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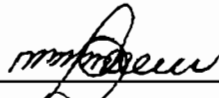
FACTORS THAT ENABLE HIGH PASS RATES AT CAMBRIDGE
OVERSEAS SCHOOL CERTIFICATE (C.O.S.C.) LEVEL AT BOTHA-
BOTHE HIGH SCHOOL IN LESOTHO

FEBRUARY 2004

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DECLARATION

I, Mokete Moses Leu, do hereby declare that this mini-dissertation is my own work. The material included in this study has not been submitted for any degree or examination in any other university and that all sources consulted and quoted have been indicated and acknowledged by means of references.

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Date : 04 - 05 - 2004

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This mini-dissertation is submitted with / ~~without~~ my approval.

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Abstract

This study sought to investigate factors that enable high pass rates at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as resources available in the school.

The study used a triangulation of three instruments: interviewing, observation and document analysis to collect data. These three instruments helped the researcher to collect proof-checked information and arrive at concretized conclusions. The Principal, Deputy-Principal, HODs and teachers who participated in interviews, handed to the researcher the necessary documents and took the researcher around to different teaching centres. Having investigated and correlated all the results, the researcher concluded that the following are possible factors that could improve pass rates. The first factor is a sound leadership that allows interaction, that manages time, that motivates other stakeholders, and that includes its subordinates in decision-making. The second factor is warm relationships between management and staff, amongst the academic staff and between teachers and students. The third factor is the availability and good management of resources (human and material).

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CHAPTER 1

Introduction to the Study

1.0 Introduction

This study investigated factors that enable high pass rates at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as resources available in the school.

1.1 Background and Motivation of the Study

Currently, secondary and high schools in Lesotho seem to have a problem in attaining high pass rates. This countrywide problem seems to worry every stakeholder in education. As a result, a study that seeks to find out what factors can enable high performance in schools would be a step ahead to the solution of this current problem.

History relates that Lesotho was a British protectorate from 1868 to 1966 when it regained its independence (Damane, 1986: 45) and (Muzvidziwa and Seotsanyane, 2002: 4). During the reign of Great Britain and about five years after the independence of Lesotho, learners who had gone as far as Standard Six (Std 6) were worthy to be assistant teachers at primary school level. They had good command of English and a broad content of other subjects. Thus, there was a time when Lesotho's primary education created jobs for learners and alleviated poverty.

Presently, the situation is different. According to the Lesotho's Report of The Task Force (1982: 8) education has declined rapidly since 1970. Parents and government are not satisfied with the present standard of education. Churches, as some of the responsible authorities of schools, complain that government is responsible for the decline in education by taking powers from them through, among others, the

introduction of the Education Act 1995 which places more responsibility on parents and leaves little responsibilities for churches to control their schools.

On the other hand, the Ministry of Education (1999: 1) says that the act empowered the local communities and enabled them to be more involved in school management. This decline in education often results in more parents applying for admission for their children in certain schools which produce better C.O.S.C. results while under-performing schools run short of applicants. The C.O.S.C. in Lesotho is as important as matriculation in South Africa. It bridges learners from high school level to tertiary level. Failure at this level of education has implications that one is likely to fail in life, in the majority of cases. For example, those who fail it can hardly be employed in industry nor admitted in any tertiary institute.

It is sad, therefore, to realize that many high schools in Lesotho do not pass learners through this crucial stage. Given this background, this study argues that in so long as many schools are not capable of producing high pass rates the country is likely to fail in training its manpower into valuable resources that might up-lift its economy. Hence the need to find out how to achieve high pass rate.

La Salle (1999: 1) contends that the kingdom of Lesotho is a small country with very few resources. It relies largely on its population to develop. So, it should educate its people. However, as indicated above, education has declined rapidly since 1970. This scenario implies that there is a need to re-visit the educational system of the country and establish factors that might enable high pass rates.

While many high schools do not achieve satisfactory pass rates, Botha-Bothe High School has demonstrated the consistently best performance in Botha-Bothe district over the past few years (Examination Council of Lesotho, C.O.S.C. pass list: 1999, 2000, 2001 and 2002). The school is owned by the Lesotho Evangelical Church (L.E.C.). It is situated in the east of Botha-Bothe town. There are three other high schools close to it, namely, St. Paul High School, St.Cyprians High School and Botha-Bothe Community High School. St. Paul and St. Cyprians High Schools are also

church schools of different denominations, while Botha-Bothe Community High school is a community school. These four schools enjoy the same benefits in terms of student intake, availability of teachers and proximity to the district education office, to mention but few. However, Botha-Bothe High school scores far better C.O.S.C. pass rates than the other three schools. This situation underpins the researcher's interest to investigate the factors that enable Botha-Bothe High school's high pass rates.

1.2 Statement of the Problem

A study of factors that enable a high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho.

1.3 Research Questions

The following are specific questions addressed in this study:

1. To what extent does leadership in BBHS impact on pass rate?
2. What is the nature of relationships amongst the staff and between the staff and the learners?
3. How well-resourced is Botha-Bothe High School?

1.4 Purpose of the Study

The purpose of the study is to examine factors that enable high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Botha-Bothe district of Lesotho.

The importance of base-line information is that some schools (very few of them) achieve high pass rates while others (many of them) experience low pass rates each year. This study hopes to provide empirical information on possible factors that might help schools succeed in producing high pass rates, and thus meet the expectation of the Ministry of Education in Lesotho, Lesotho churches, parents, learners and the world community. The study may enable the Ministry of Education in Lesotho to devise education policies that could improve pass rates in secondary and high schools.

1.5 Assumptions

This study was conducted under a number of assumptions. First, it was assumed that Botha-Bothe High School was still performing well in terms of pass rates. Therefore, the school would serve as a model for those schools that under-perform. Secondly, it was assumed that the respondents to be consulted at Botha-Bothe High School would be interested in the study, cooperate and give their support because the issue under study was very topical in the mouths of teachers and the community at large. So, their answers would enable genuine findings. It was further assumed that if a school is well resourced and the resources are well managed it is likely that it could produce high pass rates. Finally, it was assumed that the Ministry of Education in Lesotho as well as other schools would be interested in the findings of this study and use them to improve pass rates in the country.

1.6 Limitations of the Study

The study was conducted within a limited amount of time. Moreover, only three of the possible factors were examined. Again, the study focused on only one school. As a result, it is likely that these limitations might have affected the results of the study. Thus, it might be proper to conclude that the factors established in this study are not the only factors that might enable high performance.

1.7 Delimitations of the Study

This study was confined to one school. Within this school, only academic staff (teachers, Heads of Departments, Deputy Principal and Principal) was focused on.

1.8 Definition of Key Terms

- ♦ **A high school** is an institution which provides learning to students from Form A to Form E level.
- ♦ **A secondary school** is an institution which provides learning to students from Form A to Form E.
- ♦ **Class teacher** is a teacher who is vested with the responsibility of mentoring, recording conduct, absenteeism, punctuality and keeping record of work of learners in a particular class at secondary and/or high school level.
- ♦ **Department** refers to a teacher or a group of teachers who teach a particular subject or subjects in a secondary and high school.
- ♦ **Heads of Departments** are senior teachers appointed according to their merits to be in charge of a department.
- ♦ **Leadership** includes all leadership in the student body (e.g. monitors, prefects, captains in the sports, choir conductors, and so on), classroom control, Heads of Departments (HODs), Deputy-Principal, Principal and school board.
- ♦ **Pass rate** refers to the degree to which learners have passed or failed.
- ♦ **Principal /Head Master/Mistress** refers to a teacher who heads a secondary or a high school.
- ♦ **Relationships** refer to the way in which people interact between and amongst themselves.
- ♦ **Resources** refer to both human (teachers in this context) and material resources (buildings, furniture and apparatus).
- ♦ **School board** is a school governing body composed of eight members, a chief, one teachers' representative, three representatives of parents, two representatives of a school's proprietor and a principal of the school.
- ♦ **Student/learner** is someone engaged in the learning process at primary, secondary and high school. The terms have been used interchangeably and carry the same meaning.
- ♦ **Teacher/educator** refers to someone who imparts learning at primary, secondary and high school. The terms have been used interchangeably and carry the same meaning.

1.9 Summary

This chapter is an introductory chapter that seeks to give a broad background of educational perspective in Lesotho from the time when Lesotho was a British protectorate through to a time when it regained its independence until the time when this study was conducted. The chapter also provides a statement of the problem, lists research questions that guide the direction of the research, and elaborates on the purpose of the study as well as the assumptions under which the study was conducted. The key words used throughout this chapter are also defined. It is disclosed in this chapter that the standard of education in Lesotho during British rule was high and that it declined rapidly since 1970 (about five years after Lesotho had regained its independence). This decline in education has dominated educational discussions in Lesotho and has become a subject of concern. The general feeling is that there is a need for pass rates to be improved. Hence, it is justified to conduct this study.

The next chapter deals with the literature review related to this study.

CHAPTER 2

Review of Related Literature

2.0 Introduction

This study intended to investigate factors that influence high pass rate at Cambridge Overseas School Certificate in Botha-Bothe High School. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration teachers, amongst the teachers and between the teachers and learners, as well as resources available in the school.

This chapter sets out to explore some existing information about school performance and how schools and individual educators and learners can improve the schools' pass rates. The specific key issues to be addressed are school effectiveness, what it means and what it entails. It is the submission of this study that school effectiveness somehow underpins the performance of the school in question. Therefore, the school effectiveness will directly be informed by among other factors, the nature of leadership prevailing in the school in question, the kind of relationships existing between the leadership and the staff, between the staff and the learners (inter-group relationship) and even amongst members of staff themselves (intra-group relationship). This will lead into investigating how leadership, relationships amongst the members of staff and between the academic staff and the learners, as well as resources, can impact on the school performance and, hence, enhance the school pass rates.

2.1 School Effectiveness

As indicated in chapter 1 of this study, many parents and learners in Lesotho are concerned about whether or not the school is effective in meeting the educational ends. The more effective the school is, the more it attracts pupils and hence becomes popular. This situation partly underpins the writer's interest in venturing on this topic.

2.1.1 The Concept of School Effectiveness and how it can be Achieved

There are several definitions of school effectiveness given by different authors. For example, Middlewood in Lumby et al. (2003: 182) argues that "an effective school is likely to be one in which the teachers who work there have been involved in its mission and planning, therefore, the compatibility of individual and organisational goals is easy to achieve." This means that schools must employ mechanisms which include educators in the process of self-managing themselves. This inclusiveness will not only empower educators but may also give them a sense of belonging. Such a conducive situation may improve the individual's and the school's performance.

To this effect, Reynolds, (1982: 27) in Riches (ibid.: 10) summarised the following variables as most significant to make effective schools:

1. The balance of intellectually able and less able children in the school since, when a preponderance of pupils in a school were likely to be unable to meet the expectations of a scholastic success, peer-groups cultures with an anti-academic or anti-authority emphasis may have formed.
2. The system of rewards and punishments – ample use of rewards, praise and appreciation being associated with favourable outcomes.
3. School environment – good working conditions, responsiveness to pupil needs and good care and decoration of buildings were associated with better outcomes.
4. Ample opportunities for children to take responsibility and to participate in the running of their school lives appeared conducive to school outcomes.
5. Successful schools tended to make good use of homework, to set clear academic and to have an atmosphere of confidence as to their pupils capacities.
6. Outcomes were better where teachers provided good models of behaviour by means of good time keeping and willingness to deal with pupil problems.
7. Findings about group management in the classroom suggested the importance of preparing lessons in advance, of keeping the attention of the whole class, of unobtrusive discipline, of a focus on rewarding good behaviour and of swift action to deal with disruption.
8. Outcomes were most favourable where there was a combination of firm leadership together with a decision-making process in which all teachers felt that their views were represented.

First, Reynolds (op.cit.) in Riches (1988) advocates that school managers at all levels of school hierarchy should make ample use of rewards, praise and appreciation. For instance, if a school principal praises and rewards his/her teachers when they have achieved some success, the teachers are likely to feel that their efforts are recognised and their presence is appreciated. So, they are likely to be happy and apply the best possible efforts in teaching. This study was therefore interested in finding out whether leadership of this nature exists in Botha-Bothe High School and whether or not it enables the teachers to teach effectively and learners to learn productively.

Secondly, if the same teachers praise, reward and appreciate their learners' achievement, then the learners are likely to perform even better than before. The same thing can happen also at the level of learners where, for instance, a school prefect can praise his/her fellow students for behaving so well when inspectors were around. The above-given examples are likely to contribute to warm relationships amongst members of staff and between members of staff and learners as well as amongst learners themselves. Where such an atmosphere prevails, it is more likely that pass rates would be good. It is the interest of this research to find out whether such relationships are there in Botha-Bothe High school and if they exist, whether or not they underpin the high pass rates seen in the past couple of years.

Thirdly, Reynolds (op. cit.: 27) in Riches (1988) also adds that a school environment where there are good working conditions for members of staff and where pupils' needs are taken into consideration, to the extent that they feel at home and part of the school is a prime factor towards good relationship. For example, if in one multi-racial school in the province of KwaZulu-Natal the environment is so welcoming that one can hardly see cliques of Indians to one side, Zulu speaking people the other side, Coloureds there and Whites there, then the school community is likely to work together and performance may improve.

Finally, Reynolds' last statement can be construed as meaning that leadership should stick to its principles. The decision-making process should be a responsibility in which teachers participate and their contributions are valued.

On the same note, Riches (1988: 17) has added,

Among the factors that contribute to effectiveness in schools, strong professional leadership is prominent, particularly leadership in which professional goals are clearly identified and the role given a missionary quality.

Thus, in the above paragraph Riches (1988) appears to agree that effective leadership can have positive impact on pass rates.

In this connection, the South African Task Force Report (1996: 40) argues,

In our new dispensation, strategic direction will come from many points within the education system. One can expect leadership in this regard not only from the National Ministry and Departments of Education, the provincial Members of the Executive Committee and their departments of education, but also from schools and their governing bodies, and their partners in tertiary institutions, non-governmental organisations and professional associations.

Decentralised leadership will be both formal and informal. Customarily, formal leadership is exercised by people in positions of authority: the chair of a school governing body, a district manager or a provincial Member of the Executive Committee, for example. More and more internal leadership will be exercised by anyone in the education community who, by virtue of their skills or resources, is able to exercise influence on the conduct of others. It is not always the person in authority who has most influence over decision-making and practice.

The task team report contends that the old approach of top-down authority should not prevail if a school is to be effective. Instead, all those who hold positions of influence in a school should exercise leadership. It is from this point of view that one can deduce that school effectiveness is partly determined by the decentralised leadership within the school system.

2.2 Leadership and its Possible Impact on School Performance.

Day et al. (2000: 38) contend that leadership is about getting across to the staff where we are now and where we are going. It is about knowing what to do and being able to raise the morale of the staff. The authors intertwine leadership with management and state that both "are necessary to exercise effective leadership, that the possession of management skills would in itself be insufficient to ensure effective leadership and that good leaders need to be both visionary and strategic".

So, one can conclude that leadership is the skill of having a vision which a leader communicates to his/her subordinates. The communication is meant to bind both the leaders and staff so that they co-operatively strategise the plan of action and delegate members who would carry out certain activities. For example, in a meeting, some teachers may be delegated to ensure that learners wear proper uniform, while others may be responsible for enforcing the speaking of English and the use of the prefect system as a tool to reinforce the English-speaking policy.

Bennett (1995: 16) asserts that leadership involves a vision, which must be communicated to the other stakeholders. Bush (1998: 57) defines vision as a plan of what a school should be in future, what should be done to achieve it, how to achieve it and how to handle the process. Moreover, leadership gives direction to the work of others, to help them see what is wanted in a particular setting, and how it should be achieved. For instance, if the leadership of the school agrees with the Department of Agriculture to buy a cow, a school farm manager (who may be a teacher in most cases) expects direction from either the Principal or the Deputy-Principal on when to buy, whether to pay by cash or cheque and probably from which farm. This kind of assistance is likely to hasten the process and boost the morale of the teachers concerned. It is against this background that this study has attempted to find out the extent to which leadership in Botha-Bothe High school supports members of staff in their different departments and how that support impacts on learners' performance.

According to Bennett (1995: 16), leadership

Shapes the assumptions about what is proper and good behaviour, and so works to create the norms which underpin the day to day actions of the people who work in the organization or unit.

Since schools are organizations that strive to communicate and develop norms, expectations and values, leaders (Heads) are there to provide a stable element of an unstable environment (Bennett, *ibid.*). Thus, in a situation where learners, educators, support staff, members of the school board and parents are not yet clear of what should be done and how it should be handled, the school board should be there to provide guidance.

It is against the above background in mind that one can conclude that leadership is about influencing others to take a particular direction so as to achieve a certain goal. Thus, the more effective leadership exists in a particular school, the more it is likely to have positive impact on the school's pass rates. If leaders at all levels, from learners to the School Management Team would effectively communicate common goals, provide direction and help where need arises, then that school is likely to produce high pass rates.

Bush (1998: VII) contends that there is general awareness that good management is imperative for the effective operation of schools and colleges. He further asserts that good management is essential if staff and learners are to be efficient. According to him the quality of educational experience offered in any school decides the future of learners engaged. Bush's argument possibly means that learners who are most confident in examinations and therefore, who are likely to be competent in their careers, are those who attend schools that are effectively managed. From the above information, one can argue that leadership in educational organisations has at its heart the objective of enabling learners to perform well in their examinations. It is against this observation that this study was interested in finding out the kind of leadership which exists in Botha-Bothe High School and how it impacted on high passes rates.

Wilkinson in Bennett et al. (1992; 269) specifically describes time management as the most important aspect which head teachers should be able to handle. He says,

While head teachers are not required to become experts in accountancy, marketing, law and so on, the range of their responsibilities, nevertheless, has widened. If senior staffs are to continue to exercise academic leadership in addition to these new responsibilities then the management of time becomes a crucial on their agenda... Time may be seen as the composite total of that available to and utilized by all the staff in the school.

Here Wilkinson suggests that the management of time is the core of success and if it is well done schools are likely to succeed.

In the same vein, Fink (2000: 75) submits that quite a number of literature sources agree that "the importance of a leader in the determination of meaning in an organization is one of the few concepts in school effectiveness and school improvement" which was worthy to be addressed. Thus, it is important to find out the impact of leadership in enhancing school effectiveness. The South African Report of the Task Team (1996: 8) lists several characteristics on good management. But only two are quoted below because they address the issue at hand.

- Good management is an essential aspect of any education services but its central goal is the promotion of effective teaching and learning.
- The task of management at all levels in the education system, is ultimately the creation and support of conditions under which teachers are able to achieve learning. The extent to which effective learning is achieved therefore becomes the criterion against which the quality of management is to be measured.

Therefore, this study has investigated the extent to which effective leadership impacts on high pass rates in Botha-Bothe High school. The study has also examined the extent to which leadership in the mentioned school supports teachers and learners and how the support impacts on pass rates.

2.3 Relationships and their Possible Impact on School's Performance

Nixon (1994) in Moon and Mayes (1994) argues that good school performance could not be achieved in an atmosphere where relationships among educators and between educators and learners are poor. Performance and relationships are 'twins'. Nixon (1994) in Moon and Mayes (1994:147) had this to say about pupils and teachers relationships:

The quality of the relationships between pupils and teachers, and between the pupils themselves, is a further factor determining, within the social environment of the school, the impact of the teachers' attempts to educate for a multi-cultural society. Pupils have a vital part to play in the process...then whatever innovations are attempted in the name of multi-cultural education are likely to be severely limited. Anyone concerned with establishing within a school the conditions necessary for change should pay particular attention to the ways pupils and teachers should learn together.

Nixon (1994) in moon and Mayes (1994: 147) contends that success of learners is determined largely by a warm relationship between teachers and learners. Such a relationship should allow teachers to explicitly explain their visions to learners, and the learners' perceptions about innovations should be acknowledged, accommodated and motivated. He alludes to the fact that most innovations in schools and colleges fail to gain momentum because learners' views are initially ignored. This background implies that for a school to produce high pass rates it is imperative to build relationships between educators and learners.

In the same vein, Handy and Aiken (1994) in Moon and Mayes (1994: 305) argue that for a secondary school to function effectively, it depends on the nature and quality of organization. It also depends on the relationships amongst members of school community, support of the wider community, size of the school, and the advancing maturity of the students (including the fact that they have already had seven years of schooling).

Handy and Aiken (op. cit.) in Moon and Mayes (1994: 305) further say that other factors are the increasing force of peer group pressures, the demands of the

examination system, employment expectations and the approach to adulthood. All these inter and intra-relationships are forms of relationships that exist within a school. This study submits that warm relationships between administrations and teachers, between teachers and learners, and amongst teachers, seem to be a basis of all success, and other factors depend on the relationships to either exist or fail.

2.3.0 Types of Relationships

There seem to be different sorts of relations existing within school community. These relationships depend among others, on status, responsibility and age. Thus because of their status, teachers will relate to other teachers in a different way from the way they would relate to students and a principal. Usually, a principal would be closer to the deputy-principal than to teachers because of the level of responsibility and their status. For purposes of this study, intimate relationships between groups such as a principal and his/her deputy-principal are referred to as intra-group relationships, while relationships amongst principals and teachers and/or students are referred to as inter-group relationships.

2.3.1 Inter-Group Relationships

Inter-group relationships would normally be realized amongst members of different groups in a school setting. For example, when a science teacher helps learners to set apparatus in a laboratory, an observer can tell whether their relationships are warm or not. By the same token, a principal and her/his deputy in a meeting where teachers are there forms another scenario which can enable one to say whether relationships between management and teachers were sound or bitter. In this connection, Moon and Mayes (1994: 312) note that it is the responsibility of management, teachers and learners to built good relationships between themselves so that their schools can prosper.

In the same vein, Schutte and McLennan (2001: 7) have this to say about inter-group relationships:

For an organization to perform effectively, independent individuals and groups and teams must establish working relationships across different departments, different levels and between individual and groups. Individuals and groups within the school always depend on each other for information, assistance and co-ordinated action. The fact is that they are interdependent.

The above deliberation helps to establish the significance of relationships in a school situation. Individuals such as learners, teachers, heads of departments, deputy heads and heads depend on one another's support to perform their duties prosperously. For instance, a head would come with a vision, communicate it to her/his deputy-head, and depending on how warm the relationship is, these two senior management members would agree on the strategy to employ when selling the vision to other school community. Then they would call heads of departments, school board members, educators and learners to discuss and implement it. Seemingly, it is only when the relationships are warm that meaningful participation can be developed.

Schutte and McLennan (2001: 3) refer to relationships as key factor to the success in active organisations such as schools. They argue further that relationships are human and that people relate readily under a conducive atmosphere. According to them, relationships are the most personal unit in which participation occurs. Relationships are therefore at the heart of governance and they form a vital factor in school performance. Their argument implies that sound relationships are likely to pave a way to learners' high pass rates in schools. This study is interested in finding out the kinds of relationships that exist in Botha-Bothe High School and how they influence learners' pass rates.

In addition, Cohen and Manion (1990: 260) argue that

Good relationships between a teacher and his pupils are vitally important in the give and take of classroom life: where they exist there is less likelihood of difficulties arising.

The two authors thus argue that warm relationships between teachers and learners are fundamental in ensuring that teachers' and learners' performances are fruitful.

Cohen and Manion (op.cit: 260) quote Evans' (1958) where the latter summarizes teacher-pupil relationships as follows,

The influence of teachers on the immediate behaviour of their pupils and on their intellectual and development, the contribution which teachers make to the mental health and adjustment of children, the children's likes and dislikes with regard to their teacher and the effect on the teachers on daily contact with their pupils.

Thus, Cohen and Manion (1990) echo Evans' (1958: 260) argument that teachers have great influence in building teacher-pupil relationships through their daily contacts with pupils both inside and outside classrooms and through paying special attention to what children like or dislike. So, both teachers and pupils have to respect each other for relationships to be sound. In this respect, Cohen and Manion (ibid.) say, "At the heart of effective teacher-pupil relationships lies respect for persons".

In considering further the factors that build teacher-pupil relationships, Cohen and Manion (ibid.) agree with Dewey (2001:17) that 'respect for persons' takes into considerations treating pupils as individuals rather than as a group and recognizing and valuing their singular characteristics since pupils' needs are different. Dewey (2001: 17) argues further that a child needs to be treated as someone who is important for him to develop and function as a person. A child needs to be helped by those near him in order to develop the self-concept that allows him to regard himself as someone who is valuable. This process of treating pupils in their own rights should involve taking them as responsible people for what they do and therefore, who can have control over their actions.

Dewey (2001: 17) also contends,

Constructive criticism of a pupil helps him to develop the sort of self-esteem that enables him to develop as an autonomous being,

and thus has an important part to play in the judgments we make of him and to him.

In the above quotation, Dewey (2001) suggests that the teacher-pupil relationships often fall apart when a teacher fails to criticize a pupil in a constructive way, but instead speaks to him/her in a derogatory way, which ultimately demoralises the learner.

2.3.2 Intra-Group Relationships

As indicated in 2.3.0 above, relationships amongst members of management, teachers and learners, for example, are referred to as intra-group relationships. It seems to be natural that educators under one department can be more close to each other than they would be with educators under another department. The immediate reason is that these educators would probably be teaching one subject, sharing teaching materials and perhaps meeting often to discuss their subject. A principal would be sharing administrative issues with his/her deputy and therefore, meeting quite often. Learners would also be sharing desks, class room and discussing assignments. So, they would be close to each other. These relationships are vital in the school environment because where they exist performance is likely to be high. This study sets out to find out the nature of intra-group relationships at Botha-Bothe High School and how it impacts on pass rates.

Cohen and Manion (1990: 261) contend that intra-group relationships mould the personalities of group members. Members learn how to accept each other's weaknesses and strengths. But most importantly these relationships help to improve inter-group relationships in that once a person can socialise with the small group, it can be easy to do so in a larger group. Thus, a teacher who participates in departmental meetings can find it easy to participate in staff meetings. In the same manner, a student who can debate in classroom may find it not very frightening to debate in the school hall. So, positive intra-group relationships develop individuals and groups.

2.4 Resources and their Possible Impact on School's Pass Rate

Taylor, (1969: 171) suggests three types of resources that have impact on school's performance. These are human, physical and financial resources. The human resources include among others, educators, parents and learners; the physical resources include, among others, buildings such as classrooms and library; while the financial resources entail money.

2.4.1 Human Resources and how they impact on School Performance

Human resources within a school set up comprise of several groups and categories. For instance, there is a school governing body, school management team, teachers, learners, parents, community, and so on. Each group may be categorised into several other sub-groups. For example, teachers may be composed of Heads of Departments (HODs), class teachers, subject teachers, novices and senior teachers. This study has only focused on the Principal, the Deputy-Principal, HODs, teachers and learners in Botha-Bothe High School. The study sought to find out how these respondents were related and how their relationships contributed towards high pass rates.

Lumby et al. (2003) reiterate that at the heart of teaching and learning is the human resources (educators and learners). Performance is realized when these two groups are considered. Thus, if the teaching and learning conditions are favourable such that teachers do not encounter numerous problems such as running short of teaching materials, performance is likely to improve. Both teachers and learners should be motivated, committed and should fulfil certain requirements. For instance, on one hand, teachers should hold proper qualification certificates in order for them to be confident and competent in what they are doing. They should prepare lessons, employ proper and motivating teaching methods in teaching learners, and prepare some examinations for learners.

On the other hand, learners should attentively listen to their educators, do their assignments properly and pass evaluation tests. Indicators such as management of time by teachers and students, discipline and students' high pass rates help to

identify whether performance is high or low. However, as indicated earlier, these human resources can best deliver these duties if they are well managed. Teachers need to be clear with the vision and policies of a school for them to work towards an intended goal. Students also have to be clear with what they are expected to have achieved at the end of their study and how they should achieve it. But most importantly, there should be ways in which both teachers and students are managed so as to help them come to their expectations.

When analysing the importance of a teacher in a class, Gammage (1971: 26) asserts that a teacher who facilitates smooth learning is the one who is warm-hearted and spontaneous. Adding more flesh to Gammage's (1971) argument, Blos, (1941) in Gammage (1971: 26) suggests that such a teacher is not only aware of the mechanisms of pupils' minds and personalities but also of his own. Thus, Blos (op.cit.) contends that in a school where teachers are warm-hearted, spontaneous, and understand pupils and themselves, learners are most likely to learn profitably.

Moreover, in such a school their teachers would be more like their parents than mere superiors from whom they should take orders. So students are likely to be free to talk, ask questions and raise some suggestions (Freire, 1970: 18). It was the intention of this study, therefore, to find out whether teachers in Botha-Bothe High School facilitate learning for the learners without generating anxiety, and whether or not the learners are free to approach them whenever they needed help. The study assumes that in a school where warm relationships prevail, performance is likely to improve.

Since a teacher seems to play a pivotal role in building teacher-pupil relationships, it may help to examine some characteristics of positive teachers so that we can learn from them how to improve relationships. Ryan (1961) in Taylor (1969: 27) argues that positive teachers are those who would

4. Appraise generally the motives and the arts in general.
- 4 Be interested in literature and the arts in general.
- 5 Enjoy social groups including relationships with pupils.
- 6 Prefer permissive classroom behaviour.

Thus, Ryan (1961) in Taylor (1969) suggests that positive teachers are those who are active, innovative and sociable. Teachers who fall in this category are likely to create and allow liberal learning process which is advocated by Freire (op. cit.).

Because a teacher is such a prominent figure in teaching and learning processes, learners usually study the characteristics of a new teacher so that they could build relationships with him. A teacher needs to be well trained and should match learners' expectations. A school principal who wants his/her school to perform well should carefully and intelligently recruit, select, induct and appraise his/her staff (Lumby et al. (eds) (2003: i). It follows, therefore, that a school is most likely to perform well if the teachers are qualified and have enough teaching experience to influence students' learning. On account of this, this study has also been undertaken to find out how recruitment procedures, induction programmes, and staff appraisal systems are conducted at Botha-Bothe High school.

(Middlewood in Lumby, et al. (eds.) (2003: 119) contends that if recruitment procedures are fair, they should go through all the measures to advertise vacancies and to allow as many qualifying candidates as possible to apply and be interviewed. Then good teachers are likely to be employed and it will have a direct impact on the school's performance. The practice in many schools is that once a teacher is employed he is left alone to acquaint himself with the world around him/her. As a result, he makes mistakes, which might cause him to quit at once or to remain having lost learners' trust. Good school managers will, therefore, induct new teachers so that teachers may develop skills and competencies as they try to understand ethos and cultures of their new schools (Coleman, 1997) in Lumby, et al. (eds.) 2003: 120). In the light of this information, this study was interested in finding out whether new teachers in Botha-Bothe High School, undergo any induction programme so as to enable them to cope up with the challenges of teaching and avoid unnecessary frustrations or they are left by themselves to cope with the new job. The study went further to investigate if old teachers (those who are already

working in the school) were supported by the management to carry their service and how the scenario might contribute to the school's high pass rates.

2.4.2 Buildings as Useful Resources in a School

In his article, *The Competitive edge - attracting more pupils*, Dennison (1989: 180) picks some important aspects that contribute to an effective school. One such contributor is the quality of buildings. The more buildings there are in any school, the easier it is for teaching and learning to take place. The availability of buildings accommodates a variety of subjects to be taught. ~~It also provides a chance of streaming learners in as many classrooms as teachers may be available so that at least a teacher is able to teach few learners at a time.~~ This arrangement has a positive bearing on learners' performance since almost all the learners are attended to in their different problems in each period. Moreover, the availability of buildings provides for practical seminars such as Woodwork, Home Economics, Science laboratory, to mention but few.

Good buildings may also attract best qualified teachers and intelligent pupils. When such teachers and pupils meet in classrooms, the schools performance is likely to be high. Therefore, it is interesting to find out whether Botha-Bothe High School has enough buildings and how in their case, the buildings impact on high pass rates.

2.4.3 Books as Important Learning Resources

Taylor (1969: 172) stresses that books are important resources in learning. He cites example of a schoolboy who understands roles played by a teacher and books in his learning. The boy claims to be taught by a teacher and a book, and to learn from both of them.

In this example, Taylor (op. cit.) hummer on the importance of availability of a teacher and books in a school. Both resources are necessary for the learning. This study seeks to find out if books are available for both teachers and students at the school under study and what influence they have on pass rates.

2.4.4 Technology Resources and their Impact on Pass rates

Another escalating source of information in the world of technology today is the use of computers. A learner who is computer literate is able to gather more data than a computer illiterate learner. For instance, from the Internet Explorer learners can access an up-dated variety of information, which can help them to do well in their studies (Beaumont and Sutherland, 1992: 9).

Beaumont and Sutherland (ibid.: 9) stress further the importance of electronic information, by indicating that through the electronic resources,

Students receive a variety of study materials, including books, articles and floppy disks ... their progress through the curriculum is self-paced and both students and faculty can access ISEMnet at any time of the day or night ...The network also allows intensive group interaction without the need to assemble all the participants in one classroom.

The above information implies that the presence of electronic information system is a source of information in a teaching and learning arena. It is an added advantage to a student and a teaching aid to a teacher. That is why this study investigated whether these resources are available at Botha-Bothe High School in order to find out what informs the school's present overwhelming pass rates.

Audio-visual resources such as radio, tape recorders and videotapes are among other resources that enable successful teaching and learning. Instead of a teacher asking a learner to read a poem in a class, or reading himself/herself, she/he plays a tape recorder and learners listen and jot down the notes. Discussions follow thereafter. The advantages of these tape recorders are that a well-trained person is recorded and learners listen to a well-rehearsed piece of art and can easily imitate him/her. The other advantage is that this same voice can be replayed time and again. Learners can also dub it on their own cassettes and have them played on their own convenient places and times. Televisions and videotapes are of even more advantage to learners in that learners both hear and see what they are learning.

In fact, Taylor (1969: 174) no longer views broadcasting as

A subsidiary part but ... a principal method of learning in its own right. As such, normally, it has the same evanescent quality as learning from a teacher.

Thus, Taylor (op. cit.) equates broadcasting with a teacher in its own dimension.

The three authors, Beaumont and Sutherland (1992) and Taylor (1969), promote the use of relating education with the world outside the school. Bascia and Hargreaves (2001: 81) say that schools should be trained in technology so that learners can match the world in which they are going to work. So, we learn that learners are likely to understand easily if they practise what they are taught. Therefore, this study was interested in finding out whether at Botha-Bothe High School learners are taught technology of some kind and to what extent it influences their learning performance.

2.4.5 Financial Resources and their Impact on Pass rates

It was mentioned in the early sections of this study that financial resources refer mainly if not holistically to money. In this connection, Flippo (1971: 307) asserts that

Money is important and widely recognized motivational tool. The rise of the human relations school has placed it in a more balanced perspective but has not destroyed his basic significance. It is important to be aware of how the dollar can be utilized to stimulate the type of activity desired.

This means that Flippo (op. cit.) acknowledges the importance of money as one of the major organization's resources. He says that for every activity planned by organization, money is primarily needed to stimulate it. It can be argued, at this juncture, that money is a stimulus to man's plans. Money is the main factor that makes it easy for human resources to strategize and put their plans into place.

It was pointed out earlier that human resources are the most important resources in any organization. Without repeating that argument, this section of the study seeks

to stress that much as human resources are vital and undoubtedly play a pivotal role in a school, without financial resources their plans cannot be put into place, and their objectives cannot be achieved. So, the study intends to examine whether Botha-Bothe High School has enough finances, what its sources of income are, and the extent to which those finances has impact on performance.

2.5 Emerging Issues

This chapter starts by defining school effectiveness and its significance. It indicates that school effectiveness exists where the management team, the members of staff and the learners are clear about the school vision, what should be done to achieve it and how to carry it out. The chapter also establishes that an effective leadership is likely to have an impact on pass rates. Effective leadership is described as one which is decentralised such that power is loosely spread from student-bodies to classroom management. The chapter further argues that warm relationships between administration and educators, amongst members of staff, and between staff members and learners are likely to be a contributing factor to high pass rates. It also discusses how resources could be a contributing factor to high pass rates. In this case, resources refer to both human (management body and teachers in this context) and material resources (finance, technology resources, buildings, furniture and apparatus).

The next chapter presents methodologies that were used to collect data.

CHAPTER 3

Methodology

3.0 Introduction

This study investigated factors that enable the high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as resources available in the school.

This chapter sets out to describe the research methodology adopted in this study. First, the research design is described and justified. Secondly, the respondents are described and justified. Thirdly, instruments that were employed in the collection of data are mentioned and justified. Finally, methods used to obtain data are discussed.

3.1 Research Design

This investigation is a case study. According to Cohen et al. (2000: 181) a case study is an approach in the field of research which seeks to provide a unique example of real people in real situations and it enables readers to understand how ideas and practice can be incorporated to make living meaningful. They further state that a case study can establish a cause and effect and can observe effects in real contexts. Qualitative methods were used to elicit in-depth information that could not have been easily obtained through other approaches. For instance, while the historical method will seek to grab the already available information, a case study seeks to "enhance our understanding of the phenomenon under investigation with the aim of finding ways of improving such" (Jegede, 1999: 40).

According to Jegede (ibid.), the case study method also allows flexibility in the data collection procedures which are in the hands of a researcher and are determined by research purpose. Furthermore, a case study helps a researcher to find solutions to problematic situations. The other reason that case study was utilized is that only one

school was investigated. A survey study, for instance, would be more convenient if research was done on several institutions. But a case study is more convenient where the focus is only on one school. The choice of the research design, however, did not disregard its disadvantage. Jegede (ibid.) contends that a case study cannot lead to sufficient verification of hypothesis unless stringent control is exercised to allow the findings to be generalized. Therefore measures were made to intertwine pieces of related information to concretize results. For instance, the researcher employed a triangulation of three instruments, namely, non-participant observation, document analysis and interviewing in order to make sure that all findings are concretized.

3.2 The Researcher's Audience

The population of the study were academic members of the Botha-Bothe High School, namely, teachers, Heads of Departments, the Deputy-Principal and the Principal.

3.2.1 Teachers

Data were collected from teachers of Botha-Bothe High School. This approach was chosen because the teachers are within the teaching arena and they play a major role in the production of the school's pass rates. The researcher assumed that they (teachers) knew the policies of the school. They were in a position to know whether or not the policies were suitable for the school. They would also know the school atmosphere as well as the calibre of learners they taught.

Moreover, teachers were the ones who make decisions for the teaching, plan for the work, evaluate and assess results. They are part of the leadership of the school. For instance, all of them exercise leadership directly in the classrooms. Some of them are chairpersons of different committees such as the entertainment, sports and disciplinary committees. Others are Heads of Departments. Moreover, one of them is a teachers' representative in the school board in terms of the Education Act 1995 Section 22 (c). They work directly with the Principal and the Deputy Principal in a considerable number of cases. For instance, there are staff meetings where issues

are discussed together. Therefore, they would know how the school is run. They also work with the resources of the school and so they were in a position to say whether the resources were adequate or inadequate.

3.2.2 Heads of Departments

Data were also collected from the Heads of Departments. These respondents were chosen because over and above their capacities as teachers, they were leaders of their departments. As a result, they were in a position to tell the researcher about their relationship with the management. They would also know about the relationship between themselves and teachers within their departments, the relationship amongst teachers within their departments and themselves and the relationship between teachers and learners.

3.2.3 Principal and Deputy Principal

Data were also collected from the Principal and the Deputy Principal of the school. Since they are the leaders of the school, the researcher wanted to find out from them how they run the school and why they apply those leadership skills.

3.3. Instruments Used to Collect Data

This study utilized a triangulation of three instruments, namely, interviewing, non-participant observation and document analysis. This approach was adopted in order to gather as reliable information as possible. Thus, information gathered through employment of three instruments would more likely to be realistic than the one gathered through use of only one instrument.

3.3.1 Interviewing

Jegede (1999: 130) and Seidman (1991: 56) advocate interviewing as one of the best instruments for data collection. In this study, each participant was interviewed alone. ~~(This move was done in order to ensure confidentiality)~~ Each participant was given the assurance that the information he/she would give would be confidential and that his/her identity would be concealed. The other reason for employing interviewing was to give each interviewee a chance to freely reconstruct his/her

experiences without being influenced by outside forces. This approach is recommended by Seidman (ibid.: 56).

An interview guide was used. It consisted mostly of open-ended questions and very few close-ended questions. The approach was meant to enable participants to relate their experiences in a narrative form. The order of the questions was followed occasionally and only when the participant had not covered some points. Otherwise, the participants were allowed to relate their experiences as they preferred. This approach was employed in accordance to Seidman (1991: 69) who contends that

Some forms of interviewing depend on an interview guide. The interviewers arrive with preset questions to which they want answers or about which they want to gather data. In-depth interviewing, however, is not designed to test hypothesis, gather answers to questions, or corroborate opinions. Rather, it is designed to ask participants to reconstruct their experience and to explore their meaning. The questions most used in an in-depth interview follow from what the participant has said.

The interviews were tape-recorded. In this regard, Seidman (op. cit.: 68) reiterates,

There is no question in my mind that in-depth interviews must be tape-recorded, although the literature is not unanimous on this point ...I believe that to work most reliably with the words of participants, the researcher has to transform those spoken words into a written text to study. The primary method of creating text from interviews is to tape-record interviews and to transcribe them.

So, it is justified to tape record interviews and to transcribe them. The other reason for interviewing participants was for the researcher to find out about the atmosphere that prevails within the school. This would be studied from the participants' facial expressions, other body gestures and from their words.

3.3.2 Non-participant Observation

The researcher conducted a non-participant observation to find factors that enable the high pass rate at Cambridge Overseas School Certificate at Botha-Bothe High School. This approach was followed mainly because of the limited amount of time

within which the data were collected. Thus, standing aloof and jotting down the points would enable the researcher to collect information faster than if he had to conduct participatory observation. When defining this type of data collection, Jegede (1999: 136) argues,

This is the type of observation in which the observer stands at the distance from the observed. He does not participate in the activities involving the observed but rather records the characteristics displayed by the observed that are of interest to him. In this case however, he must be careful not to allow the observed become aware of his intent so as to control for the effect of change of behaviour.

According to Leedy and Ormrod (2001: 158) one of the advantages of observation is flexibility. They argue that an observer can easily shift focus as new data comes to light. Its major disadvantage, however, is that the very presence of the observer may influence her/him to change what the participants say or do and how significant events may unfold. The other disadvantage of observation is that researchers often write insufficient notes of what they have observed and so they do not completely reflect the reality (Leedy and Ormrod, 2001: 158). So, the researcher has attempted to be as objective as was possible. The researcher also wrote as many field notes as was necessary so as to enable reliable findings.

Although Leedy and Ormrod, (ibid.) pinpoint the above disadvantages of observation, the tool was very convenient in this particular research. In the first place, Botha-Bothe High school is a big school with several buildings. The buildings enabled the researcher to move from one corner of the building to another and jot down field notes without disturbing anybody or being disturbed. Besides, there was an office given to the researcher to work in. So, sometimes notes were written in this office without many participants realizing it. The other advantage was that the school community in general was cooperating with the researcher. This cooperation enabled him to mix freely with them and gather as much information as was available.

3.3.3 Document Analysis

Document analysis is a research instrument in which a researcher studies documents of an institution in question in order to find out the solution to the existing problem. So, some of the documents that might have impacted on the pass rates at Botha-Bothe High School were examined. Timetables, duty rosters, policies, notices, schemes of work, lesson plans, registers, minutes books and mark sheets were studied. The rationale for choosing these documents was that they could be easily accessed. For instance, one could see the notices, the timetables and the duty-rosters on the notice boards. The duty rosters included those for morning assembly, study supervisions and manual work schedules. The other reason is that the documents also represent activities that form the basics of teaching. For instance, timetables control the entire teaching programme each day. So, studying the whole range of documents was likely to clarify to the researcher how the school in question was run and what exactly informed its quality pass rate.

3.4 Data Analysis Procedures

The recorded interviews were transcribed. Results were recorded according to different themes and categories and were represented through discussions according to issues addressed. This information was incorporated, where possible, with what was observed and what the documents studied revealed. Qualitative Data were also analyzed and interpreted in relation to the theories referred to in the research proposal.

3.5 Summary

This study investigates factors that enable high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as the resources available in the school.

This chapter discusses the research methodology employed in the collection of data. The research data are named, briefly explained and justified. The respondents are described and their choice justified. Also, the instruments that were used to collect data are examined. Each method is briefly explained and justified. In each case the advantages and disadvantages of each method were discussed. Finally, the chapter describes how the data collected was treated and interpreted.

The next chapter presents and discusses the findings of the study.

CHAPTER 4

Data Presentation and Discussion

4.1 Introduction

This study aimed at investigating factors that enable high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst members of staff and between teachers and learners, as well as the resources available in the school.

This chapter presents and analyzes data. Since the research methodology was a triangulation of interviews, observation and document analysis, data presentation is an intertwining of findings from these three instruments. First, the major themes (leadership, relationships and resources) were discussed with the respondents and in the process of discussions sub-themes emerged and were also thrashed. Then conclusions were made on the basis of findings.

The key questions of the study were as follows:

1. To what extent does leadership enable pass rate?
2. What is the nature of relationships between the management and the members of staff, amongst the members of staff and between the members of staff and the learners?
3. How well-resourced is Botha-Bothe High School?

4.2 The Impact of Leadership at the School

The interviews were conducted amongst three major academic groups, the teachers, the Heads of Departments and the management. These three groups together with the learners were observed in order to find out how they interact in day-to-day activities and how that interaction could possibly impact on learners' pass rates. Also, documents such as timetables, duty rosters, notices, policies, schemes of work, registers, lesson plans, minute books and mark sheets were examined. Results of

findings were classified according to their themes and sub-themes, and discussed in details.

Under the theme of leadership, the study aimed at answering the following question:

- To what extent does leadership enhance pass rate?

In response to this key question, the following sub-themes emerged from the respondents

4.2.1 Interaction and its Effect on Pass rates

Most respondents in the interviews indicated that the interaction between the school management and members of staff is likely to be a contributing factor towards the high pass rate. When asked to mention some of their duties as HODs, some of them (HODs) gave the following responses:

- I monitor everything in the department to make sure that things are in order.
- I am a farm manager, a supervisor of both non-teaching staff and teaching staff and a teacher of Agriculture. As a result, I supervise both teaching and non-teaching staff.
- I report to the administration about the developments of the department.
- I check and moderate question papers prepared by teachers under my department.

The responses above seem to prove that there is a lot of interaction in the departments of Botha-Bothe High School. The HODs meet with their teachers on several occasions. Seemingly, the purposes of these interactions are to ensure that approaches which aim at ensuring fruitful teaching and learning are formulated and implemented. The checking of work done is given the first priority. On one hand, teachers account to the HODs. On the other hand, the HODs account to the administration for further checking of work done or plans proposed. In general, the contact is purposeful and cost effective. It is aimed at bettering teachers' work and improving learners' performance. Therefore, one may deduce that in this atmosphere, results are most likely to improve.

Teachers, on the other side, indicated that the school management was so effective that it enabled interaction between students, teachers and the management itself. The teachers pointed out that in the departmental and staff meetings, teachers participated freely because the management has succeeded in building team spirit and a conducive working atmosphere. Some of the examples which teachers gave were as follows:

- Management is OK! I am satisfied. They are transparent even to the finances of the school. They inform us of every development and invite our suggestions in decision-making. So I feel included. I feel I am important.
- Class teachers meet and stream students. In this process, learners are positioned according to their scores and their positions dictate in which class streams they fall. Thus, students who fall between positions 1 and 45 would be in Form A1. Those who fall between positions 45 to 90 would be in Form A2, and so on.
- The studies are supervised. Timetables are drawn and placed in visible places. Students and members of staff are punctual in all school activities.
- We work together in everything that we do here at school. So, there are no cases where people cannot do work because they attribute it to certain individuals.

The above statements were in line with the researcher's observation in which the three teachers on duty and the Principal himself supervised a morning study. In the process of supervision, all of them chatted harmoniously among themselves as they moved around from class to class. The other instance, which confirmed a positive interaction and warm relationship was the staff meeting held after the morning parade in which the Principal talked humbly and the teachers responded positively. The Principal and his Deputy were inviting teachers' opinions on when the next parent-student orientation meetings could be held, which teachers would be available and how best the meetings could be held.

The incidents discussed above indicate a correlation between interaction and relationships. It seems that people's interactions are informed by their relationships. One therefore gets a feeling that where teachers and management enjoy good relationships they tend to interact freely and learners' performance is likely to improve.

At the heart of these interactions lie clear plans by the management, which are guided by documents such as timetables, duty rosters and attendance registers. Except for few problems in the master table, the timetables and the duty rosters, for instance, indicate who should do what, where and when. The researcher went through these documents. In interviewing some teachers about these documents, it was found that all other documents except for the master timetable were clear (to both researcher and the teachers) and could be understood without making reference to other people or documents.

The master timetable did not have some important contents, which in the view of the researcher needed to be reviewed. It (master time-table) did not indicate who teaches which subject in what class and at what times. It merely indicates the class (according to their streams) and subjects taught there. The interviewed teachers indicated that in the allocation of subjects and classes they are told about who would teach what subject in which class. So, they make their own mini-time-tables. The researcher's view in this regard is that a good timetable should serve in a manner that a map does to travelers. It should be self-explanatory as in the example shown in table 1 below.

A timetable should indicate time. Without the indication of time, it fails to serve its purpose efficiently. Drawing a timetable of the nature shown below is likely to help in avoiding instances where teachers abscond from attending classes and claim that the timetable was not clear to them. Moreover, each teacher could be given a symbol, such as his/her initials and this could be put next to his/her subject per class. This practice is also likely to help management in locating each teacher easily for purposes of control. It might also help to avoid confusion where more than one

teacher in a class teaches a subject. For instance, in many cases, teacher A teaches Science in Forms B1 and 2 while teacher B teaches Science in Forms B3 and 4. The following is the timetable recommended by the researcher.

Table 1

Boiketsiso High School 's Master Time Table

TIME	08:00 - 08:40	08:40 - 09:20	09:20 - 09:40	09:40 - 10:20
FORM A	Maths (LL) A 2	Science (BT) A 3	B	Comput. (LJ) A 1
FORM B	Eng. L (SM) B 1	Agric. (LK) B 3	R	Biol. (XS) B 4
FORM C	H Eco. (MM) C 2	H Eco. (MM) C 1	E	E. Lite. (BM) C 3
FORM D	Maths (KP) D 1	Maths (KP) D 2	A	Bas. H. (QP) D 1
FORM E	Sesotho (BB) E 1	Dev. St. (RR) E 2	K	Geog. (MP) E 1
Initials and Names	BB= Botle Babeli KP= Kopano Papiso MP= 'Mabatho Pepe MM= 'Matli Mpitso BM= Botho Maema QP= Quinton Poso			

This timetable is not a complete version of a master timetable, but the portion shown here is likely to cast light on how a master timetable should look.

The researcher also checked the attendance registers. It was found that they (attendance registers) mandated class teachers to check and record learners' attendance. At this school, the policy relating to the attendance registers demanded that class teachers should submit such registers to the relevant HODs for checking and discussion on the attendance of learners as whole. The HODs together with the class teachers would in turn hand them over to the management for further checking and discussion. Thus, interaction is experienced even in the handling of the attendance registers.

The Principal of Botha-Bothe High School was also interviewed on whether there was enough interaction in the school. He agreed that there was enough interaction to

allow a free flow of information. He added that there was a warm and conducive teaching and learning environment all of which are likely to contribute to the school's high performance. In this regard, he gave the following examples,

HODs report to me about all matters that relate to their departments. They check the scheme books of members of their departments before bringing them to me for further checking. They also submit budgets for their departments and we discuss them for justification and approval. Other members of staff freely participate in the staff meetings. Decisions are made on the basis of their contributions. So, we are able to go forward because everybody will have been included in one way or the other in decision-making.

From this data, one gets the impression that in a school where policies are clear to members of staff and other stakeholders; where documents are put in place to enable teachers, learners and management to communicate; where these three groups freely and harmoniously interact, performance is likely to improve.

4.2.2 Inclusiveness and Decision-making

All the participants except one said the management included them in decision-making. The unsatisfied participant complained that the management made decisions for them (teachers). The participant reiterated that the management *did not* take them as colleagues who had the same rights as they did. The unsatisfied participant further argued that sometimes teachers were not told about the changes even when they affected them directly. An example given was that usually lunchtime is at 13HR20 but at the time of the interview it was shifted to 13HR00 without notifying teachers. Also, the school usually closed at 15HR20 but the time for closing had then shifted to 15HR00 without a word from the management team. This participant, however, indicated immediately that with the exception of this flaw on the side of the management team, there were other good things that were done by the management team.

The rest of the participants were content with the way in which the management kept in touch with them. When asked to justify their satisfaction about leadership of Botha-Bothe High school, HODs and teachers stated,

- They include us in decision-making.

- The staff and departmental meetings here are opinion inviting. No one forces us to talk, but because you know that when you talk people shall listen to you and take your suggestions if it proves vital, you talk. We are united.

- I also advise them on the allocation of duties, particularly in my department.

- Because the management is friendly to me, sometimes I do not wait for meetings to take place before I can conscientize them of the burning issue. Rather, I go to the office or meet them on the way and discuss the issue. Although they are very busy people, they always listen to me.

- Prefects and monitors system is used and is effective. Thus, leadership includes even learners.

- We hold departmental meetings and teachers are involved in decision-making.

All the quotations above show that there is inclusiveness in the plans of the school's daily affairs. They also state that members of the staff are involved in the decision-making, particularly on the side of teachers and HODs. In addition to these interviews some documents were examined. The duty rosters that were looked into indicated that there was a debating committee, a disciplinary committee and a trip-organizing committee to mention but a few. These committees interacted directly or indirectly with each other and with other stakeholders such as teachers and students. Since, where people are involved in the decision-making, they associate themselves with the decisions; one concludes that inclusiveness has a positive impact on the pass rate in Botha-Bothe High School.

4.2.3 Time Management and how it Impacts on Pass rates

Respondents pointed out that time management was another factor that was most likely to enhance pass rates. They argued that where time is respected, objectives were most likely to be achieved. All the participants said that everybody including the Principal kept time at Botha-Bothe High school. They said that the Principal always told them that time management was imperative if learners are to be taught efficiently and effectively.

When asked to relate how they (management team) manage time, the Deputy-Principal replied,

We order books for the learners at the end of the out-going year so that early January the following year they are available. This saves learners the pain of having to queue in the bookshops at the time of lessons and enables teachers to teach without waste of time. Scheming is done before the school opens. No learner is allowed to loiter in the street during school hours. This includes examinations times. Every teacher and student must keep time. The school board calls parents and their children per class at the beginning of the year and informs them of the school arrangement and what is expected of them. We are able to do our work more effectively if parents do their part.

From the response of the Deputy-Principal, one learns that a lot of strategic planning is done in this school. Teaching commences once the school opens. Order is maintained from the on set since there is no roaming about both on the side of the teachers and learners. Thus, the 180 school days recommended by the Lesotho's Ministry of Education through the school calendar seemed to be fully utilized. This implies that a school is most likely to succeed if time is well managed by every stakeholder from learners up to the management team.

During observation, it was also clear that time is well managed at Botha-Bothe High School. Early in the morning the Principal went to his office and marked the students' scripts. After he opened his office, he went around the classrooms and other buildings to see if everything was still in right condition. At about 06:40 A.M. learners

were beginning to arrive. By 06:50 A.M. most students were in their respective classrooms. It was around this time that the three teachers who were on duty arrived.

At 06: 55 A.M. of the day of observation the bell for the morning study rang. Then the learners who were arriving ran to their different classrooms. The three teachers who were on duty were there to ensure that the morning study gets started. When the researcher asked one of the teachers who was on duty as to why the morning study began at 06:55 A.M. and not at 07: 00 A.M. The answer was that the first five minutes were for the students to get settled. At 07:00 AM the students are beginning to concentrate. The Principal went out of his office to supervise his teachers and to help them get the students settled. The study period was a quiet 30 minutes. From this observation, one could conclude that through time management study periods were meaningful and added something to the learning of students at Botha-Bothe High School.

At 07:30 AM the bell for the morning parade rang. Again all the learners ran to the parade. They were in proper uniform. The Principal quickly went to the parade. A hymn was immediately started. A male learner went to the front and read a few verses from the Bible. Educators and learners prayed. Then the Principal made announcements. He cautioned the learners to study hard, write their examinations very carefully and pass them. The Principal's words confirmed statements of some of the interviewees who said that the Principal always reminded learners about their main purpose of being at school and what they should do to achieve it.

In the same assembly, the teacher on duty read the names of Sesotho speakers and they were caned. This action on Sesotho speakers went in line with some interviewees who said that while Sesotho was respected as a language and a subject, English speaking was binding on all learners. Since in Lesotho's educational system, English is a failing subject and a medium of instruction it looked proper to encourage learners to speak English. The teacher then dismissed the parade and learners hurried to their different classrooms. He then held an informal meeting with educators. The meeting was over and educators started their daily duties.

The Deputy-Principal was punctual too. She started her administrative duties immediately. She helped invigilators prepare for examinations by providing the materials required. She went from department to department to ensure that examinations were prepared for before time. She talked to parents who had come to ask for help and referred them to the Principal in cases where she could not help. The above incidents suggest that Botha-Bothe High School is time conscious. The observed participants performed their roles promptly and in time. Therefore it seems that time management could be one of the factors that might impact positively on pass rates.

4.2.4 Firmness and Fairness in dealing with Problems

Some HODs and teachers suggested that firmness coupled with fairness on the side of the management team when it comes to sticking to principles could be another possible factor towards their success. They asserted that once a policy is set, the Principal ensures that everybody adheres to it. For example, during the time of the research it was the school policy that all the teachers should attend morning assemblies. Every teacher did just that, and anybody who violated that policy was made answerable. The Principal also confirmed that he was firm when it came to principles. When asked if he was not afraid that he might be hated by his colleagues for firmness, he reiterated,

I would not be surprised if I am hated for being firm. But I believe in doing my job properly. And as long as I abide by law I feel okay!

A notice on the door of the main staff room reinforced these assertions. The notice served to remind all the teachers about the deadline for submission of marks and about the day when promotions would be done. As a result, teachers who were not invigilating were seen marking in their respective offices. All of these incidents enable one to conclude that a firm principal is likely to get the work done. This firmness has a bearing on the learners' improvement in pass rates.

4.2.5 Incentives given to Teachers

All the participants said that the school board responds positively to their achievements. If they achieve high pass rates either in Form C or Form E, the school board comes and thanks them for work well done. There are other incentives, which teachers benefit from such as taking them for a luncheon both when results are out and when promotions are to be made. They also get lunch from the school every school day as against the common practice of expecting teachers to buy their own lunch. The school board also gives them some cash as a way of patting their shoulders. However, the school board does not shy away from telling them when they had gone wrong.

The minutes book also indicated that the school board held meetings and decided to give educators some incentives for good achievements. They also talked to teachers and encouraged them to work even harder, explained some of the decisions that they had taken and invited their views. So, incentives seem to boost the morale of teachers and possibly have a positive impact on the performance of learners.

4.2.6 Team Spirit amongst Teachers

All the respondents suggested that team spirit might be a positive factor that contributed to the school's high pass rates. The Principal also listed team spirit amongst the possible factors that enhanced pass rates. When asked to mention the indicators of this team spirit in his school, he stated,

Teachers in each department scheme, set questions and memorandums together and participate in staff and departmental meetings. The school board liaises with teachers informing them about every development. Because teachers are informed, they are united with the school board. This is seen clearly in parents' meetings where teachers support the school board in explaining issues to the parents. Moreover, whenever there is anything amiss, we come together and discuss it.

In addition, both the teachers and the HODs had indicated that they worked together as a team in their different departments. They said that this team spirit built them in the teaching profession. They also claimed that they grew as professionals by

discussing the problems that they face each teaching day amongst themselves. They further claimed that by helping each other in either team-teaching or counseling the problematic learners, they became experienced teachers. All the participants agreed that scheming together helped them to avoid skipping some parts of the syllabi and broadened their understanding of the syllabi's contents. They further asserted that by each being given a chance to set questions for their departments they became confident.

The researcher also found from some of the departmental minutes that teachers participated in discussions. Consequently, decisions were made out of collaborate deliberations. Thus, the documents were in line with the interviews and the researcher's observations that the team spirit was high amongst the teachers and between the teachers and the school management team. Team spirit is therefore, a possible factor that could help enhance pass rates. The team spirit is more related to relationships as will be seen in 4.3.1 below.

4.3.0 Relationships and how they Impact on Pass rate

The key question of the study under this theme was,

What is the nature of relationships between management and teachers, amongst teachers, and between teachers and learners?

4.3.1 Relationships amongst Teachers

Many of the teachers interviewed said that the relationships amongst themselves were sound. The researcher asked them to mention some of the activities that they undertook which indicate good relationships amongst themselves. They answered as follows,

- If I am not confident with a certain topic in my subject, I ask one of my colleagues to help me teach it or explain it to me. No one will take you to be stupid. We are really in good terms.
- As an untrained teacher, I learn so many things from other teachers. They really trained me. Even when they do some extra-

mural activities, they do not marginalize me. Instead they show me how to handle some activities. I feel that I am one of them.

- In my department, we keep on informing each other how far we have gone and what we are planning to do next. So, none of us keeps any secret to himself or to herself if it relates to work.

Thus, the respondents reveal that there are warm relationships amongst members of staff. From the response of the second respondent, we also learn that new members of staff are inducted even though there is no clear and formal induction programme as the Principal pointed out.

4.3.2 Relationships between HODs and Teachers

All teachers who participated were positive that the relationships with their HODs were superb. They believed that these warm relationships assisted them in achieving more in pass rates. They felt that the prevailing assistance between the HODs and themselves partly enabled learners to perform well in their studies. So, we can deduce that good relationships between teachers and Heads of Departments are likely to be a possible factor that can impact positively on learners' pass rates.

4.3.3 Relationship between HODs and Management

All HODs who participated asserted that their relationships with the management were warm. They (HODs) said that they were able to do their duties because the principles were clear and the management supported them. When they were asked to deliberate on the relationships between the administration and themselves, most of them stated,

- The administration gives me chance to suggest what could be done to improve the school and most of the time they (administration) take my advices. Both the Principal and the Deputy-Principal are in my department, so they would have been part of the discussions in the departmental meetings.

- I get a lot of support from the management. They even urge us to complete approved projects and to suggest more improvements.

- As long as we have budgeted and money is available, we get what we want.

The co-operation which the researcher observed between the Principal and the observed HODs confirmed the above assertions. For instance, one HOD assisted the Principal by taking the researcher around and showed him the different resources available. Although it was during final examinations and everybody was busy with various activities, one HOD asked for permission to go home because he had a personal problem to solve, and the permission was granted. These examples illustrated warm relationships between management and HODs. Therefore, one can conclude that when relationships between HODs and management are sound, departments function effectively and harmoniously. For example, meetings are held, decisions are made and plans are implemented. Moreover, the teachers scheme together and teaching is done around the same time. This situation is more likely to contribute to high pass rates.

4.3.4 Relationships between Teachers and Learners

Most participants said that relationships between teachers and learners were satisfactory. When asked how they realized the positive relationship between themselves and learners, they answered as follows,

- The relationships are warm. Learners respect us. Very often they take our advices.
- Some learners volunteer to do more practicals in my subject. That willingness enables me to give them more practice so that they can learn more and be able to pass.
- Students greet us in English even when we are outside school premises. Even during weekends, they do not just pass by because they are not on uniform. They really respect us.
- There was a day when one male student made a silly remark in my class. I was not angry because I understood that he was a child. But other learners reprimanded him seriously.

This warm relationship was observed in the computer LAN. Learners were very free when they talked to their teachers. They asked questions on how they should operate computers. Teachers also cracked jokes with them. It really looked like a very conducive learning atmosphere. The above setting enabled one to conclude that where learners and teachers work together harmoniously, where learners and teachers take a school as a family in which young ones should respect the old and vice versa and young ones could be guided by old ones; such atmosphere is likely to create high learning opportunities for learners, which may result in high pass rates.

4.3.5 Relationship between Management and Teachers

Most respondents attributed their success to the Principal. They believed strongly that if the head of the school was weak, teachers tended to abscond. They said that teachers were most likely to abscond from classes or even fail to report on duty if the Principal could not stand by principles and policies of his school. They added that students also tended to become unruly once the Principal is careless. In such anarchy, pass rates are not likely to be high. Most teachers said that the management gave them the support they needed. This support motivated them to teach effectively.

When asked in what way the management gave them support, some teachers said,

- Sometimes when I have personal problems, I go to the Deputy-Head and tell her. She feels pity for me. More often, she suggests what she thinks could help me. She is not only my leader but she is also my mentor. If my problem has to be known by the Principal, she would take me to him and help me to explain. Thus, when I am in this school, it is as if I am in my home where I have to work hard to achieve good results.
- Both the Principal and the Deputy-Principal are very approachable persons. Whenever I have a problem even when it concerns a student who is undisciplined and makes it difficult for me to control the class, I tell them and they discipline the student. I can even go to them and ask them to advise me on how to teach a particular lesson since we are in the same department.

During observation sessions, the researcher witnessed the truth of the above assertions. The management and teachers enjoyed good relationships. For example, after the Principal had introduced the researcher and the purpose of his visit to the teachers, they (teachers) were willing to help the researcher. Although they were busy invigilating students, marking students' scripts and filling in record sheets, the educators very willingly spared their time for interviews, which were no doubt time-consuming. That selflessness gave one impression that the teachers were so friendly to the management that they did not want to break that relationship. Work seemed to be done quickly because people seemed to like their work. Therefore, it seemed that the relationship between teachers and management was warm. One could, therefore, conclude that Botha-Bothe High School's high performance could be the fruits of warm relationships between the management team and the teachers.

4.4.0 Resources and how they Impact on Pass rate

The key question under this theme was,

How well resourced is Botha-Bothe High school?

4.4.1 Material Resources and their Impact on Pass rates

When respondents were asked to commend on school's resources, they stated that resources were available although they were not enough. They said that some of them were old and did not satisfactorily merge the required standards of learning. In some cases, teachers had to improvise in class so as to cater for those resources that were not available at school. They expressed their eagerness to have more resources so that they could carry out their duties even more effectively. For instance, Basic Handcrafts teachers wanted bigger and modern machines in their workshops.

The observation that focused on the same theme was conducted and it was found that Botha-Bothe High School was a well-resourced school. It has buildings that could accommodate students and which could facilitate broad streaming. Thus, for instance, it is possible to have Form A1 up to Form A5. This implies that the school can accommodate about 225 Form A students in case each class room has about 45 students.

Of the 31 teachers about 23 teachers of them were accommodated on the school premises. All the houses have electricity and water. This situation (availability of resources) implies that many experienced and intelligent teachers were likely to be enticed to this school because of the facilities it could provide. It also implies that once so many teachers live on the school campus, time could be easily managed and many teachers could be available for extra-mural activities. Where such situation exists, it is most likely that pass rates may be high.

The researcher also observed that there are three science laboratories, namely, junior Science laboratory, senior Science laboratory, Biology laboratory. There is also an Agriculture laboratory, a Home Economics' laboratory and a computer LAN. The laboratories have apparatus even though they were not enough and some of them were old. There were also two photocopying machines, a duplicator and two printers. For example, in the Home Economics Laboratory, there were some sewing machines, laundry and kitchen materials. The printers were mostly used by teachers to process question papers.

Moreover, almost all the respondents had all the textbooks recommended and prescribed by the National curriculum Development Centre (NCDC). In the Sesotho department office, there are some traditional materials, which some Sesotho teachers said that they are used as teaching aids. This availability of resources seemed to be a possible factor that underpinned Botha-Bothe High School's success in pass rates.

4.4.2 School Projects and their Impact on Pass rates

Agriculture projects were observed. There were pigs that were kept in a nice, big pigsty. There were rabbits and dairies. There was also an orchard and a big maize field. These projects were meant to assist in the teaching and learning of students. When asked how the projects are likely to impact on learners' pass rates, all Agriculture teachers said,

- I believe that for a student to pass well he needs to be a responsible person. These projects train learners to be responsible human beings. Once a student has a tree to take care of, he relates what he does when taking care of the tree with what he reads from a book. Once he relates theory with practice then learning takes place. Every time he washes, feeds or applies pesticide on the pigs, he remembers what their names are, what food they eat and how to wash and deep them. That student cannot easily fail questions on those practicals.

- It is simply not easy to teach Agriculture without relevant projects. It is a practical subject. One learns more by doing than through any other method. The more practicals learners undertake, the more chances they have to pass. For example, in our orchard, we teach them how to keep soil moisture, how to prune, how to transplant and how to propagate, to mention but few. These practices are likely to make them understand the concepts.

The data above suggest that teaching and learning are more effective where facilities are available. This means that projects in subjects such as Agriculture should be available to facilitate high pass rates.

4.4.3 Human Resources

This study has also looked into the calibre of human resources (the Principal, the Deputy-Principal, and educators) at Botha-Bothe High School in order to find out if they could contribute to the high pass rates in that school. During interviews, it was discovered that the Principal had immense experience in school management. For instance, he was once a Deputy-Principal at Hlotse High School (a government school) from late 1980s to early 1990s before he was transferred to Botha-Bothe High School where he was promoted to the position of a Head Master (Public Eye, 2003: 23).

At the peak of his success, he (Botha-Bothe High School's Principal) was promoted to the position of Educational Secretariat for Lesotho Evangelical Church (LEC) on secondment from 1998 to 1999 (Public Eye, *ibid.*). This information influences one to deduce that a school led by an experienced person and a man of high calibre like the Principal of Botha-Bothe High School is likely to perform very well. From all the data

discussed so far, effective leadership seems to be at the heart of Botha-Bothe High School's success.

The Deputy-Principal also has immense experience in running the school. She had been the Deputy-Principal for many years. Besides, she was the Acting-Principal when the current Principal was an Educational Secretariat on secondment. Thus, both of the Principal and the Deputy-Principal knew what it takes to head a school.

Moreover, most educators were of high calibre. For instance, documents proved that of the 31 educators, 19 were graduates some of whom were post-graduate degree holders; seven of them held teaching certificates other than degrees; and only five of them were not trained as teachers. The HODs of the nine departments in the school were experienced teachers who had more than five years in teaching. In fact, some HODs had held the same positions for over eight years. These immense experiences together with the nature of qualifications which the teachers had, seemed most likely to have a positive influence on the quality of results at Botha-Bothe High School. The above scenario gives one the impression that the higher the quality of human resources in a school, the higher the chances for it to produce high performance.

4.4.4 Financial Resources and their Impact on Pass rates

There are two main sources of income in Botha-Bothe High school, school fees and Agricultural products. All Agriculture teachers said that they sell products to the neighbouring schools, community and their own school. Their products included milk, chicken, rabbits, pigs, maize and wheat. One teacher estimated the income for piggery to about M10 000, 00 per annum. Milk was sold throughout the year to the local community and to the school itself.

The parents paid school fees on time. They paid through the bank. That arrangement saved management the trouble of keeping money in the office and having to go and queue in the bank. It also lessens chances of being robbed. When asked whether parents do not make late payments, the Principal stated,

We have succeeded in making everybody understand the importance of the part she or he plays. Parents know now that it is for the benefit of their children to pay school fees in time. We agree at the beginning of the year on the times and terms of payments. And they do just that. What is most important is for the management to clarify its policies right from the beginning and stick to them. In this way, we can hardly be in financial crisis.

Since most school plans and activities rely on the availability of funds to either succeed or fail it is imperative to suggest that school policies with regard to payments of fees should be clear to all relevant stakeholders so that payments could be done on time. This situation prevails at Botha-Bothe High School and it looks successful. For instance, from the interviews with both the Principal and the educators, it was clear that the school under study had funds because parents paid promptly. These funds enable them to support projects and pay private teachers.

4.5 Summary of Findings

This study investigated factors that enable the high pass rate at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho. The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as the resources available in the school.

This chapter has presented and discussed findings of the study. The chapter has achieved this by first summarizing themes and their sub-themes as proposed by Marshal and Rossman (1995) in de Vos et al. (1998). Three major themes were presented. These were leadership, relationships and resources. The themes emerged from the key questions of this study.

As each theme was discussed, sub-themes also emerged. In the presentation of each sub-theme, instruments used to collect data were mentioned and in most cases conclusions were results of interweaving findings from different methodologies employed in data collection.

The followings findings were arrived at:

Generally, it was found that the leadership in Botha-Bothe High School has succeeded in building team spirit amongst educators. The team spirit resulted in warm relationships that allow interaction amongst many stakeholders. The leadership includes educators in decision-making. It (leadership) is firm and most probably fair except for a few complaints amongst the respondents. The leadership also managed time efficiently. That atmosphere enabled teaching and learning to take place without many problems.

Among some of the strategies which the management introduced is the enforcing of English-speaking amongst the students and between teachers and students. That strategy seemed to be effective since students tend to communicate in their mother tongue mostly if not all the time. This practice has a negative bearing on their performance because English is a passing and a failing subject in Lesotho. It implies that the more frequent the students speak English, the better they become in the command of English. Hence, their chance to perform well in their studies. Therefore, it can be deduced that such leadership could be a possible factor that enabled high pass rates at Botha-Bothe High School.

It was also discovered that except for few complaints here and there, relationships between teachers and HODs, the management and the HODs, the teachers and the management, amongst the teachers and between the teachers and the learners were warm. These relationships seemed to impact positively on pass rates. Therefore the researcher concludes that warm relationships are a possible factor that enhances high pass rates at Botha-Bothe High School.

Finally, it was found that basic resources were available in Botha-Bothe High School. Those resources played a positive part in the teaching and learning processes. They assisted learners by enabling them to study through observation and by performing some practical work. Amongst the most paramount resources discussed, were the experienced and the hard-working teachers, as well as the finance which the school gets through school fees. So the researcher concludes that the availability and proper

management of resources were possible factors that enabled Botha-Bothe High School to have high pass rates.

The next chapter presents a summary, conclusions and recommendations of the study.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.0 Introduction

This chapter presents a summary, conclusions and recommendations of the study. The conclusions and recommendations are made in light of the findings and with the purpose of maintaining results in the high performing schools, as well as enhancing learners' performance in those schools which do not perform well.

5.1 Summary

This study intended to investigate factors that enable high pass rates at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho.

The focus of the study has been on three broad possible factors, namely, the nature of leadership within the institution, the relationships between administration and teachers, amongst the teachers and between the teachers and learners, as well as resources available in the school.

To achieve this, the first chapter briefly discussed the background of Lesotho's educational system and pointed out that the standard of education has deteriorated since 1970. The chapter introduced Botha-Bothe High School as one of the outstanding schools which perform well despite the decline in education in the country. Chapter two explored the literature that is related to the study. Chapter three discussed methodologies that were used in the collection of data. The three instruments used were interviewing, non-participant observation and document analysis. The researcher justified why these three instruments were convenient in this study. Chapter four presented and analysed data. Findings that were based on the data collected were established and justified. Finally, chapter five presented summary, conclusions and recommendations of the study. The conclusions and recommendations of the study were made in light of the findings of the study.

5.2 Conclusions

Based on the key questions of this study, the following conclusions were reached.

At the time when this study was conducted,

- 1 Leadership of Botha-Bothe High School is informative and inclusive. It has succeeded in building team spirit amongst teachers. Through planned strategies such as delegation, it enabled interaction among all stakeholders. As a result, parties concerned reached most decisions as a product of deliberations. Amongst some of the strategies that the leadership of Botha-Bothe High School introduced is the issue of English-speaking amongst the academic members of the school. That kind of leadership seemed to be a possible factor that could inform high pass rates in that school.
- 2 The study has also revealed that relationships between school management and teachers, amongst teachers, and between teachers and students were generally sound in Botha-Bothe High School. One of the possible factors that is most likely to have underpinned these relationships was the arrangement of teachers' offices where each department has its own office where teachers interact with each other, and teachers use the main staff room only on occasion. The other factor seemed to be the incentives, such as money, which is given to teachers when results have been superb.
- 3 Finally, the study has established that basic resources were available in this school. These included qualified and experienced teachers and many material resources. The material resources enabled teachers to facilitate learning. They also enabled learners to learn through hearing, seeing and experimenting, in most cases. The researcher therefore, concludes that when teaching and learning take place under this environment, pass rates are likely to be high.
- 4 The availability of resources and sound relationships are amongst the factors that have kept highly qualified teachers in this school for a long time. For instance, there were teachers who had been in that school for more than ten years some of whom had been heads of departments (HODs) for about eight years.

5.3 Recommendations

In the light of the findings of this study, the researcher makes the following recommendations:

- 1** Sound relationships between management and teachers, amongst teachers and between teachers and learners seemed to be influenced by among other factors, having departmental offices and accommodating teachers according to their departments, as against the common practice of staffing all teachers in one big staff room. Therefore, it is recommended that schools should start arranging teachers' offices in that approach. Those schools that already have enough buildings should divide teachers' offices according to their departments and let them stay separately. Those schools, which do not have enough buildings, should engage in fundraising so as to build offices for at least a few departments. This move is likely to help schools from losing teachers from time to time because of endless conflicts. It is also likely to improve schools' performance since schools would keep experienced teachers for longer.
- 2** Parents should be involved actively in the decision-making of schools. The common practice of convening parents' meetings with the purpose of telling them decisions of school boards should be reviewed. If parents understand the importance of their roles such as payments of school fees, and purchasing of books, to mention but a few, schools' results are likely to improve because there will be no delay.
- 3** The Ministry of Education and Training (MOET), teachers training institutes and those schools that are not performing well, should visit Botha-Bothe High School so that they could learn from the latter how learners' pass rates could be improved. This practice is likely to improve the standard of education in secondary and high schools of Lesotho.

- 4** When it comes to teaching of learners, resources should be made available to both educators and learners. The material resources should cater for most if not all levels of understanding so that those learners who struggle to learn by listening can also see, and where possible practical activities should be made available for them. Where schools cannot afford some resources, school management bodies should agree with parents that students would bring different available material resources from their homes.
- 5** Botha-Bothe High School and other schools should use time-tables that are similar to the one shown in table 1 or any other format as long as it carries equivalent information. This kind of a time table is likely to make the work of the school management team, teachers and students easier.
- 6** The issue of English-speaking has to receive profound attention so as to improve pass rates in Lesotho. School management bodies should devise strategies in which English is not only a medium of instruction but also a medium of communication.

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APPENDIX A

Florence Powell Hall
Room F3
University of Natal
Durban
4041

15th April 2003

The Principal
Botha-Bothe High School
Box 6
Botha-Bothe
400
Lesotho

Dear Sir/Madam,

SUBJECT: Notification of the Research Study

I am a teacher born and brought up in Botha-Bothe district. As a matter of fact, I have interest in seeing secondary and high schools in Botha-Bothe district improving their performance in pass rates. For a couple of years now, I have realized that Botha-Bothe High school is improving its pass rates consistently. This situation has geared up my interest and I wish to research on: **Factors that Enable High Pass Rates at Cambridge Overseas School Certificate (C.O.S.C.) level at Botha-Bothe High School in Lesotho.**

This implies that I will have to come to your school and collect data. I hope that the findings of this study will be helpful to other school, which still under perform. The study might also assist the Ministry of Education in advising other schools on how they could improve their performance.

Your co-operation in this regard will be highly appreciated.

Yours sincerely,

Mokete Moses Leu

APPENDIX B

Florence Powell Hall
Room F3
University of Natal
Durban
4041

2nd November 2003

The Principal
Botha-Bothe High School
Box 6
Botha-Bothe
400
Lesotho

Dear Sir/Madam,

RE: A Request for Permission to Collect Data in your School

I refer to my letter dated 15th April 2003 in which I had notified you that I wished to research on: **Factors that Enable High Pass Rates at Cambridge Overseas School Certificate (C.O.S.C.) Level at Botha-Bothe High School in Lesotho.**

I wish to start collecting data beginning from 10th November 2003. I humbly request for your permission. This study is strictly for academic purposes in partial fulfillment of my Master's degree in Education. The information obtained from participants will be highly confidential and under no circumstances will their names be revealed. A copy of the finished product will be given to your school as a gift.

I am looking forward to your usual co-operation.

Yours faithfully
Mokete Moses Leu

APPENDIX C

Interview Schedule

The interview questions were constructed differently and in different order for different participants. The questions attempted to find the following points:

1. The subject taught by the teacher.
2. The resources that the teacher interviewed needs and uses and whether they were available.
3. How the participant relates with his/her fellow teachers in his/her department. What the participant thinks informs the relationships.
4. How the teacher relates with students and what could be the reason behind such relationships. How such relationships could possibly inform learners' high performance.
5. What roles the leadership of the school played? How important were such roles and how the roles could possibly enhance learners' pass rates.

APPENDIX D

Field notes taken during observation

1. At about 06:30 A.M. students were beginning to arrive. The Principal was already inside his office.
2. Teachers who were on duty for morning study arrived at about 06:50 A.M. The bell rang at about 06:55 A.M. All students ran to their different classrooms. By 07:00 A.M. hardly any student was seen outside. The study had begun and the Principal and three teachers were supervising.
3. At 07:30 A.M. the bell rang for the morning assembly and the school began. Most teachers were present including the Deputy-Principal.
4. After the parade, teachers went to their different departmental offices to start work. Some parents were waiting at the administration offices and the Deputy Principal attended to them.
5. The Principal introduced the researcher to the teachers and interviews began.
6. The researcher was taken around by one Head of Department to see the resources available in the school. The resources included five laboratories, two workshops, a computer LAN and Agricultural projects. Teachers were working in their own departmental offices.
7. As the researcher went around, examinations seemed to go on smoothly. Invigilators were attending their examinations rooms. Those who were not invigilating were marking students' scripts.
8. Teachers chatted joyfully amongst themselves. Sometimes they were seen chatting with students outside examination rooms.