in Alberta', EdD Dissertation, University of Alberta (Canada).

Van Velsen, J. (1967), 'The Extended Case Method and Situational Analysis', in Epstein, A. (ed.), *The Craft of Social Anthropology*, London, Tavistock.

Van Velsen, W. (1987), 'The International School Improvement Project', in Hopkins, D. (ed.), *Improving the Quality of Schooling: Lessons from the OECD International School Improvement Project*, Lewis, Falmer Press.

VanBalkom, W.D., Mooney, C. and Candell, T. (1994), 'Small Schools and Great Ideas: New Directions in Teacher training', *Education Canada*, vol. 34, no. 2, pp. 21- 6.

Vandenberghe, R., D'hertefelt, M. and DeWever, H. (1993), 'Schools as Implementers of Externally Proposed Improvement Programme', in Kieviet, F. and Vandenberghe, R. (eds.), *School Culture, School Improvement and Teacher Development*, Leiden, DSWO Press.

Vegas, E. (2001), 'Private and Public Schools in Latin America: Students, Teachers, and School Management', EdD Dissertation, Harvard University.

Viadero, D. (1998), 'In the Field Research Team Settles in for the Long Haul', *Editorial Projects in Education*, pp. 5-6.

Walker, R. (1978), 'The Conduct of Educational Case Studies: Ethics, Theory, and Procedures', in Dockrell, W. and Hamilton, D. (eds.), *Rethinking Educational Research,* London, Hodder & Stoughton.

Wallace, R., Angel, D. and Mooney, J. (1997), *The Learning School: A Guide to Vision-Based Leadership,* Thousand Oaks, Corwin Press.

Weber, G. (1971), *Inner City Children Can Be Taught To Read : Four Successful Schools*, Washington D.C. , Council for Basic Education.

Wehbeh, N. and El-Amine, A. (1980), *Systeme d'enseignement et Division Sociale au Liban*, Paris, Le Sycomore.

Weick, K.E. (1988), 'Educational Organizations as Loosely Coupled Systems', in Westoby, A. (ed.), *Culture and Power in Educational Organizations*, Milton Keynes, Open University Press.

Weiss, C. (1993), 'Shared Decision-Making About What? A Comparison of Schools with and Without Teacher Participation', *Teachers College Board*, vol. 95, no. 1, pp. 69-92.

Welch, R.J. (2001), 'This Is How We Do It: A Longitudinal View of a School in the Midst of Organizational Change', PhD Dissertation, Urbana, Champagne, University of Illinois.

Wenglinsky, H. (1997a), 'How Money Matters: The Effect of School District Spending on Academic Achievement', *Sociology of Education*, vol. 70, no. 3, pp. 221- 237.

Wenglinsky, H. (1997b), *When Money Matters: How Educational Expenditures Improve Student Performance and How They Don't*, Princeton, NJ, Educational Testing Service.

West, N. (1995), *Middle Management in the Primary School: A Development Guide for Curriculum Leaders Subject Managers and Senior Staff*, London, David Fulton.

Wheatley, M.J. (1992), *Leadership and the New Science: Learning About Organizations from an Orderly Universe*, San Francisco, Barrett Koehler.

White, B. (2000), *Dissertation Skills for Business and Management Students,* London, Cassell.

Wilkins, A. and Ouchi, W. (1983), 'Efficient Cultures: Exploring the Relationship between Culture and Organizational Performance', *Administrative Science Quarterly,* vol. 28, no. 60, pp. 468- 498.

Williams, G.K. (2001), 'The Effectiveness of the Formalized School Improvement Plan on Secondary School Standardized Test Scores', EdD Dissertation, Saint Louis University.

Wilson, T. (1995), 'Notes on the American Fascination with the English Tradition of School Inspection', *Cambridge Journal of Education*, vol. 25, no. 1, pp. 89-95.

Wilson, V. (1997), 'Focus Groups: A Useful Qualitative Method for Educational Research?', *British Educational Research Journal,* vol. 23, no. 2, pp. 209-224.

Witziers, B. (1992), 'Coordination Within Secondary Schools (Student Achievement)', Doctorate Dissertation, Universiteit Twente, The Netherlands.

Witziers, B. (1994), 'Coordination in Secondary Schools and Its Implications for Student Achievement', paper presented at the annual Conference of the American Education Research Association, New Orleans, 4-8 April.

Wohlstetter, Smyer, P. and Mohrman, S. (1997), 'New Boundaries for School-Based Management: The High Involvement Model', *Educational Evaluation and Policy Analysis*, vol.16, no. 3, pp. 268-286.

Wong, D.S.H. (2000), 'The Hong Kong Secondary School System: A Critical Analysis of Its Operations with Special Reference to the Perspectives of Principals in Relation to the Launch of the School Management Initiative', PhD Dissertation, United Kingdom, University of Southampton.

Wong, K.P.E. (1999), 'Planning in Hong Kong Secondary Self-Managing Schools', PhD Dissertation, Australia, University of New South Wales.

Woods, P. (1979), *The Divided School,* London, Routledge & Kegan Paul.

Wragg, T. (1993), *Classroom Management,* London, Routledge.

Wylie, C. (1995-1996), 'Finessing SBM with Balancing Acts', *Educational Leadership*, vol. 53, no. 4, pp.54-57.

Yazigi, R. (1994), 'Perception of Arabic as Language Learning Native Language and the Learning of English', *TEFL*, Beirut.

Yin, R. (1993), *Applications of Case Study Research*, London, Sage Publications.

Yin, R. K. (1989), *Applications of Case Study Research* (2nd ed.), London, Sage Publications.

Yin, R. K. (1994), *Case Study Research Design and Methods* (2nd ed.), Thousand Oaks, CA, Sage.

Yin, R. K., Bateman, P. and Moure, G. (1995), 'Case Studies and Organizational Innovation: Strengthening the Connection', *Knowledge: Creation, Diffusion, Utilization,* vol. 6, pp. 249- 260.

Zehr, A. (2002), 'Private School Students Achieve Better', *Education Week,* April.

Zwick, D. (1996), 'Kentucky's School-Based Decision-Making Process', PhD Dissertation, Ohio University.