School climate of adult basic education centres

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List of acronyms

ABET: Adult Basic Education and Training

BA: Bachelor of Arts

B Ed: Bachelor of Education

CEA: Centre for Evaluation and Assessment

HED: Higher Education Diploma

SPSS: Statistical Package for Social Sciences

Summary

This study explored the school climate of adult basic education centres by investigating the extent to which these education centres showed evidence of control, staff cohesiveness, physical resources, and safe and orderly environment. The study was inspired by a lack of school climate studies that focused on adult basic education centres as many school climate studies had concentrated on investigating the school climate of primary and secondary schools. The broad research question which was addressed in the research study was: **'What is the nature of the school climate of adult basic education centres as perceived by educators?'**

The participating educators were randomly selected and a survey – in the form of a questionnaire – was administered. The questionnaire comprised the four scales mentioned above. The items from the four scales were validated through the use of both face and content-related validity procedures. Face validity was ensured through pre-testing. Content validity was achieved through expert review of the items used. The extent to which these items could be included as part of a scale was further explored by means of reliability analysis whose acceptable coefficient alpha was benchmarked at 0.65 and above.

Reliability was used to explore the reliability of the questionnaire. The aspect of reliability used for this purpose was analysis of internal consistency. The main purpose was to ascertain whether all the items used in the four scales collectively measured the construct school climate. For example, the reliability analysis for the variable control had 0.79 as its coefficient alpha whilst the reliability analysis for the variable staff cohesiveness, physical resources and safe and orderly environment had 0.76, 0.89, 0.84 as corresponding coefficient alpha respectively. This implied that most items within the four scales measured the construct control, staff cohesiveness, physical resources, safe and orderly environment as part of the construct school climate. Furthermore, the coefficient alphas of these four scales

compared well with the overall coefficient alpha of 0.84 for this study, which further implied that each of the scales had an immense contribution in the measurement of the construct school climate.

Based on the scale rubric designed for the variable control (high score 28-21: moderate score 20-14; low score 13-0), the results from the analysis indicated that the centres under review had a fair level of control mechanisms in place as in all these centres the mean score varied between 23 and 25. On the basis of the scale rubric devised for staff cohesiveness (high score 32-24; moderate score 23-16; low score 15-0), it was also revealed that the majority of the centres had evidence of staff cohesiveness, as no low score was recorded for in most cases the mean score revolved between 22 and 25. Although, the results further indicated that there was an average degree of physical resources in most centres, it also became clear that not all centres had the same level of physical resources at their disposal as the majority of the centres had a mean score that fluctuated between 18 and 33. The scale rubric for physical resources was: between 40-30 for high score; between 29-20 for moderate score and between 19-0 for low score. Finally, the mean score for the variable safe and orderly environment alternated between the minimum mean score of 17 and the maximum mean score of 21. Based on the latter mean scores, it became clear that the majority of the centres had a safe and orderly environment level that fell within the moderate score category (between 20-14) whilst the remaining two centres had a high score category (between 28-21) and no centre had a low score category (between 13-0).

Keywords

School Climate

School Culture

Control

Staff Cohesiveness

Physical Resources

Safe and Orderly Environment

Survey Research

Descriptive Statistics

Reliability Analysis

Scale Analysis

Item Analysis

School Climate Change

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CHAPTER 1

Introductory orientation

1.1. Introduction

The aim of this research is to explore the school climate of adult basic education centres. Johnson, Johnson, Kranch and Zimmerman (1999) trace research studies on school climate as far back as the 1960's. This area of inquiry emanates from past research on organisational climate and school effectiveness, as it has adopted the instruments, methods and theory from these research paradigms (Anderson, 1982). Regardless of this association with organisational climate research and school effectiveness research, the research on school climate can be differentiated as a separate field of investigation (Anderson, 1982). Educational climate studies include a variety of settings, such as the elementary school setting, the secondary school setting, higher education setting, the classroom setting, as well as the district setting (Dorman, Fraser, & McRobbie, 1995; Fraser, 1994; Anderson, 1982). However, this study marks a departure from these enlisted settings, as the aim here is to explore the nature of the school climate of adult basic education centres.

Although there is consensus on the importance of school climate for the achievement of the goals of education, there is, however, little agreement on the definition of what school climate is (Sackney, 2004; Bulach, Malone & Castleman, 1995; Finlayson, 1987; Kelly, 198). For example, different scholars such as Taguiri (1988); Purkey and Smith (1983); Deal (1985); Rutter et al. (1979) and Hoy and Miskel (1987) have used terms such as 'atmosphere',

'feelings', 'tone', 'setting', 'milieu, 'culture', 'school ethos', and 'psychological context' interchangeably within the realm of school climate research (Sackney, 2004, p.3).

According to Birnbaum, Evenson, Moth, Dishman, Voorhees, Sallis, Elder and Dowda (2005), the construct school climate has been described as the quality of the overall school environment, comprising four domains – namely: the physical domain, environment domain, social system domain and culture domain. Hall and Hord (2001, p.194) define climate as "the individuals' perceptions of a work setting in terms of a priori established concepts that can be measured empirically". For Fraser (1994), Gonder and Hymes (1994), as well as Kelly (1981), these perceptions should not centre on certain individuals, to the exclusion of others. They should be inclusive of the school population as a whole, as everyone at school is more likely to be productive when they are satisfied with the prevailing climate in the school (Freiberg, 1999; Fraser, 1994; Gonder & Hymes, 1994; Sweeney, 1992; Kelly, 1981).

Sackney (2004, p.3) gives a clearer definition of the term school climate when he defines this to be:

> a relatively enduring quality of the internal environment of the school that is experienced by the members (students, teachers, administrators, secretaries, consultants and custodians), influences their behaviour and can be described in terms of the values, norms, and beliefs of a particular set of attributes of the school.

Based on the above views, it becomes clear that the term school climate denotes any perception people might have about their school (Birnbaum et al. 2005; Sackney, 2004; Hall & Hord, 2001; Fraser, 1994; Gonder & Hymes, 1994, Anderson, 1982; Kelly, 1981). For the purpose of this research study these

perceptions may include:

- The extent to which the systems necessary for educators to carry out their tasks efficiently and effectively are in place (Creemers, 1996).
- The extent to which educators have a positive unity for the benefit of their students (Gonder & Hymes, 1994).
- The degree to which resources are made available, suitable and adequate to educators (Cohen & Manion, 1992). And, finally,
- The extent to which everyone at school operates within an environment that is free from danger and damage to both limb and property (Harber, 2004; Sackney, 2004; Harber & Muthukrishna, 2000).

A combination of some of these perceptions defines the satisfaction and motivational levels of educators and these levels, in turn, may be good or bad for the school (Sweeney, 1992), which implies that the school climate may either be perceived as positive or negative. Creating a positive school climate is not an event but a continuous process that requires the collective involvement of all concerned, creating the pursuance of a common purpose (Gonder & Hymes, 1994).

A positive school climate exists when all concerned feel comfortable, wanted, valued, accepted and secure in an environment where they can interact with caring people who they trust (Gonder & Hymes, 1994). According to Manitoba Education, Training and Youth (2001) working toward an improved school climate is a goal to be pursued and educators need to constantly work toward this, so that student learning is improved and education taken to higher levels.

Furthermore, a positive school climate is indicative of the level of healthiness of the school environment. In such an environment all concerned are provided with a platform through which effective teaching and greater learning could take place.

Hoy and Feldman (1999) contribute to the discourse on the positive and negative school climate when they make reference to healthy and unhealthy schools. Hoy and Feldman (1999) accordingly state that healthy schools are characterised by:

- High levels of consideration and initiating structure, where the principal is a dynamic leader, who can integrate both task-oriented and relations-oriented leadership behaviour. Such behaviour not only supports the educators but also encourages great performance standards.
- There is also evidence of extraordinary academic influence where educators are dedicated to the teaching and learning processes. Educators set high attainable goals and performance standards for the students, while encouraging a serious and organised learning environment.
- The availability of adequate resource support, classroom supplies, instructional materials, supplementary materials serves to encourage educator morale.

In these situations educators also more easily like and trust each other, are enthusiastic about their work and identify positively with the school (Hoy & Feldman, 1999).

Conversely, Hoy and Feldman (1999) view unhealthy schools as characterised by:

- Low levels of consideration and initiating structure, where the principal is ineffective and shows little encouragement and support for educators and, above all, provides little direction or structure.
- There is also evidence of poor academic influence where educators and students do not consider the academic climate seriously. Students who show academic seriousness are ridiculed by their peers and are also viewed as threats by their educators.

- In addition, resource support and educator morale are also at very low ebb for instructional materials, supplies and supplementary materials are - in most instances - not available when needed.
- There is also evidence showing that educators are generally not happy about either colleagues or their jobs.

In these situations there are tendencies of distrust among educators, which encourages them to act individually aloof rather than as a coherent unit (Hoy & Feldman, 1999).

The preceding paragraphs introduced the reader to the concept school climate. The focus of this research is the school climate in adult basic education centres. Adult basic education has a long history, as it has undergone a number of transformations over the years. This chapter an introductory orientation of this study is provided, by giving a brief historical context of adult basic education as found in South Africa (Section 1.2). This is done by outlining the development of adult basic education in this country, from the times of the so-called 'night schools' to the period in which these schools were transformed into the 'Adult Basic Education and Training' centres (ABET centres) found today. The purpose statement and problem statement (Section 1.3) and the rationale (Section 1.4) are also briefly discussed.

1.2. Brief historical context of adult basic education in South Africa

For many years adult basic education in South Africa was not formally organised, as there was no officially recognised framework for such implementation (Aitchison, 2002). As such, the efforts of effecting adult education happened in a fragmented and disjointed manner (Vakalisa, 2000). Above all, the distribution of adult basic education was limited to the westernisation of black adult learners by

way of providing them with Christian religious education (Sibiya, 2004; Aitchison, 2002). However, the beginning of the 20th century saw the development of adult basic education not only as a structured activity but also as an important undertaking (Aitchison, 2002). This new beginning was marked by the emergence of the so-called 'night schools' that provided basic school education to adults. Although these schools at first offered uncoordinated teaching programmes, by the 1940's they had grown to resemble more structured and systematic initiatives (Sibiya, 2004; Aitchison, 2002; Bird, 1984). The only limitation was that these 'night schools' operated outside government regulation and did not have governmental support. This lack of government support created a serious resource adequacy crisis. This is probably the reason why the government then appointed the Eybers Committee of 1946 that recommended the subsidisation of all bodies involved in the provision of adult basic education (Aitchison, 2002).

The outbreak of the Second World War - with its demand for skilled black labour - meant that black adults had to have basic education (Sibiya, 2004; Aitchison, 2002; Bird, 1984). This further accelerated the growth of these schools. The promulgation of the Bantu Education Act in 1953 introduced apartheid in education (Mda & Mothata, 2000). This Act halted the expansion of 'night schools' because it was declared unlawful to provide education to blacks outside the officially recognised schooling system (Rule, 2006; Sibiya, 2004; Aitchison, 2002; Bird, 1984). As a result the role played by 'night schools' was soon taken over by non-governmental organisations, some of who received legitimacy from the government. In the 1970s, the government reintroduced 'night schools' as state controlled adult education centres (Sibiya, 2004; Aitchison, 2002). These are still operational to this day, are hosted by mainstream state schools and receive some funding from the government.

This shift in the provision of adult basic education did not bring about a hoped for positive change, as adult basic education centres became weaker - a situation that continued even during post-apartheid South Africa (Aitchison & Harley, 2006; Rule, 2006; Baatjes & Mathe, 2004). For example, between 1995 and 2002, the number of adult basic education centres decreased from 1 400 to 998. By 2002 the enrolment was far less than anticipated, meaning that fewer and fewer students joined the sector of adult basic education (Baatjes & Mathe, 2004).

According to Baatjes and Mathe (2004), by the 1990's, the term adult basic education was extended to include an extra meaning, with the incorporation of the training component as being an important component of the basic education of adults - hence the development of the term Adult Basic Education and Training. The need for the incorporation of training as a component of adult basic education originates from the trade union movement and, more especially, the Congress of South African Trade Unions which felt that the existing technical skills of the workers have to be recognised, as they form part of the learning and teaching process (Baatjes & Mathe, 2004; Aitchison, 2002; Christie, 1998). However, in practice, the training component of adult basic education is yet to be extensively implemented because, currently, the curriculum of most adult basic education centres is more academic than skills based.

In October 2000, the Adult Basic Education and Training Act, No. 52, was promulgated (Rule, 2006). This Act governs and regulates all the activities of the adult basic education and training centres. Above all it criminalises any provision of adult basic education by unregistered providers (Rule 2006). The Adult Basic Education and Training Act, No. 52 of 2000, is the equivalent of the South African Schools Act, No. 84 of 1996. The only difference being that the former Act regulates all schooling processes for adults in need of basic education, whilst the latter regulates the schooling processes of children from the mainstream daytime

schools. The Government Gazette (2000, p.2) defines the brief of the Adult Basic Education and Training Act, No. 52 of 2000, as: "to regulate adult basic education and training; to provide for the establishment, governance and funding of public adult learning centres; to provide for the registration of private adult learning centres; to provide for quality assurance and quality promotion in adult basic education and training; to provide for transitional arrangements". It was hoped this Act, through the mandate as mentioned above, would, among others, make it possible for:

- The establishment of a national, harmonious and effectively operating adult basic education and training system, to assist in the restructuring and transformation of the centres for purposes of fulfilling the imperatives of a post-apartheid democratic South Africa - as in, by way of example, the redress of past discrimination in education and ensuring accessibility of education to all (Government Gazette, 2000).
- The formation of a platform through which wider opportunities for adult learning and literacy, democratic values of human dignity, equality and freedom could be promoted - to the benefit of all South Africans (Government Gazette, 2000).
- To advance the needs of the Republic, labour market and the centres and their surrounding communities and to further serve as a complementary support system to the country's skills development strategy (Government Gazette, 2000).

1.3. The statement of purpose and problem statement

For the purpose of this research study the school climate of adult basic education centres is explored. Based on school effectiveness research, it is known that the prevailing climate within the school is an important determinant of the effectiveness of the teaching activities at a school (Creemers, 1996a; Gonder &

Hymes, 1994; Preedy, 1993). This research study will therefore look at the school climate from the educators' point of view because the operational ways of educators are either effective or ineffective and, as such, can also be used as indicators of the prevalent school climate. According to Creemers (1996a) the criteria normally used for gauging the success of schools is to determine whether the teaching activities at the schools realise the aims, goals and objectives of education as decided upon by the government of the country.

Creating a positive school climate is one of the important imperatives to be satisfied, for schools to be rendered as centres of effective teaching and learning (Freiberg, 1999; Creemers, 1996b; Gonder & Hymes, 1994). What this implies is that an effective school climate is needed for the achievement of the aims, goals and objectives of education. Presently, the factors and conditions that influence the effectiveness of schools in general are still a matter of debate and research (Creemers, 1996b). Unfortunately, countless debates and research have focused on factors and conditions like the school climate of primary and secondary schools - to the total exclusion of adult basic education centres (Anderson, 1982). The world of learning may, therefore, not be exposed to the school climate of adult basic education centres unless extensive exploratory studies on the prevailing climate of these centres are aggressively undertaken.

Although adult basic education in South Africa is valuable - as it is linked to all aspects of development - it is subject to gross neglect within the national efforts in delivery of education and training (French, 2003). The reason being that, there are still shortages of resources that are essential for the development of the adult basic education centres, to develop these centres into effective teaching and learning stations (French, 2003). This neglect is not peculiar to South Africa as the general underfunding of adult basic education obtains the world over (Abadzi, 2003). One tentative deduction from French's assertion is that this neglect might

negatively affect the climate of the school, thereby harming the development of effective teaching and learning in this sector. The researchers on adult basic education might therefore not be in a position to empirically verify the effects and impacts of this nature of neglect, if they do not explore and examine the nature of the school climate of adult basic education centres in similar manner to the case of primary and secondary schools. This research study is therefore designed to explore and examine the nature of the school climate of adult basic education centres, with an aim of contributing to this body of research.

1.4. Rationale

School climate has been viewed as the heart and soul of a school, for a school without a positive climate is bound to experience problems with regard to the achievement of its goals (Freiberg, 1999). This study explores the school climate of adult basic education centres, with an aim of ascertaining the nature of the prevailing school climate.

Adult basic education and training is one of the important sectors of education because it deals with economically active illiterate and semi-literate people, and therefore, it is a sector of education that is directly linked to development in South Africa (French, 2003). Rule (2006, p.1) succinctly supports this developmental function of adult basic education and training when he says, “while development in the coming decades depends on today’s children, development today depends on today’s adults”. The assertion by Rule (2006, p.1) that “development today depends on today’s adults” finds expression in the nature of the school climate that is established within these adult basic education centres. Academic research in South Africa might be contributing to this issue of development today if all efforts are channelled to the examination of the nature of the school climate that characterises effectiveness of teaching and learning prevalent in adult basic

education centres. The research and academic community in South Africa can therefore not be seen to be contributing to the issue of development today if the total focus of school climate research revolves only around the school climate of primary and secondary schools - without any interest on the school climate of adult basic education centres.

In Tirisano: Call to Action (1999), the Minister of Education, Professor Kader Asmal calls on all South Africans to work together to address the problem of illiteracy among adults in this country. Professor Kader Asmal (Tirisano, 1999, pp. 6-7) goes on to say, “No adult South African citizen should be illiterate in the 21st century, but millions will be unless we mobilize a social movement to bring reading, writing and numeracy to those who do not have it”. This assertion may also be perceived to be a call for everyone involved in adult basic education to ensure that the school climate that is prevalent in these centres is improved to the extent these centres become more conducive teaching and learning environments that promote effective literacy. The question arises: Is the prevailing school climate in adult basic education centres conducive towards contributing to the obliteration of illiteracy in South Africa?

Societies are always undergoing changes and these changes have a direct impact on the provision of adult education and training (Dekker, 1993). For example, South Africa is undergoing these changes as it is in its thirteenth year of democracy, after so many years of political isolation due to the system of apartheid. The end of apartheid and the introduction of democracy have inevitably rendered South Africa a part of the global village and this automatically brought the country into the realities of a rapidly changing world (Christie, 1998). Being part of the global world has its own implications as governments become pressurised by global shifts towards a better skilled labour force for global competitiveness (Baatjes & Mathe, 2004; Claasen, 2003; Christie, 1998). One of

the implications is that the school climate created in adult basic education centres should facilitate the transformation of these centres into centres of effective teaching and learning, to enhance the production of students whose outputs would, in turn, enhance the standing and participation of South Africa in this global village.

Due to the importance of adult basic education, it becomes appropriate to gain insights into the relevant school climate. These insights will shed more light on the perceptions of educators with regard to school climate indicators like control, staff cohesiveness, physical resources and safe and orderly environment. Armed with these insights, researchers and other stakeholders might then be in a position to identify those areas of need, to aid in fulfilling the constitutional imperative of providing adult basic education to all and to also create and maintain the type of school climate that will further enhance effective teaching and learning for the purposes of development and global participation.

The following broad research question is addressed in the research study:

> **'What is the nature of the school climate of adult basic education centres as perceived by educators?'**

The following specific research questions can be identified:

1. **What control mechanisms are in place in adult basic education centres?**
2. **To what extent is there evidence of staff cohesiveness in adult basic education centres?**
3. **What physical resources are at the disposal of adult basic education centres?**

4. **To what extent is there evidence of a safe and orderly environment in adult basic education centres?**

This research study is a dissertation of a limited scope and as such it will not encompass all school climate variables. The four school climate indicators were selected for both prominence from literature and their strategic importance in the context of adult basic education:

- The strategic importance of control revolves around its regulation of performance and, as such, no progress can be noticeable in the absence of control (Griffin, 1990). Scherman (2002) sees control as important because it contributes to orderliness at the school;
- Staff cohesiveness implies working positively as a team and this is one of the essentials for any effective teaching and learning enterprise, as it counts as one of the important builders of school effectiveness (Gonder & Hymes, 1994);
- Physical resources play a vital role in the facilitation of teaching and learning and no holistic achievement of goals can be realised in the absence of adequate and suitable physical resources (Cohen & Manion, 1992);
- Schooling the world over is affected by violence and this finds more meaning and expression in adult basic education centres as tuitions in these centres largely take place at night, when violence is more likely to occur. An undivided focus on safe and orderly environment has a likelihood of yielding outcomes that would ensure that everyone at school operates within an environment that is free from danger and damage to both limb and property (Harber, 2004; Harber & Muthukrishna, 2000).

1.5. Conclusion

In this chapter, an introductory orientation was given by way of clarifying the concept school climate and also by providing a context of adult basic education in South Africa. The focus of this research study in terms of the purpose, problem, as well as the rationale was also explored.

The structure of the rest of this dissertation is as follows:
Chapter 2 reviews and discusses the literature pertinent to the concept of school climate by exploring the differences between the concepts of school climate and culture (Section 2.2), the linkage of school effectiveness and school improvement to school climate (Section 2.3) and by finally providing a description of the factors influencing school climate (Section 2.4). This is approached by exploring the insights of the different writers with regard to the school climate variables of control (Section 2.4.1), staff cohesiveness (Section 2.4.2), physical resources (Section 2.4.3), and a safe and orderly environment (Section 2.4.4). The conceptual framework is explored in Section 2.5.

Chapter 3 provides the design and methodology strategies for the study by outlining the study's research approach (Section 3.2), specific research questions (Section 3.3), population and sample (Section 3.4), validity issues (Section, 3.5), research instruments (Section 3.6), data collection (Section 3.7), data preparation (Section 3.8) and data analysis (Section 3.9). This is followed by discussions on the study's ethical considerations (Section 3. 10) and the study's limitations (Section 3.11).

Chapter 4 presents the results of this study by focusing on the study's population and sample (Section 4.2), data collection procedure (Section 4.3), background information of the sample (Section 4.4), and the results from the analysis

(Section 4.5).

Chapter 5 provides a summary of the findings of this study (Section 5.2), reflections on these findings, with regard to literature (Section 5.3), the challenges of school climate change (Section 5.4), the strengths of the study (Section 5.5), limitations of the study (Section 5.6), implications (Section 5.7) and the recommendations emanating from the study (Section 5.8).

CHAPTER 2

Literature review

2.1. Introduction

According to Freiberg (1998) school climate is a powerful force as it can either have a positive influence on the health of the learning environment or be a significant impeding variable to learning. Based on this assertion, it is essential to explore the school climate of adult basic education centres, to get valuable information about the prevalent school climate, for both reform and improvement efforts. Freiberg (1999) sees school climate as an essential part of the school, for it reflects the commitment levels of everyone within the school. When the climate of the school is positive, the motivation and commitment level of educators and students improves tremendously. Furthermore, the state of the prevailing school climate can be used as a criterion for gauging the extent of a school's educational effectiveness (Gonder & Hymes, 1994). This further implies a difficulty in ascertaining the educational effectiveness of a school without a

comprehensive understanding of the prevailing school climate. Thus, knowing the nature of the prevailing climate of a school makes it possible to define the school's operational ways as effective or ineffective, positive or negative. Such knowledge allows one identify which areas of the operations at a school are in need of improvement.

Chapter 2 explores the concept of school climate and forms a conceptual basis for this study, exploring the insights of the different writers with regard to the school climate variables of control, staff cohesiveness, physical resources, and a safe and orderly environment. This is accompanied by discussions on the differences between the concepts of school climate and culture (Section 2.2), the linkage of school effectiveness and school improvement to school climate (Section 2.3), and a description of the factors influencing school climate (Section 2.4).

The following section clarifies the differences between the concept of school culture and school climate, as many people tend to view these two concepts as having the same definition.

2.2. Are school climate and school culture the same?

There is a general tendency to liken school climate to school culture. It should however, be explicitly stated that although school climate and school culture impact on the life of the school in different ways, it is important to note that both are related to what may be termed as the feel of the prevailing atmosphere at the school (Gonder & Hymes, 1994).

According to Freiberg (1999), school climate comprises a set of measurable properties of the work environment that are usually based on the perceptions of

everyone within that environment. It is further accepted these perceptions influence the behaviour of everyone concerned. School culture, on the other hand, denotes a set of beliefs, norms, values, expectations, and attitudes that are collectively shared by a community of people (Van der Westhuizen, 2002). Furthermore, school climate focuses on the institutional attributes and captures the essence of what is happening in the present moment, for it denotes the expression of the current feelings and attitudes of everyone at the school (Bulach & Williams, 2002; Gonder & Hymes, 1994). School culture on the other hand deals largely with the school's psychological attributes and revolves around what has happened and developed over the years (Bulach & Williams, 2002; Gonder & Hymes, 1994). In addition, both a positive school climate and an appropriate school culture are said to form part of the ingredients necessary for implementing change successfully, to have a long term impact on the school and its students (Gonder & Hymes, 1994). For example, a broad spectrum of effective schools research has identified many positive aspects of climate and culture in effective schools (Gonder & Hymes, 1994; Hargreaves & Hopkins, 1993). In Section 2.3, the relationship that is found between the school climate, school effectiveness and school improvement will be reviewed. This is primarily done to indicate the extent to which school climate research is influenced by research done of both the school effectiveness and school improvement.

2.3. School climate, school effectiveness and school improvement

School climate has long been associated with school effectiveness because school climate is usually seen as making major contributions to the effectiveness of the school (Worrell, 2000; Gonder & Hymes, 1994; Mortimore, Sammons, Stoll, Lewis & Ecob, 1993; Witcher, 1993). For example, the positive school climate characteristics are used in much school effectiveness research as

indicators of school effectiveness (Gonder & Hymes, 1994; Hargreaves & Hopkins, 1993). Making a school effective is part of improving the school (Bollen, 1996; Creemers, 1996a). According to Bollen (1996, p.2), school improvement is "an attempt to overcome the problems and troubles at schools with a low degree of effectiveness". School improvement denotes a collection of processes for improving the key performance areas of a school, with a view of enhancing the attainment of educational goals (Bollen, 1996). The school climate is, on the other hand, an essential aspect of all school improvement initiatives, for it can provide valuable information about the educational temperature of the school prior to any envisaged change (Gonder & Hymes, 1994). School improvement initiatives are mostly preceded by an assessment of the school's climate and this assessment is of critical importance, for it provides clues about the attitudes and satisfaction levels of everyone at the school, which - in turn - can be an indicator of how school improvement change might be received at the school (Gonder & Hymes, 1994). In conclusion, there appears to be an intertwined relationship between school improvement, school climate and school effectiveness (Teddlie & Meza, 1999; Gonder & Hymes, 1994). The surveys on school climate are usually based on the characteristics of school effectiveness and the outcomes of these climate surveys form the basis of school improvement initiatives (Gonder & Hymes, 1994).

2.4. Factors influencing school climate

Many factors have been identified from literature as having an impact on school climate. These factors include: trust, respect, physical resources, safe and orderly environment, control, staff cohesiveness, opportunities for student participation, use of reward and praise, high expectations, collegial organisational processes, student-staff cohesiveness and support, administrator-teacher relationships, student morale, teacher morale, instructional leadership (Sackney,

2004; Freiberg, 1999; Hoy & Miskel, 1991). However, due to the strategic importance of the following school climate factors within adult basic education centres and their prominence on literature, only control, staff cohesiveness, physical resources and safe and orderly environment will be focused on. These aspects are discussed in-depth in the sections to follow.

2.4.1 Control

The implementation of a control system is important as it facilitates the maintenance of internal order, thereby ensuring everyone pursues the direction and course of action identified and deemed necessary for the achievement of the institution's aims and objectives (Smit & Cronje•, 1992). Furthermore, control acts as an important backup for the attainment of the desired goals, for without control there can be no clarity or indication of whether the anticipated performance standards are adhered to or not (Griffin, 1990). Based on the latter statement, a school environment that is devoid of control is unlikely to achieve its goals. The meaning of this is that the establishment of goals has to be backed by the implementation of a comprehensive control system. In addition, control makes it possible to avoid making minor mistakes and errors that may, with the passage of time, have a cumulative effect (Griffin, 1990). Absence of control therefore implies that schools may unwittingly deviate from their goals, thereby leading to the compounding of errors.

Control is, in essence, a performance regulatory system and as such it becomes effective when its implementation follows a series of carefully designed and chosen sequences (Griffin, 1990; Mullins, 1996). A synthesis of the views of Griffin (1990), Mullins (1996), and Smit and Cronje• (1992) portrays an effective

control system as characterised by the following sequences:

- The initial stage of control revolves around the planning of what is desired,
- followed by the establishment of performance standards,
- the monitoring and measurement of the actual performance,
- the comparing of performance and standards, and
- deciding on whether to maintain the status quo, correct deviation or change the standard.

Planning what is desired is, according to Mullins (1996), a control stage that involves both the design and the clarification of the aims to be achieved. From this point of view, it is imperative that educators understand exactly what is expected of them within their school environment. Once this is done, a framework against which performance at the school can be measured is established. And it is against this framework which the process of control takes place. Furthermore, establishing control standards is important, as these standards have to be informed through that which is to be achieved, and their establishment should involve making decisions about the nature of relevant performance indicators (Griffin, 1990). Control standards should be stated clearly and be communicated to everyone - including those who are subject to the operation of the control system (Mullins, 1996). In addition, methods for monitoring and measurement of performance have to be established and these efforts have to be continuous control enhancing processes that provide accurate, relevant and timely information, to enable management to notice deviations from the planned standard of performance (Griffin, 1990; Mullins, 1996). The monitoring and measurement processes should, in essence, relate to both the processes and outputs designed to achieve them. Whilst the stage of comparing performance against these standards involves the interpretation and evaluation of information, to give details of progress, reveal deviations and identify probable causes (Mullins, 1996). Finally, the decision making process involves taking decisions

based on the comparisons made, such as whether to maintain the status quo, correct a deviation or change the standard altogether (Smit & Cronje•, 1992). Likewise, Griffin (1990) adds that the status quo is maintained when the performance more or less measures up to the standard whilst a corrective action is put in place to rectify a situation that has led to failure to achieve standards. Furthermore, there is an obvious need to change standards when all concerned exceed the standard by a wide margin or when no-one manages to achieve the standard (Griffin, 1990; Smit & Cronje•, 1992).

The discussion above clearly indicates that an effective control system is one that is meaningful and clearly understood by everyone involved in its operation. Deviations from the desired standard of performance should be quickly identified, to avoid the cumulative effect of such deviations. Furthermore, an effective control system focuses solely on those critical activities that underpin the success of an institution. The focus is not on unimportant issues. In addition, an effective control system is always under continual review, to ensure its continued appropriateness and effectiveness (Mullins, 1996).

2.4.2. Staff cohesiveness

Staff cohesiveness is one of the important school climate factors that have been appropriately investigated and found to be an influencing factor (Martin, 2002). Widmeyer (as cited by Martin 2002, p.24), defines staff cohesion as:

> 'the dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs'.

Without cohesiveness, other important effectiveness building factors like

collegiality, collaboration, communication as well as rapport are bound to suffer (Scherman, 2002). The discussion that follows provides insights on the factors that affect staff cohesiveness.

According to Arnold and Feldman (1986), Griffin (1990), Martins (2002), Mullins (1996), Smit and Cronje• (1992) cohesiveness is affected by, among others, factors like: membership, work environment and organisational factors.

The number of staff in a work environment affects feelings of membership, and determines the extent to which cohesiveness will be established (Arnold & Feldman, 1986; Griffin, 1990; Martins, 2002; Mullins, 1996; Smit & Cronje• 1992). When the staff complement is too large, communication problems develop and coordination becomes more difficult (Arnold & Feldman, 1986; Griffin, 1990; Mullins, 1996). Absenteeism among staff members, friction and recurrent splitting into smaller groups also play a decisive role in the development of staff cohesiveness (Arnold & Feldman, 1986; Griffin, 1990; Mullins, 1996). The problems that are normally encountered in large staff groups are not usual occurrences in small staff groups (Mullins, 1996). The compatibility of staff members also plays a role in the development of cohesiveness in work environments (Arnold & Feldman, 1986; Griffin, 1990; Mullins 1996). Despite variations among individuals with regard to personality and skill, cohesiveness is increased in instances where staff members are more homogeneous in terms of backgrounds, interests, attitudes and values (Arnold & Feldman 1986; Griffin 1990; Mullins, 1996). When homogeneity does not prevail, disruption and conflict may result (Mullins, 1996). The permanence of staff members also determines cohesiveness in a work environment. When staff members work together for an extended time period, the development of a group spirit and relationship become strengthened and consolidated. Conversely, a high staff turnover negatively impacts on cohesiveness (Arnold & Feldman 1986; Griffin 1990; Mullins 1996).

The work environment and the nature of the task performed by staff members also determine the extent of cohesiveness (Griffin, 1990; Martins, 2002). Staff cohesiveness is enhanced when staff members are involved in similar work, share a common task or face the same problems. In this context, the commonality of tasks performed by staff members may lead to frequent interaction, thereby enhancing cohesiveness (Arnold & Feldman, 1986; Griffin, 1990; Mullins, 1996). Furthermore, the physical setting influences cohesiveness in that it encourages cohesiveness to develop in instances where staff members work in the same location or in close proximity to each other (Mullins, 1996). In addition, communication among staff members plays a role in increasing cohesiveness and if staff members communicate freely with each other over a period of time, cohesiveness is likely to increase (Arnold & Feldman, 1986; Griffin, 1990; Mullins 1996),

Organisational factors, which include the style of management and leadership applied, influence cohesiveness in a number of ways. For example, the manner in which the management and leadership teams of the school offer guidance, encouragement, help, and support to staff members, provides opportunities for staff participation, and attempts to resolve conflicts, determines the development of the cohesiveness among staff members (Mullins, 1996). Furthermore, cohesiveness increases where the personnel policies and procedures are well developed and generally accepted as being based on equal and fair treatment of all staff members. Conversely, cohesiveness is likely to decrease where bias is permitted to influence the appraisal and reward systems, as well as the disciplinary and promotional procedures applied (Arnold & Feldman, 1986; Mullins, 1996).

In summary, based on the above discussion, it may be suggested that where

there is closeness, bonding and similarity within the staff as a group, there is likely to be an established cohesiveness-based positive school climate. Cohesion among teaching staff can be likened to a bond that holds the educators together. The establishment and long-term persistence of such staff cohesiveness within adult basic education centres can be greatly influenced by the management and leadership of those centres choosing to focus on and regard the factors that affect staff cohesiveness as important.

2.4.3. Physical resources

According to Sweeney (1992), physical resources play an important role in teaching and learning, as these are viewed as essential for the creation of an environment of support for learning within the school situation. Scherman (2002) further states that the physical resources available to the school can have a direct influence on the moral of both the staff and students. In describing unhealthy schools, Freiberg (1999) sees them as falling short in one or more dimension, and one of these dimensions is the physical resource environment. This indicates the importance of the physical environment within the school climate, as evidenced by research.

According to Freiberg (1999), the physical environment of schools is an important indicator associated with academic effectiveness. Van der Westhuizen (1991) sees the physical environment as one important determinant of the effective management and functioning of the school whilst Mortimore et al. (1993) view the school's good physical environment as a positive advantage to the effectiveness of the school. In addition, this variable embraces physical things like: space, school buildings, furniture, stationery, textbooks, supplies, apparatus, sport fields and equipment (Van der Westhuizen, 1991; Scherman, 2002). For

Cohen and Manion (1992) the physical environment constitutes a crucial framework for learning because when the physical resources are available learning is promoted. The converse is also true. A closer scrutiny of a number of instruments that measure physical environment allows one to perceive the variable physical resource as relating to, among others, the school buildings and the extent to which these facilitate effective teaching and learning. It may also be viewed as relating to the classroom furniture and the extent to which it is kept clean, intact and well adapted to the physical size of the students who will use the facility. Finally, it may relate to any other physical material used at school to support effective teaching and learning.

Cohen and Manion (1992) identify the following criteria as crucial in arranging and organising physical resources:

(a) Appropriateness: What resources are suitable as an integral part of the learning activities?
(b) Availability: What is available within the classroom, the school and the wider environment?
(c) Storage: How are the resources stored? What safety factors need to be considered?
(d) Maintenance: What kind of maintenance is required and who is responsible for it?

From the above discussion on physical resources, it is evident that physical resources are directly linked to effective teaching and learning. As stated above, their availability or non-availability can either promote or impede the creation of a positive school climate, which is also important for enhancing the development of an environment that promotes effective teaching and learning. Any plan on physical resources should look into issues relating to their appropriateness, availability, storage and maintenance.

2.4.4. Safe and orderly environment

Bucher and Manning (2005, p.56), view school safety and, by extension, school orderliness as 'one in which the total school climate allows students, teachers, administrators, staff, and visitors to interact in a positive, non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth'. Safety and orderliness rate as an important condition of the context in which effective teaching and learning takes place (Kitsantas, Ware & Martinez-Arias, 2004). Based on the latter view, it can be stated that effective schooling can never take place in the absence of safety and orderliness at school. The following discussion will define a safe and orderly environment; certain views on the approaches applied in handling issues of safety and orderly environments are also provided.

Safe and orderly environment refers to the extent to which everyone at school feels that they are free from the danger of harm to themselves or their property (Sackney, 2004). What this implies, as expressed by Scherman (2002, p.39), is that, 'it is critical that schools offer a safe environment in which learning and growth takes place'.

Teaching and learning tend to happen best in school climates that are positive, orderly, courteous and safe (Sugai & Horner, 2001; Safe communities, 2000). The focus on school safety and orderliness is unavoidable, as violence is often a context under which schooling occurs the world over and, more to the point, many people regard South Africa as a violent society and consider schooling in South Africa as scourged by violence (Harber, 2004; Harber & Muthukrishna, 2000). Khoza (2002) identifies the so-called exclusive and inclusive approaches as the two main approaches to safe and orderly schools. Exclusive approaches

are characterised by the use of metal detectors, barred windows, the electrification and razor wiring of the fencing system of schools. In Bucher & Manning (2005), Khoza's exclusive approach is referred to as a negative, product-based approach because it relies too much on technology as devices of making schools safe and orderly. Inclusive approaches on the other hand involve the creation of healthy relationships amongst the immediate community surrounding the schools. In Bucher and Manning (2005) the inclusive approach is denoted as a positive, process-based approach as it focuses on positive human relations and the creation of a climate of trust. By implication, exclusive approaches to safe and orderly schools see safety and orderliness in schools as threatened by external, unwanted elements hence the development of prison-like schools (Bucher & Manning, 2005). Inclusive approaches on the other hand see the real threat to school safety as emanating from within the school itself, revealing a need to encourage dialogue and communication in general as a means of strengthening relationships between individuals who go there (Bucher & Manning, 2005; Khoza, 2002).

Harber (2004) expresses a dim view of exclusive approaches to school safety and perceives, in the implementation of such approaches, an abdication of their responsibility for effective safety by the management and leadership of the school, to that of an ineffective reliance on armed security. Perhaps, we need to have eclectic approaches combining the strengths of both the inclusive and exclusive approaches, as a means of addressing the question of safety and orderliness in our schools.

2.5. Conceptual framework

The literature review on school climate indicates that the climate of the school can be regarded from an array of standpoints. According to Freiberg (1999) any

study on school climate should pay attention to the well being of the learning atmosphere, with an aim of identifying areas to be improved. Based on school effectiveness research, the healthiness of any learning environment is determined by whether the school is effective or not in terms of its prevalent school climate. The model given in Figure 2.1 graphically depicts how the school climate of adult basic education centres needs be improved.

The conceptual framework for this study draws on systems theory as it uses an input-throughput-output model. The systems theory depicts all organisations as systems that are continuously in interaction with their environments (Basic

concepts of the systems approach, 2007). From this perspective, the Basic concepts of systems approach (2007), Wikipedia (2007), Robbins (1989) and Arnold & Feldman (1986) view organisations as operating within a symbiotic relationship with their environments because their survival and success depends on what they draw from their environment (inputs), how they make use of these inputs (throughput) and what benefits are the outcomes of these throughput processes for the environment (outputs). To this end, Bollen (1996) sees schools as very complex entities as they are made up of related parts that are linked to both local and national components. As a result of the complexity, schools are conceptualised as input-process-output systems (Arnold & Feldman, 1986; Bollen, 1996). For Bollen (1996), the input-throughput-output conceptualisation has been helpful for effectiveness research, because this elaboration is easily understood. According to Arnold and Feldman (1986, p.5) the input-process-output conceptualisation implies that an existence of "a system of interdependent parts that interact with one another and that also must interact with the broader world within which the organisation exist". In her illustration of the hierarchy of systems, Scherman (2002) explains these prevalent interactions alluded to above when she identifies the school's immediate environment as the community or the district office followed by both the society or provincial office and the broader society or the national department respectively. The systems approach is a useful operational framework as it allows organisations to be seen holistically with their interdependent parts and above all it makes it possible for a broader comprehension of the environment under which an organisation operates (Robbins, 1989).

2.5.1. Inputs

According to Steyn (2007), inputs refer to all human resources, facilities and materials that are made available for purposes of the production of education. The inputs as depicted in this model are educators, physical resources and

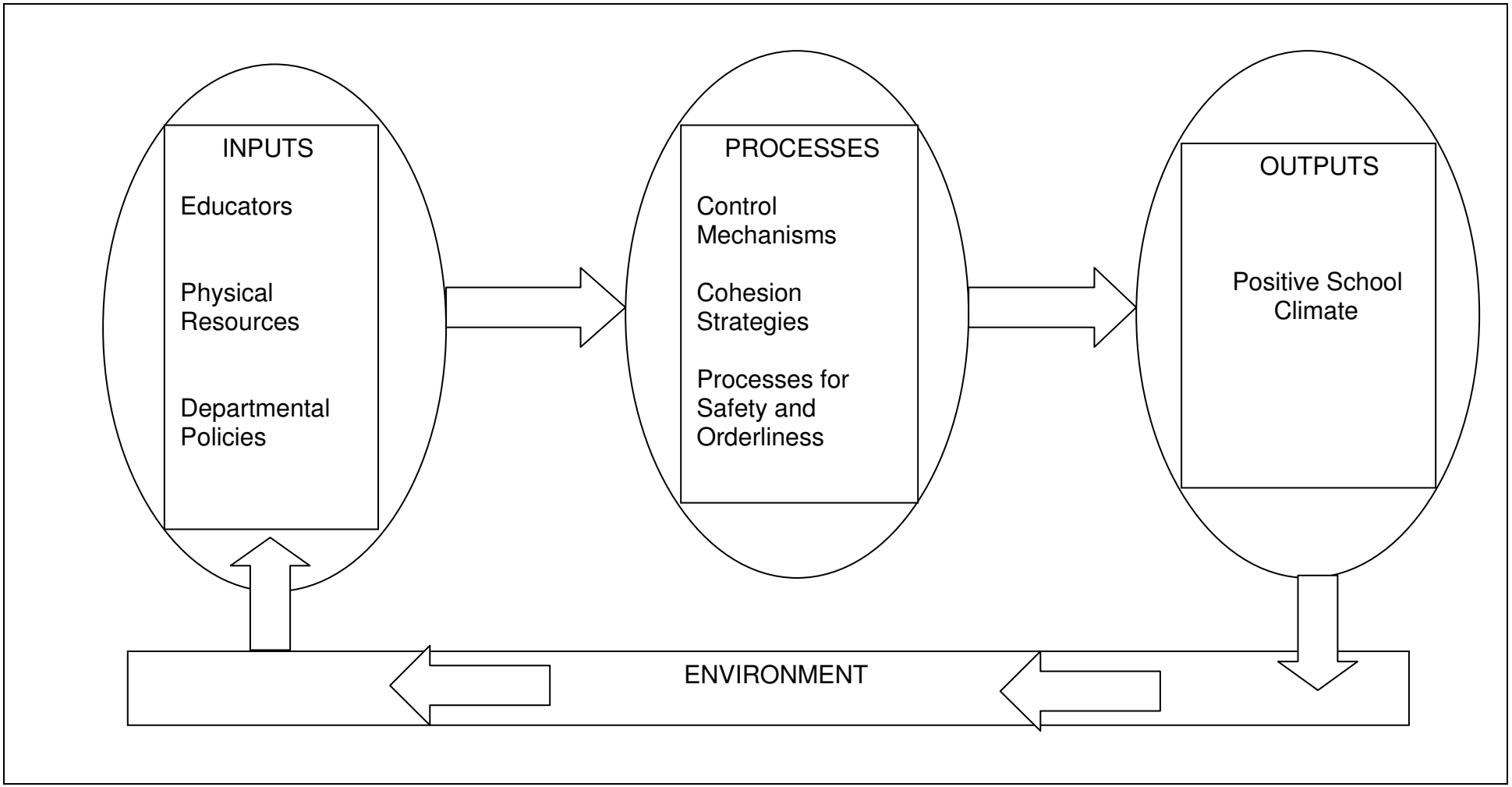

***Figure* 2.1 Some factors related to positive school climate in adult basic education centres.**

departmental policies. Theron (2007) views schools as having to do with people who are linked with each other in a teaching learning situation. Educators as components of the said people constitute inputs into the school environment. According to Freiberg (1999), the physical environment of schools is an important indicator associated with academic effectiveness. Van der Westhuizen (1991) sees the physical environment as one important determinant of the effective management and functioning of the school whilst Mortimore et al. (1993) view the school's good physical environment as a positive advantage to the effectiveness of the school. Scherman (2002) views physical resources as including, among others, the school buildings and the equipment that is at the disposal of the educators. In this study, physical resources denote the extent to which the adult basic education centres are provided with sufficient, adequate and suitable resources, like: school buildings, classrooms, classroom furniture and staff rooms. Departmental policies are the statements of intent that describe what and how the education system expects to accomplish its identified goals (Steyn, 2007)

These inputs come from the environment and they are very important as they are determinants of success (Arnold & Feldman, 1986). Howie (2002) views the inputs into the system as affecting all the processes of education. An organisation is bound to be unsuccessful if it becomes unable to attract essential inputs from the environment for functioning purposes (Robbins, 1989). In the context of adult basic education centres, this implies that without these inputs the centres may not achieve their desired goals including the attainment of a positive school climate.

2.5.2. Throughputs

Watson (1998) views throughputs as denoting all the processes through which the educational inputs are converted into assessable outputs. Arnold and

Feldman (1986, p.7) further state that “the organisation itself can be thought of as performing certain transformation processes on its inputs in order to create outputs...” The manner in which the stakeholders within the adult basic education centres communicate to each other may be seen as throughput processes. Furthermore, throughput processes may also involve the way in which they relate to officials and amongst themselves regarding control, cohesiveness, safe and orderliness as well as their perceptions regarding physical resources. The throughputs identified in the model are control mechanisms, cohesion creating strategies and processes for safety and orderliness. The implication of the inputs and throughputs mentioned above is that supportive and effective structures, systems, processes and resources need be established to enable adult basic education centres achieve their objectives.

According to Sweeney (1992), control denotes the degree to which educators in a school environment feel they are empowered to take charge of events and activities that happen at school. Reynolds et al. (1996) see the usage of control as also being relevant for the creation of a quiet atmosphere in the school. In the context of this study, the variable control will be used to define a combination of all school processes aimed at regulating the effective operation of the school. Control will be used to refer to all the systems created to ensure the educators perform their tasks effectively, to – in turn - enhance the effectiveness and efficiency of activities at the school. Thus, the overall function of control is to ensure that educators do what is thought to be right, at the right time and right place (Van der Westhuizen, 1991).

Staff cohesiveness within the school denotes the extent to which educators have a positive unity for the achievement of the goals of education (Gonder & Hymes, 1994). For Sackney (2004) a positive school climate is usually created in schools where educators appreciate one another, share, and plan together. In the context of this study, the prevalence of positive unity will be used to denote the extent to which educators in the adult basic education centres show their willingness to

exchange, share ideas and work together, to the benefit of their students.

A safe and orderly environment refers to the extent which everyone associated with a school feels they are free from danger to themselves and their property (Sackney, 2004). This implies, for effective teaching and learning to occur, the educators and learners do not feel threatened or afraid to move about on the school premises - rather they should feel secure and comfortable. This particular variable is of importance to climate creation in adult basic education centres since tuition within this sector occur, predominantly, at night - when safety may, more likely, be compromised. In the context of this study, a safe and orderly environment will be used to denote the extent to which adult basic education centres are able to create a climate that is free from danger, threats and violence for educators and students.

2.5.3 Outputs

According to Steyn (2007, p. 30) “outputs are the direct and immediate effects of education”. From the perspective of this study, the creation of a positive school climate is the desired output. This study moves from the premise that it is important to nurture the school climate of adult basic education centres, as a wide spectrum of literature identifies the school climate as an important component and contributor to an effective teaching and learning environment (Worrell, 2000; Gonder & Hymes, 1994; Mortimore, Sammons, Stoll, Lewis & Ecob, 1993; Witcher, 1993). Once this is done, the school climate - as another essential element of school effectiveness – is enhanced and the prevailing climate is then defined as output and is said to be both effective and positive. After evolving into a positive atmosphere, the climate in the school encourages feelings of happiness, and a high degree of motivation coupled with commitment to the fulfilling of the goals of the school develops in the lives of everyone involved with the school (Gonder & Hymes, 1994). In the context of this research, school climate denotes perceptions about: motivation, commitment, and

satisfaction levels – among others - of educators in adult basic education centres. A positive school climate as output, therefore, denotes a situation in which educators are motivated, committed and satisfied to work in adult basic education centres because these centres have evidence of control, cohesion, resource adequacy, together with safety and orderliness. From the point of view of this study, and based on relevant literature, the effectiveness of teaching and learning in adult basic education centres can only be enhanced if there is evidence of staff cohesiveness, effective control, sufficient and acceptable physical resources and a safe and orderly climate (Sackney, 2004; Creemers, 1996; Gonder & Hymes, 1994; Cohen & Manion, 1992). And these elements may be viewed as some of the important conditions necessary for creating a climate through which the goals of adult basic education can be realised.

2.6 Conclusion

In Chapter 2, the concept school climate was comprehensively explored as the insights of different writers were investigated regarding the school climate variables of control, staff cohesiveness, physical resources and safe and orderly environment. For example, the variable control became conceptualised as referring to all the systems created to ensure that the educators performed their tasks effectively whilst staff cohesiveness on the other hand was viewed as denoting the willingness of educators to exchange, share ideas and work together for the benefit of students. Physical resources was conceptualised as the extent to which sufficient, adequate and suitable resources like school buildings, classrooms, classroom furniture, staff rooms and other essential resources are provided whilst the variable safe and orderly environment became conceptualised as denoting the extent to which the climate of the school is free from danger, threats and violence for educators and students.

The clarification of the differences between the concept school climate and school culture was also undertaken as many people tended to view these concepts as having the same meaning. The chapter further explored the relationship that is found between school climate, school effectiveness and school improvement. A summary view of the systems theory was given because the conceptual framework of this study employed the input-throughput-output discourse since schools as organisations are systems that are persistently in interaction with their surrounding environments.

Chapter 3 provides the design and methodology strategies for the study by outlining the study's research approach (Section 3.2), specific research questions (Section 3.3), population and sample (Section 3.4), validity of the study (Section 3.5), instruments (Section 3.6), data collection (Section 3.7), data preparation (Section 3.8) and data analysis (Section 3.9). This would be followed by discussions on the study's ethical considerations (Section, 3.10), the study's limitations (Section, 3.11) and conclusion (Section 3.12).

CHAPTER 3

Research design and methodology

3.1. Introduction

For many years, humans have laboured to understand their surrounding world. This need motivated them to make assumptions about reality (Cohen & Manion, 1995). In this research study, post-positivism is the framework used to understand survey research. In post-positivism, as an epistemological position, assumptions are made about reality. The assumptions were borne out of the perceived inadequacy of the traditional understanding of the physical world as a stable or fixed entity (Fischer, 1998). According to post-positivism reality is not stable or fixed but dynamic, contextual and dependent on perspectives (Anderson, 1998; Cohen & Manion, 1995). The thinking underlying post-positivism is that reality is forever changing, and the context under which reality occurs is not fixed. Hence it depends on the perspective of the researcher. This is probably the reason why Anderson (1998, p.254) views post-positivism as referring to a "view of the world that believes in a partially objective world because no flawless method of inquiry exists".

The adherents of post-positivism are largely influenced by a belief that rejects the essence of the truth as objectively detached from the context of the observer (Anderson, 1998; Cohen & Manion, 1995). From this point of view, the notion of complete objectivity on the part of the researcher is non-existent. What is implied here is that, the outcome of any research process cannot yield value-free results because the researcher's point of departure has a likelihood of influencing his/her

results. Therefore, it becomes difficult to uproot or isolate a researcher from the society he/she is researching because he/she is a direct product of that society. This inability to extricate himself/herself from the research object/subject under review makes his/her preferences to be evident in the way he/she approaches his/her research in its entirety. To post-positivists, objectivity does exist but only as an ideal, as it cannot exist in isolation of a context of a critical community of interpreters. Furthermore, post-positivism rejects the notion of the unity of all science, as there can be no fundamental similarities in the epistemology and methodology of all science. Sciences that do not fall within the same bracket cannot be seen as united or universal because of the very differences that inform their epistemology and methodology. In addition, consensus under post-positivism is approached from the point of view of advancing the discursive construction of a synthesis of competing views. From this point of view, any investigation of reality that makes use of conflicting frameworks has a likelihood of uncovering essential meanings (Fischer, 1998).

According to Cohen and Manion (1995) the purpose of any research design and methodology is to set out clearly all the procedures used in the study, with an aim of showing how findings have been arrived at and also ensuring that the procedures are clearly stated to allow for the test of the results. This chapter provides the design and methodology strategies for the study by outlining the study's research approach (Section 3.2), specific research questions (Section 3.3), population and sample (Section 3.4), validity of the study (Section 3.5), instruments (Section 3.6), data collection (Section 3.7), data preparation (Section 3.8) and data analysis (Section 3.9). This would be followed by discussions on the study's ethical considerations (Section, 3.10), the study's limitations (Section, 3.11) and conclusion (Section 3.12).

3.2. Research approach

A survey approach was adopted in this research, as the researcher wished to explore the perceptions of educators in the adult basic education centres in Ekurhuleni West District. Variables selected for this study include: control, staff cohesion, physical resources, and safe and orderly environment as described in chapter 2). A cross-sectional survey was used as the information was gathered from a predetermined population, at one point in time (Wallen & Fraenkel, 2001).

Survey research describes a method of gathering information from a sample of individuals and it involves the application of a questionnaire to elicit information from respondents, in a reliable and unbiased manner (Waksberg, 1995). Furthermore, survey research seemed appropriate to this study, as no control was exercised over the behaviour of the people being surveyed but rather attitudes and perceptions were explored (Scherman, 2002; Waksberg, 1995). The participants are asked questions about their beliefs, attitudes, behaviours and other characteristics (Berenson & Levine, 1996). Moreover, in a bona fide survey, the sample is not selected haphazardly or only from persons who volunteer to participate. The sample is randomly selected, so that each person in the survey population will have a measurably equal chance of selection and when this is done, the results can be reliably projected from the sample to the larger population (Waksberg, 1995). It is also important to note that survey information is collected by means of standardised procedures so that every individual is asked the same questions, in more or less the same way (Waksberg, 1995). With a survey there can be no biasing in terms of asking the same questions in different ways.

There are a number of considerations to attend to when applying a survey-based research project. The researcher had to design and plan the survey by explicitly stating the purpose of the enquiry, identifying the target population and making budgetary decisions with regard to the financial costs to be incurred during the research process.

- Identifying the purpose of the research provides the researcher with an idea of identifying his/her organising topics and the formulation of specific items to be addressed by the identified organising topics.
- Identifying the population provides the researcher with the idea of the sample and the extent of the resources to be used.
- Budgetary issues are equally important as they stand between the conception of the research and its implementation (Cohen & Manion, 1995).

3.3. Specific research questions

Research questions are also an important component of a research study. In this section the specific research questions are addressed by providing the reader with the broad research question of the study, which is:

> What is the nature of the school climate of adult basic education centres as perceived by educators?

This broad research question can be elaborated on by means of the following identified specific questions:

1. What control mechanisms are in place in adult basic education centres?

This research question explores the school climate of adult basic education centres by posing items that explore whether these centres display evidence of control or not. As already stated in Chapter 2 (Section, 2.5), the variable control is essential for the development of a positive school climate within adult basic education centres, as its implementation has a regulatory effect on the effective operation of the school. Without control, adult basic education centres may not have an indication of whether their operations fall within anticipated performance

standards or not. From this point of view, control is essential as it facilitates the creation of order at school, which in turn stimulates the development of a climate that sustains expected performance standards. According to Scherman (2002), where there is control there is likely to be effectiveness, in terms of the general operation of the school.

2. To what extent is there evidence of staff cohesiveness at the adult basic education centres?

This research question explores the variable of staff cohesiveness, with the aim of discovering whether educators in adult basic education centres do indeed present a united work force, to the benefit of their students. According to Gonder and Hymes (1994), staff cohesiveness is another important aspect of the positive development of the school climate, for without cohesion amongst staff members, there is no indication of whether educators show willingness to exchange knowledge, share ideas and work together, to the benefit of their students (Refer to Chapter 2, Section 2.6).

3. What physical resources are at the disposal of adult basic education centres?

Resources can be likened to tools that support both the staff and their students in their quest to achieve anticipated goals. Adult basic education centres are not able to operate successfully without the availability of crucial physical objects, like: school buildings, classrooms, classroom furniture and staff rooms. This research question explores whether adult basic education centres are indeed provided with the above-mentioned physical resources, as such resources have a bearing on the status of the school climate of these centres (Refer to Chapter 2 Section, 2.7).

4. To what extent is there evidence of a safe and orderly climate in adult basic education centres?

According to Harber (2004), violence is one of the contexts under which schooling takes place across the world. In adult basic education centres this situation is exacerbated by the fact that tuitions take place at night - hence the term night schools. Exploring the question of safety and orderliness is crucial, as it indicates whether the school climate of adult basic education centres reveals evidence of attention to this aspect. The items used for this study are therefore designed to elicit responses that could give an indication of whether these centres are exposed to violence and potentially violent happenings (Refer to Chapter 2, Section 2.8).

3.4. Population and sample

All six adult basic education centres falling within the operational jurisdiction of the Ekurhuleni West District of the Gauteng Department of Education, participated in this research study. The population of this study was defined as educators of the above-mentioned adult basic education centres. From these centres a random sample of educators was drawn and each participant was selected in a manner that ensured each member of the target population had an equal chance of being included in the sample (Gay & Airasian, 2003). The sample comprised 8 educators per ABET level, per centre. Therefore, the sample comprised 32 educators per centre, making a grand total of 192 participators.

3.5. Validity issues

According to Gay and Airasian (2003), and Kline (1993), validity is the most

important characteristic feature of a test or measuring instrument and it is concerned with the appropriateness of the interpretations made from test scores. Content-related validity and face validity are but some examples of validity. Content-related validity refers to the extent to which the test items appropriately represent the domain to be measured (Murphy & Davidshover, 1994) and incorporates both item validity and sampling validity (Gay & Airasian, 2003). What this means is that the items used should not only be relevant to the content of interest, but should also appropriately sample or cover the domain that is measured. Face validity, on the other hand, denotes an extent to which a test appears to be measuring what it purports to measure (Gay & Airasian, 2003; Kline, 1993) and the focus is on the outward appearance of a test, to ascertain its acceptability to those to be measured. If the participants do not perceive the test to be valid, they may not respond at all or may not respond honestly to items posed (Black, 1999).

The content of the survey applied for this study was validated through seeking expert opinions as it was checked by the researchers in the Centre for Evaluation and Assessment (CEA) at the University of Pretoria. These researchers examined the appropriateness of the content, and also the extent to which the items used sampled the whole content area or identified domain of the study. The face validation of the questionnaire involved educators from an adult basic education centre from the Ekurhuleni East district of the Gauteng Department of Education, who were asked to complete it and then point out areas of difficulty. According to Gay & Airasian (2003), it is advisable to test the questionnaire in a pilot study, as this process provides the researcher with information regarding its inherent deficiencies. Thorndike (1997) further states that these item tryouts provide the researcher with crucial empirical evidence regarding the quality of the items applied.

3.6. Research instruments

The questionnaire designed for this study was a product of extensive literature review on school climate and good instrument development (refer to Appendix A). A wide literature survey on school climate was explored with a view of acquiring knowledge on the many indicators used for measuring school climate (Amherst, 2006; Sackney, 2004; Scherman, 2002; Hoy & Feldman, 1999; Freiberg, 1999; Gonder & Hymes, 1994; Sweeney, 1992; Anderson, 1982). Many school climate indicators were identified but not all could be used due to the limited nature of the scope of this research. It was only after reviewing a number of publications on the status of adult basic education in South Africa that the indicators used in this study were identified. The indicators identified for measuring school climate in adult basic education centres are control, staff cohesiveness, physical resources and safe and orderly environment (refer to Appendix B)

A sizable item pool was generated from the relevant literature surveyed. The instruments that were consulted are:

- Questionnaire on Teacher Interaction (Fraser, 1999),
- School-level Environment Questionnaire (Fraser, 1999),
- Organizational Health Inventory (Hoy & Feldman, 1999), and
- School Climate Questionnaire (Scherman, 2002).

Other items were developed drawing on the researcher's experience in the field of adult basic education, more especially, on items relating to physical resources including safe and orderly environment. These items were then adapted to be aligned with the purpose of the study. The adaptation and development of the questionnaire items was influenced by the usage of characteristics of good instrument design such as: relating indicators to the theme of the research, review of items by experts, making of items to be brief and concise, pilot testing of initial list of questionnaire items, avoidance of jargon and technical expressions, avoidance of biasing words phrases, avoidance of ambiguous questions, avoidance of the response option other, avoidance of scale-midpoint

and neutral responses (Johnson & Christensen, 2004; DeVellis, 1991). The items used incorporated ratings on a four-point Likert scale, with 1 denoting strongly disagree, 2 symbolising disagree, 3 representing agree and 4 indicating strongly agree.

The questionnaire was constructed in English and not formulated in the mother tongue of the participants. However, this did not pose a serious problem, as all the participants are fully qualified educators who have acquired their qualifications through the medium in which the questionnaire was written, that is English.

3.7. Data collection

For purpose of this research study, data were collected through the application of a questionnaire especially designed for this study as described earlier. All the participators were educators who were involved with ABET Level 1 to 4, of the six identified adult basic education centres. Entry into the adult basic education centres was gained through a permission granted by the head office of the Gauteng Department of Education. A copy of this letter of permission was attached to letters of request addressed to the centre managers and educators of the adult basic education centres. Two months before the data-collecting session was to be conducted, briefing sessions were undertaken with the centre managers and participating educators. These briefing sessions entailed informing educators about the nature of the research and the researcher's expectation of them during the data collection process. The scheduling of the dates and times and final arrangements for data collection process were made through the centre managers. A single classroom with an accommodation capacity of thirty-two was used. The researcher, with the assistance of the centre manager, gave final instructions and distributed a copy of questionnaire to each participant.

3.8. Data preparation

Data preparation involves the plan by which the researcher organises his or her data before it is analysed. This step is important as it facilitates the data analysis process by providing an orderly and systematic structure to all data collected. Data preparation for this study involved both the editing of the completed questionnaires, data coding, data inputting and data cleaning. The following is a discussion on the different aspects of data preparation:

3.8.1. Checking of completed questionnaire

Checking the completed questionnaires for this study, firstly, focused on completeness - that is, checking there was an answer to every item posed. Secondly, the focus was on accuracy - that is, ensuring the ticks or crosses were accurately placed on relevant boxes and that they did not overlap to other boxes. Once this was done, data coding could take place (Creswell, 2003; Statistical Data Editing, 1994).

3.8.2. Data coding

Participants in this study were accorded identity numbers, between 001 and 192. Each adult basic education centre that was represented in this study was also allocated a code, between A and F. These codes were written on the individual copies of the questionnaire used during this study. Missing data was coded as 99 and the coding for items used incorporated ratings on a four-point Likert scale, with 1 denoting strongly disagree, 2 symbolising disagree, 3 representing agree and 4 indicating strongly agree. The coding for responses took the following format:

Table 3.1 ***Matrix for response codes***

Item Response	Code
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

3.8.3. Data input

Data input involved transposing coded data from the questionnaires to an MS Excel spreadsheet and this data was then exported into the SPSS (Statistical Package for Social Sciences) computer programme, in preparation for analysis. The next task was that of cleaning the data.

3.8.4 Cleaning the data

Data cleaning involves a process of checking the recorded data for errors, after they have been entered into the computer (Creswell, 2002). The data was first visually checked for errors (such as out of range scores), after which the SPSS computer programme was employed to identify wrongly coded cases.

3.9. Data analysis

The aim of data analysis is to address specific research questions to which it is hoped the study will reply (Creswell, 2002). Likewise, data analysis for this study, therefore, involved addressing the identified research questions through a

discussion of descriptive statistics and reliability analysis which included the examination of item-total correlations and scale analysis. A discussion of the descriptive statistics follows.

3.9.1. Descriptive statistics

Descriptive statistics provide information on how the variables used in the study are distributed (Gay & Airasian, 2003; George & Mallery, 2001). These statistics allow for the presentation of quantitative descriptions in a manageable way. They also aided the reduction and simplification of data, to form a sensible summary. Frequencies were used to give an indication of how many times a particular response occurred. And this assisted in fitting responses into particular categories.

Apart from being easy to interpret, percentages were also used to show comparisons between categories of responses (Taylor-Powell, 1996). The measures of variability that were used were the range and the standard deviation.

The range was used side by side with the mean to show the variety of values that were found in the single mean score. The main advantage of the range is that it provides a quick rough estimate of how the values vary. For example if the range between the highest and lowest value is small, then their scores are said to be closer together and vice versa (Gay & Airasian, 2003).

The standard deviation was calculated to measure the degree to which individual values varied from the mean (Taylor-Powell, 1996). The main advantage of the standard deviation is that, when used with the mean, it provides a good picture of the type of distribution to be expected of the data (Gay & Airasian, 2003). For example, when the standard deviation is smaller than the mean, it means that data are closely clustered together and in such cases the mean is considered a

good representation of the full data set and vice versa (History matters, 2005). The mean is the only measure of central tendency for this study and it was used to provide the arithmetic average of scores (Gay & Airasian, 2003). The main advantage of the mean is that it allows the researcher to visualise or identify the central characteristic of the data set (Taylor-Powell, 1996).

The descriptive statistics also involved the use of histograms. Histograms are vertical bar charts, incorporating rectangular bars at the boundaries of each class (Berenson & Levine, 1996). The histograms will be used in the study's data analysis for visual distribution of data by highlighting the foremost features of the distribution of the data in an expedient way. One other advantage of histograms is that they are generally used when dealing with large data sets, as in this study. Histograms can also help detect any unusual observations (outliers) or any gaps in the data (Statistic: Power from data, 2005).

3.9.2. Reliability analysis

Reliability refers to the degree to which an instrument consistently measures variables (Gay & Airasian, 2003). This means that the results obtained from the administered instrument are said to be consistent if they are repeatable should the same instrument be again administered to the same setting (Gay & Airasian, 2003; George & Mallery, 2001). Internal consistency is a reliability procedure that was used in this study. Internal consistency uses the Cronbach alpha (Gay & Airasian, 2003) and it denotes the extent of interrelatedness among a group of items within a scale (Gay & Airasian, 2003; Scherman, 2002; Schmitt, 1996). Internal consistency ensures that all the items within the instrument measure the same thing. Cronbach alpha is based on the notion that an analysis of the statistics of the individual items of the test leads to the estimation of the reliability of the total test. Cronbach alpha is measured by using a coefficient that varies between 0.0 and 1.0. For example, when the Cronbach alpha is closer to 1.0, it

means that the internal consistency of items in the instruments being assessed is greater. The converse is also true (Thorndike, 1997).

The coefficient alpha is important as it acts as a good indicator of how interrelated the items within the scale are (DeVellis, 1991). On the other hand, only presenting coefficient alpha information is not enough and especially so when discussing the relationships of multiple measures, such as intercorrelations (Schmitt, 1996). For research purposes, Wallen and Fraenkel (2001) view the coefficient alpha of 0.70 as acceptable; whilst DeVellis (1996) views the coefficient alpha below 0.65 as unacceptable. For purposes of this study, based on the above assertions, the acceptable coefficient alpha for this study was above 0.65.

An important indicator of item quality and important consideration for reliability analysis is the item-total correlation. Item-total correlation is the form of item analysis that measures the extent to which the individual items in a scale relate to the scale as a whole and calculated by reliable procedures (De Ciantis, 2007). It focuses on the correlation of each item with the sum of all other items in a scale, to ascertain the extent to which the each item is associated with the construct under review (Piliavin, 2007). Black (1999) views item-total correlation as the finest indicator for assessing individual items, as its outcomes reflect how consistently the item is measuring the same thing as the instrument as a whole. What is implied is that there has to be homogeneity in terms of what is measured by both the item and the instrument as a whole.

Ideally, as Piliavin (2007) points out, the corrected item-total correlations should appear on the reliability analysis output as moderately high and positive (at least better than 0.4) whilst the corresponding coefficient alphas should be more than 0.7. Piliavin (2007) further advises researchers to remove items and get a revised index using only good items in instances where items have low negative correlations or small positive correlations with the other items. Once these items

are removed the reliability coefficient is likely to increase.

The analysis of the item-total correlation would be computed through the SPSS programme, which would indicate whether the item concerned is to be retained or removed. An item would be retained when its removal would lead to the lowering of the coefficient alpha and, on the other hand, an item would be removed when its retention would not lead to the immediate increase or improvement of the coefficient alpha.

3.9.3. Scale analysis

Reliability analysis is a tool used to undertake scale analysis. The analysis of the scale used will be based on the coefficient alpha and it will be computed in a manner in which responses to questions are combined to measure the variable under review. For the purposes of this study, a uniform percentage grid will be developed and applied for the analysis of all the scales used in the school climate questionnaire. For example, a scale score of between 100% and 75% will be categorised as a high score, whilst that between 74% and 50%; 49% and 0% will fall under the moderate and low scores respectively. When the majority of the scores vary between high score and moderate score, the scale's measurements appear to be appropriate. On the other hand, when all the scores are clustered within the low score category, the scale's measurements appear to be inappropriate.

Scale analysis will enable the researcher to compare the performance of the six adult centres on each of the indicators under review. With scale analysis, the researcher will be able to summarise the performance of individual centres with regard to certain factors or indicators. For example, a high score on a particular factor or indicator would imply the extent to which that factor or indicator is evident in that particular centre.

3.10. Ethical considerations of the study

Participation in this research study was on a free and voluntary basis and the participants were informed that their refusal to participate would at no stage be viewed as misconduct. No inducements were offered to thee participants, except that they were told their participation would greatly contribute to the knowledge base of the school climate in adult basic education centres. Permission to conduct this research was sought and granted by the Gauteng Department of Education, after which the centre heads of identified adult education centres were provided with copies of the consent letter received from the provincial head office (refer to Appendix C). Information sessions were then conducted with the participants, to explain the value of the research to the educators. It was at this stage that participants were informed of their free will with regard to their participating in this research.

The participants in this study are, by definition adult, persons who are professionally qualified educators and are legally competent to take responsibility for decisions affecting their lives. Their consent for participation was obtained directly from them during the information sessions mentioned above. This consent was confirmed and obtained on a prepared form distributed and signed by the participants (refer to Appendix D). The research project conducted posed no threat to the physical, psychological, legal and social well being of the participants, as all participants were permitted to voluntarily withdraw at any stage of the proceedings, should they decide so to do.

Ethical considerations for this study were largely influenced by the ethical procedures for the master's degree studies in the Faculty of Education, of the University of Pretoria. The procedure for the preparation of the ethical statement involved: preparation, checking and approval related written transactions, that involved the student, supervisor, head of department, administration and the Research Ethics Committee. These procedures include, among others, ensuring that the ethical statement is submitted prior the acceptance of the research proposal and that its approval depends on the successful defence of the proposal and ratification by the Research Ethics Committee. The approval of the clearance statement is expressed through the award of The Ethical Clearance Certificate by the Research Ethics Committee (refer to Appendix E).

3.11. Limitations of the design

According to Black (1999, p.19) "the acceptance of the imperfectness of any model or theory underlies all scientific endeavour". What is implied here is that no matter how much we try, it is difficult - if not impossible - to arrive at a completely faultless scientific product. In as much as the researcher wished to do justice to the construct of the school climate, the number of variables used to measure the school climate of adult basic education centres limited this research project. School climate is a very broad field of study covering a wide range of variables (Anderson, 1982). Fewer variables were chosen, as this was a mini dissertation based research project, resulting in fewer specific research questions being considered.

This research project is an exploratory study, with a small sample size that is perfect for the task - given the exploratory nature of this study. However, the results thereof are not generalisable across all adult basic education centres in

South Africa, as the operational norms of public adult education centres differ within to each province, which limited this study.

3.12. Conclusion

In Chapter 3, the design and methodology of the study was described. This description involved the outlining of the study's research approach, which revolved around a survey research, as the researcher wished to explore the perceptions of educators in the adult basic education centres. The four identified specific research questions of the study were also outlined and the researcher was of the opinion that the best way to address each question was through discussions that reflected on descriptive statistics and reliability analysis which was explored by means of undertaking item-total correlation and scale analysis.

This chapter also focussed on the study's population and sample which entailed random sampling for the main study whilst the validity for the study employed face validity for pre-testing the instrument and content validity for expert review of the instrument. Data collection involved the administration of the questionnaire through permission granted by the relevant education department. The ethical integrity of the study was ensured by making participation to be free and voluntary after which the limitations of the study were explored.

Chapter 4 presents the results of this study by focusing on the following aspects of the research: population and sample (Section 4.2), data collection procedure (Section 4.3), background information of the sample (Section 4.4) and the results from the analysis (Section 4.5).

CHAPTER 4

Results

4.1. Introduction

This research study explores the school climate of adult basic education centres, providing a study in an area of concern which has been neglected in the past. The results presented in this chapter conclude the process of the conception of the purpose and problem statement as formulated for this study, the rationale and literature review, coupled with the research design and methodology.

Chapter 4 presents the results of this study by focusing on the following aspects of the research: population and sample (Section 4.2), data collection procedure (Section 4.3), background information of the sample (Section 4.4) and the results from the analysis (Section 4.5).

4.2. Population and sample

This study focused on the six adult basic education centres within the jurisdiction of the Ekurhuleni West District (D6). The participating educators were randomly

selected and a survey – in the form of a questionnaire – was administered, to elicit their respective opinions about the school climate of their respective education centre. In all cases the educator response rate was high but not 100%. While 192 educators were selected, only 167 educators were able to complete the questionnaire - a response rate of 87%. For example, as can be seen in Table 4.1, in Centre B and F, 91% participated whilst in Centre C only 75% participated.

Table 4.1 ***Distribution of population and sample***

Centre	Number Selected	Number Participated	Number Not Participated
Centre A	32	26 (81%)	6 (19%)
Centre B	32	29 (91%)	3 (9%)
Centre C	32	24 (75%)	8 (25%)
Centre D	32	28 (88%)	4 (12%)
Centre E	32	31 (97%)	1 (3%)
Centre F	32	29 (91%)	3 (9%)
Overall	**192**	**167 (87%)**	**25 (13%)**

4.3. Data collection procedure

As indicated in Chapter 3, data collection for this study was based on the administration of a questionnaire – especially formulated for this purpose – given to all the participants, who were from the 6 identified centres and were educators

involved with ABET Level 1 to 4. Throughout the data collection process the questionnaire was administered under standardised procedures. A letter, granting permission to access those education centres, was received from the Gauteng Department of Education, a copy which was attached to the subsequent letters of request addressed to the centre managers and educators of those centres, with whom briefing sessions were held. This was done to inform educators about the nature of the research and the researcher's expectation of them during the data collection process. The researcher, with the assistance of the centre manager, distributed copies of the questionnaire to the educators.

4.4. Background information of the sample

Background information of the participants was collected and the following became evident: Out of all the respondents, 42% were male, 58% were female. The gender ratio may be seen pictorially in Figure 4.1. The respondents were African and there were no other population groups represented.

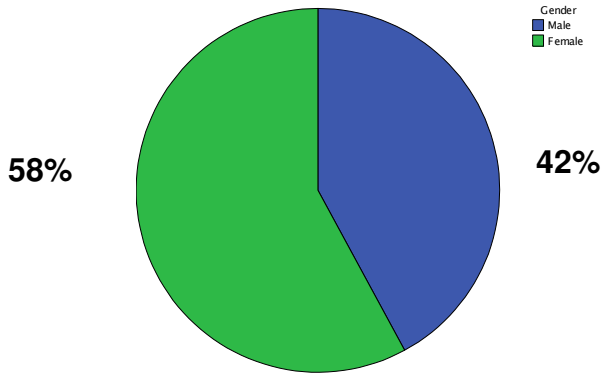

Figure 4.1 **Distribution of gender in the study**

In considering the age distribution of the total target population, 48% were between the ages of 21 and 35 years whilst 9% were between the ages of 46 and 59 years (refer to Table 4.2 & Appendix F).

Table 4.2 ***Distribution of the age groups of participants***

Age Group	Total Participants	Percentage
21 – 35 Years	78	48%
36 – 45 Years	71	43%
46 – 59 Years	15	9%
60 and above	0	0%

In considering the distribution of the participants across the four ABET levels, the level with the lowest percentage of participation was ABET Level 1 at 21% whilst the level with the highest percentage was ABET level 4 at 52% (refer to Table 4.3).

Table 4.3 ***Distribution of educators across ABET Levels***

ABET Level	**Number of Educators**	**Percentage of Educators**
ABET Level 1	35	21%
ABET Level 2	61	37%
ABET Level 3	76	46%
ABET Level 4	86	52%

In considering the educational experience of the participants across the four ABET levels, 46% have between 4 and 7 years teaching experience whilst 4% have more than 17 years teaching experience. The mean for teaching experience was 6.39 years (refer to Table 4.4).

Table 4.4 ***Distribution of the teaching experience of participants***

Teaching experience	Total participants	Percentage
0 – 3 Years	43	26%
4 - 7 Years	75	46%
8 – 11 Years	28	17%
8 – 11 Years	11	7%
17 Years and above	7	4%

In considering the item on the number of years teaching at this centre, with each ABET level considered separately, the results from the six educational centres reveal that a percentage of between 67% and 47% for the 0 to 3 years category (This applied to the majority of the participators.); A percentage of between 50% and 18% for the 4 to 7 years category and finally a percentage of between 14% and 3% for the 8 years and above category.

Table 4.5 ***Distribution of the years teaching at this centre***

Centre ID	Years teaching at this centre	Total participants	Percentage
A	0 – 3 years	18	67%
B	0 – 3 years	14	48%
C	0 – 3 years	15	68%
D	0 – 3 years	15	54%
E	0 – 3 years	14	47%
F	0 – 3 years	15	54%
A	4 – 7 years	8	30%
B	4 – 7 years	14	48%
C	4 – 7 years	4	18%
D	4 – 7 years	10	36%
E	4 – 7 years	15	50%
F	4 – 7 years	10	36%
A	8 and above years	1	4%
B	8 and above years	1	3%
C	8 and above years	3	14%
D	8 and above years	3	11%
E	8 and above years	1	3%
F	8 and above years	3	11%

In considering the distribution of educational qualifications among the participants, the following was revealed that the majority – 55% - are in possession of a 3-years teaching diploma whilst 0.6% are in possession of an HED from University and B Ed Honours or equivalent respectively (refer to Figure 4.2 & Appendix F).

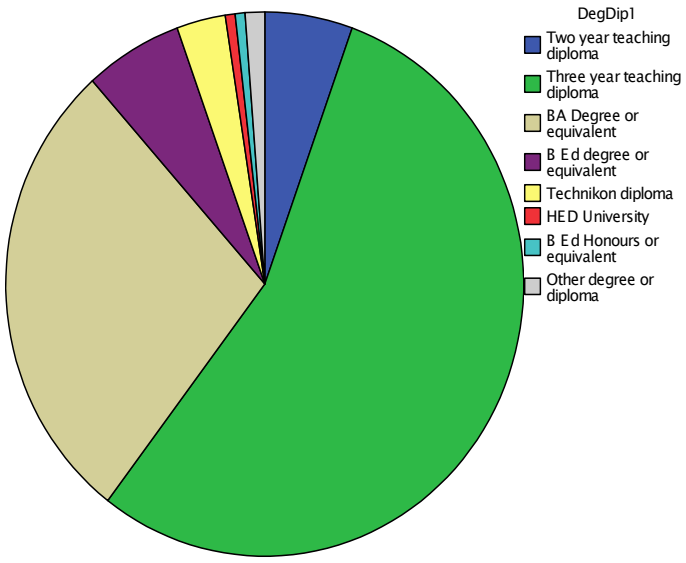

Figure 4.2 **Distribution of educator qualifications**

In considering the distribution of learning areas taught at the adult basic educational centres, the results revealed that 48% of the educators teach languages whilst 7% teach social sciences, 1% teach arts and culture plus ancillary health respectively whilst 0% accounted for technology (refer to Table 4.6).

Table 4.6 ***Distribution of learning areas taught***

Learning area	Total participants	Percentage
Language	78	48%
Mathematics	39	24%
Natural Science	18	11%
Human and Social Science	11	7%
Arts and Culture	1	1%
Life Orientation	7	4%
Economic and Management	7	4%

Technology	0	0
Ancillary Health Care	1	1%

4.5 Results from the analysis

The questionnaire comprised four scales (refer to Chapters 1, 2, and 3). It is important to note, the items from the four scales were validated through the use of both face and content validity procedures. Face validity was ensured through pre-testing. Content validity was achieved through expert review of the items used (see Chapter 3, Section 3.5). The items used in these four scales underwent a further consistency check through the application of internal consistency procedures using Cronbach alpha. Cronbach alpha is based on the notion that an analysis of the statistics of the individual items increases the accuracy of the estimation of the reliability of the total test - the idea being that a combination of the internal consistencies of all items in a scale determines the reliability of the scale as a whole (refer to Chapter 3).

In this section the results in terms of item and scale analysis are explored (see Chapter 3). As it is important to place the 'scales' in the context of the questionnaire, the results from the questionnaire will be presented as follows: The results for variable control (Section 4.5.1), followed by the results for variable staff cohesiveness (Section 4.5.2), after which the results for variable physical resources (Section 4.5.3) and the results for variable safe and orderly climate (Section 4.5.4) are given. The following discussion will focus on the results for the variable control.

4.5.1. Results for the variable control

The first research question of this study was: What control mechanisms are in place in adult basic education centres?

In the questionnaire seven items were specified in which the participants could respond to this question. The responses were reflected in descriptive statistics, histograms, item-total correlation, reliability analysis and scale analysis. As indicated in Chapter 3, descriptive statistics were used to reduce and simplify data into a sensible summary, whilst the histograms were used to point up the foremost features of the distribution of the data in an expedient way. A reliability analysis was then done to ensure the reliability of the item statistics by using the item total correlation as a guide; as well as overall scale analysis to ensure that the items form a well defined construct.

4.5.1.1 Descriptive statistics for the variable control

An examination of the results of the variable control indicates the majority of the respondents either agreed or strongly agreed to the items posed. Almost in all items under this variable, the total number of positive responses (agree and strongly agree) varied from 92% to 100%, whilst negative responses (strongly disagree and disagree) varied from 2% to 8%. The participants from the six adult education centres responded as follows: 93% indicated the centres had clear rules and procedures; 95% indicated educators were provided with daily attendance timetables; 93% indicated timetables were prepared in a timely manner; 100% indicated educators signed daily attendance registers, to monitor their daily attendance; 98% indicated educator attendance at the centre was good; 96% said classes always started on time; and 92% revealed their work was closely monitored (refer to Appendix G).

The scores on this variable fall toward the upper end of the scale, that is, toward agree and strongly agree end of the scale. The standard deviation for all items of this variable was 2.681, whilst the mean was 24.10 (refer to Table 4.7 and Appendix H).

Table 4.7 ***Item statistics for variable control***

Item	Mean	Std. Deviation
1	3.35	0.576
2	3.50	0.573
3	3.41	0.649
4	3.60	0.491
5	3.46	0.548
6	3.44	0.546
7	3.35	0.617
Overall	**24.10**	**2.681**

4.5.1.2 Reliability analysis for the variable control

The reliability analysis focused primarily on internal consistency, as the researcher wished to assess the consistency of results across items within the administered questionnaire. The main purpose was to ascertain whether all the items used measured the construct control as part of school climate. As stated in Chapter 3 Section 3.9.2, the acceptable coefficient alpha of this study is 0.65 and above. The reliability analysis for the variable control had a coefficient alpha of 0.79, which implies that most items within this scale measured the variable control. This coefficient alpha of 0.79 compared well with the overall coefficient alpha of 0.84 for this study, which implies that the variable control has contributed immensely in the measurement of the construct school climate (refer to Appendix I).

Table 4.8 ***Item-total statistics for the variable control***

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	20.75	5.451	0.521	0.766
2	20.60	5.324	0.581	0.755
3	20.70	5.410	0.449	0.783
4	20.50	5.640	0.560	0.761
5	20.65	5.530	0.526	0.766
6	20.66	5.536	0.526	0.766
7	20.75	5.346	0.511	0.769

Item-total correlation is the form of item analysis that measures the extent to which the individual items in a scale relate to the scale as a whole (De Ciantis, 2007). The underlying idea is for an item to measure what the overall scale is measuring (see Chapter 3, sub-section 3.9.3). As can be seen in Table 4.8, all items under the variable control are measuring the same thing as the scale since the Cronbach's alpha would decrease if the items under this scale are deleted. Furthermore, the corrected item-total correlations are moderately high and positive (at least better than 0.4) whilst the corresponding coefficient alphas are over 0.7. Thus, the items cluster, to form a well-constructed scale.

4.5.1.3 Scale analysis for the variable control

As indicated in 4.5.1.1, the majority of the participants either agreed or strongly agreed to the items posed under this scale. Almost in all items under this variable, the total number of positive responses (agree and strongly agree)

varied from 92% to 100%, whilst negative responses (strongly disagree and disagree) varied from 2% to 8%. For the purposes of this study, a uniform percentage grid was developed and applied for the analysis of all the scales used in the school climate questionnaire. For example, a scale score of between 100% and 75% was categorised as a high score, between 74% and 50% - a moderate score; and between 49% and 0% - a low score.

As can be seen in Table 4.9, the majority of the scores with regard to the scale control totalled to 99% and there were no low scores recorded. The scores therefore fall within the high score category which clearly indicates that the scale had a high degree of appropriateness among the participants.

Table 4.9 ***Distribution of scale scores for the variable control***

	High Score 100%-75%	**Moderate Score 74%-50%**	**Low Score 49%-0%**
Raw Scores	28 - 21	20 -14	13 – 0
Percentage	99%	1%	0%

The data group graphically presented under the variable control is ordinal in nature, moving from a low scale score of 17.00 to a high scale score of 28.00. The scale score with the highest percentage is 24.00 and amounts to 17% of the total scores, whilst the scale score with the lowest percentage is 17.00 and amounts to 1% of the total scores. When the scale scores are ordered from lowest to highest scale score we notice the following trend: 17.00 (1%), 18.00 (2%), 19.00 (4%), 20.00 (7%), 27.00 (7%), 23.00 (7%), 22.00 (8%), 26.00 (10%), 25.00 (11%), 21.00 (12%), 28.00 (14%), 24.00 (17%). Although scores are relatively higher around the mid-point, it is important to note that most scores on this variable tend to occur toward the upper end of the scale; that is, if we

compare the percentage of the scores that either agreed or strongly agreed to items posed.

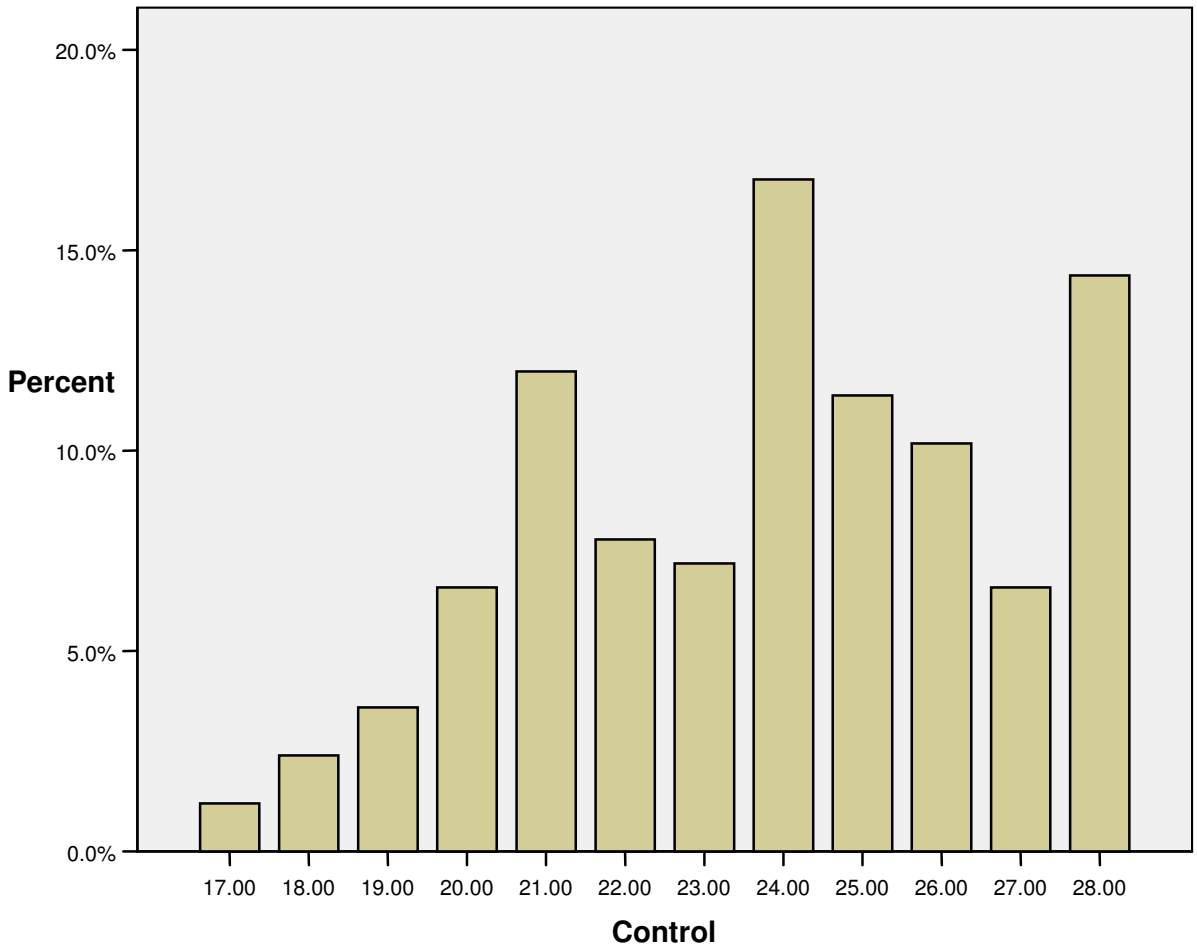

Figure 4.3. **Graphical distribution of data for the variable control**

It is important to explicitly indicate the extent to which the results from the analysis of the variable control have answered the corresponding specific research question which was: What control mechanisms are in place in adult basic education centres? From the discussion on the variable control, it is clear that all six adult basic education centres have a fair level of control as in all these centres the mean score varied between 23 and 25 (refer to Figure 4.4). Almost all centres have a mean score that is above the mid-point of the scale. This implies that the educators in all six adult education centres do feel that they are

empowered to take charge of events and activities that happen in their respective centres.

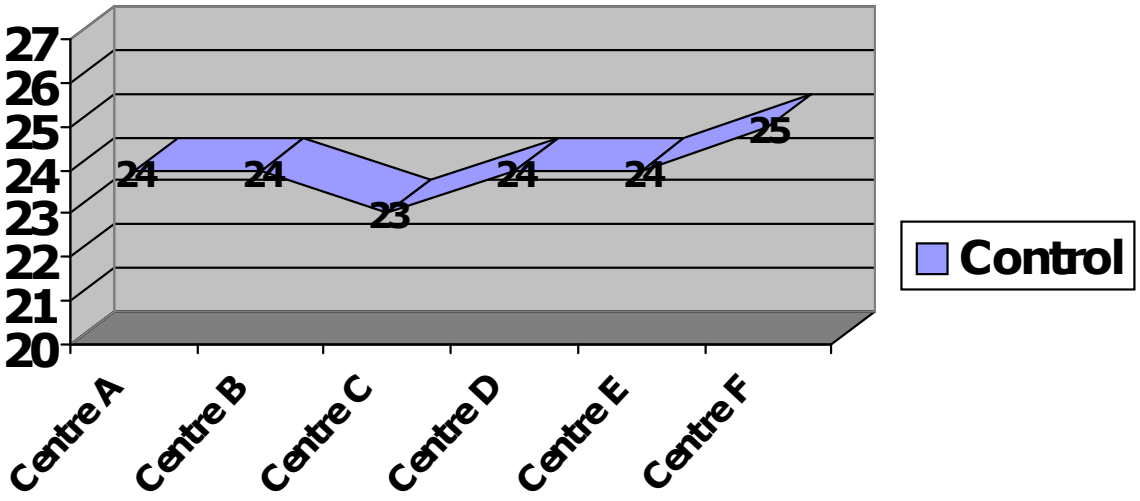

Figure 4.4. **Comparison of centres on the variable control**

4.5.2. Results for the variable staff cohesiveness

The second research question of this study: To what extent is there evidence of staff cohesiveness in the adult basic education centres?

In the questionnaire eight items were specified in which the participants could respond to this question. See Chapter 3 for details as was described in Section 4.5.1.

4.5.2.1 Descriptive statistics for the variable staff cohesiveness

With regard to staff cohesion, the results indicate that most respondents either agreed or strongly agreed to the items posed. The percentages of positive responses (agree and strongly agree) varied from 58% to 90%. The participants from the six adult education centres indicated as follows: 83% indicated there was a feeling of togetherness among educators; 85% indicated educators liked each other; 61% indicated the morale of the educators was very high; 87% indicated their administrations were sensitive and responsive to the needs of educators; 90% indicated educators shared positive thoughts with others; 89% indicated educators belonged to learning area committees; 79% indicated the learning area committees met frequently; and 58% indicated educators socialised together after hours (refer to Appendix J).

Based on these results, most scores on staff cohesion appear to be negatively skewed, as they are found at the upper end of the scale. The only explanation for this pattern is that the respondents found it easy to deal with the items posed. The standard deviation for all items of this variable was 3.862, whilst the mean was 24.12 (refer to Table 4.10 and Appendix K).

Table 4.10 ***Item statistics for variable staff cohesiveness***

Item	Mean	**Std. Deviation**
8	3.20	0.780
9	3.13	0.684
10	2.69	0.958
11	3.14	0.698
12	3.19	0.661
13	3.19	0.783
14	2.97	0.796
15	2.60	0.943

Overall	**24.12**	**3.862**

4.5.2.2 Reliability analysis for the variable staff cohesiveness

The reliability analysis focused primarily on internal consistency, as the researcher wished to assess the consistency of results across items within the questionnaire administered. The main purpose of this being to ascertain whether all the items used in the questionnaire measured the construct school climate or, as in this case, staff cohesiveness. As stated in Chapter 3 Section 3.9.2, the acceptable coefficient alpha of this study is 0.65 and above. The reliability analysis for the variable staff cohesiveness had a coefficient alpha of 0.76, which implies that most of the items within this scale measured the variable staff cohesion. This coefficient alpha of 0.76 compared well with the overall study's coefficient alpha of 0.84, which implies that the variable staff cohesion contributed in the measurement of the construct school climate (refer to Appendix L).

Item-total correlation is the form of item analysis that measures the extent to which the individual items in a scale relate to the scale as a whole (De Ciantis, 2007), to measure what the overall scale is measuring (refer to Chapter 3). All the items (except for Item 13) measure the same thing as the scale, since Cronbach's alpha is lowered as each item under this scale is deleted. Further more, the corrected item total correlation is moderately high and positive (at least better than 0.4) whilst the corresponding coefficient alphas are over 0.7. Although Item 13 is positive, it is low and therefore has a negative effect on the scale, as its item-total is at a low 0.21 and as such may be an item which does not measure the same scale. This item has to be removed because its retention does not lead to the immediate increase or improvement of the coefficient alpha. The resultant coefficient alpha after Item 13 was removed changed from 0.76 to 0.77, whilst the mean and standard deviation changed from 24.12 and 3.862 to

20.94 and 3.609 respectively (refer to Appendix M). Thus, the remaining items cluster to form a well-constructed scale (refer to Table 4.11).

Table 4.11 ***Item-total statistics for the variable staff cohesiveness***

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
8	20.92	11.210	0.594	0.704
9	20.99	11.784	0.567	0.713
10	21.43	11.233	0.431	0.737
11	20.98	11.709	0.570	0.712
12	20.93	12.131	0.510	0.723
13	20.93	13.104	0.212	0.771
14	21.15	11.897	0.434	0.733
15	21.52	11.495	0.396	0.744

4.5.2.3 Scale analysis for the variable staff cohesiveness

As indicated in section 4.5.2.1, most participants either agreed or strongly agreed to the items posed in this section. The percentages of positive responses (agree and strongly agree) varied from 58% to 90%. For the purpose of this study, a uniform percentage grid was developed and applied for the analysis of all the scales used in the questionnaire. For example, a scale score of between 100% and 75% was categorised as high score, between 74% and 50% - a moderate score; and between 49% and 0% - a low score. With regard to the scale staff cohesion, 73% fell into the high score, whilst 28% and 0% went for the moderate and low score respectively. Most of the scores, therefore, fall within the high score category - which clearly indicates that the scale had a high degree of appropriateness (refer to Table 4.12).

Table 4.12 ***Distribution of scale scores for the variable staff cohesiveness***

	High Score 100%-75%	**Moderate Score 74%-50%**	**Low Score 49%-0%**
Raw Scores	32 - 24	23 - 16	15 - 0
Percentage	73%	28%	0%

A graphic presentation of data under the variable staff cohesion shows the scores are ordered in a sequence that moves from a low scale score of 11.00 to a high scale score of 32.00. When the scores are ranked from low to high according to percentage obtained we note the following: 11.00 (6%), 12.00 (1%), 30.00 (2%), 31.00 (2%), 17.00 (3%), 28.00 (3%), 32.00 (3%), 18.00 (4%), 21.00 (5%), 25.00 (6%), 19.00 (7%), 20.00 (7%), 26.00 (7%), 29.00 (7%), 23.00 (8%), 27.00 (8%), 22.00 (9%), 24.00 (17%). What is of importance is that the scores with the highest percentage of respondents are found around the mid-point, whilst the percentage of respondents becomes lower towards both ends of the scale. This trend indicates the distribution of the scores on the graph is bell-shaped and, therefore, normal - implying that the scores are closely clustered together, being nearer the mean

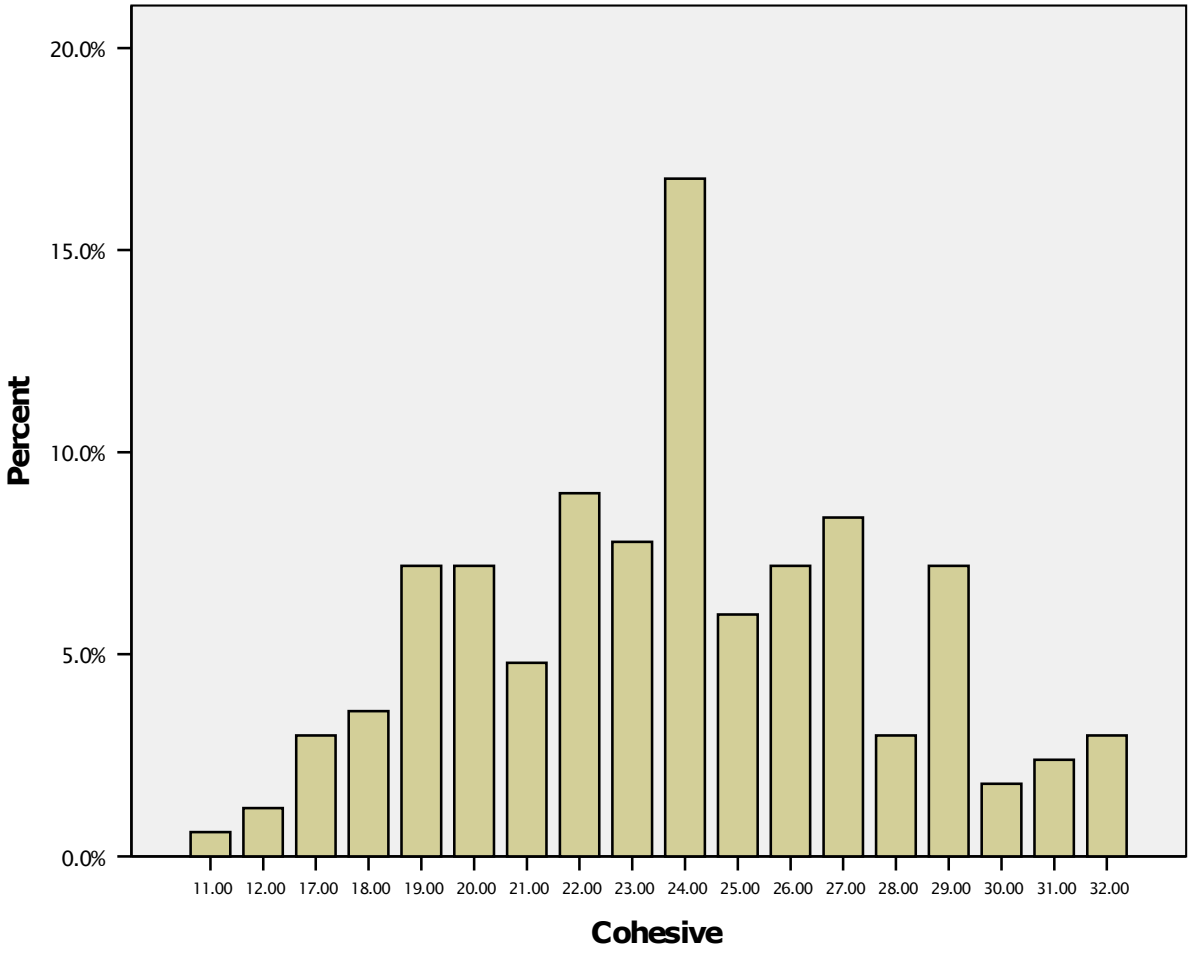

Figure 4.5. **Graphical distribution of data for the variable staff cohesiveness**

The specific research question for this variable was: To what extent is there evidence of staff cohesiveness in the adult basic education centres? Based on the discussion from the results of the analysis for the variable staff cohesiveness, it is clear that there is evidence of staff cohesiveness in almost all the adult basic education centres. This conclusion is based on the mean score that varied between 22 and 25 throughout the six centres used in this study. The mean score for Centre C and D is 22 and therefore slightly below the mid-point of the scale whilst the mean score for Centre A, B, E and F is slightly above the mid-

point. This indicates that in almost all six centres there is evidence of positive unity amongst educators for the benefit of their learners.

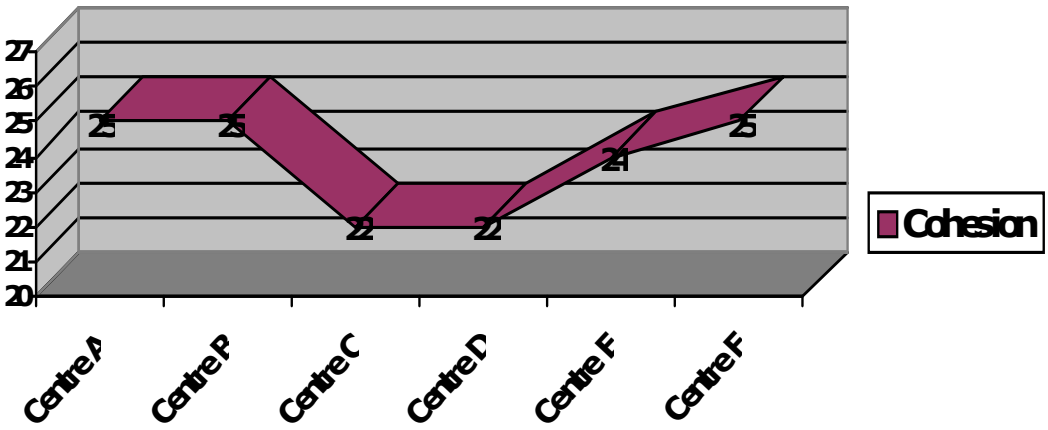

Figure 4.6. **Comparison of centres on the variable staff cohesiveness**

4.5.3. Results for the variable physical resources

The third research question of this study: What physical resources are at the disposal of adult basic education centres?

In the questionnaire ten items were specified in which the participants could respond to this question. See Chapter 3 for details as was described in Section 4.5.1.

4.5.3.1 Descriptive statistics for the variable physical resources

The results on the variable physical resources indicate a balance between positive and negative responses, as half the items are both positively and negatively skewed. The percentages of negative responses from the participants varied from 50% to 87% and were indicated as follows: 69% indicated the centres did not have buildings of their own; 82% indicated the centres had no

access to a school library; 87% indicated the centres had no access to a school laboratory; 79% indicated the centres had no access to a school computer room; and 50% indicated the classrooms were not always kept clean (refer to Appendix N).

Conversely, the percentages of positive responses varied from 61% to 92%. 61% indicated there were enough classrooms for tuitions; 67% indicated the classrooms were readily available; 68.3% indicated the classrooms had enough furniture; 71% indicated the classroom furniture was suitable for adult learners; and 92% indicated the classrooms had lighting systems. The standard deviation for all items of this variable was 6.071 whilst the mean was 23.26 (refer to Table 4.13 and Appendix O).

Table 4.13 ***Item statistics for variable physical resources***

Item	Mean	**Std. Deviation**
16	1.91	1.070
17	1.70	1.031
18	1.54	0.862
19	1.70	0.938
20	2.67	0.846
21	2.72	0.859
22	2.70	0.748
23	2.74	0.728
24	2.46	0.915
25	3.14	0.517
Overall	**23.26**	**6.071**

4.5.3.2 Reliability analysis for the variable physical resources

The reliability analysis focused primarily on internal consistency, as the researcher wished to assess the consistency of results across items within the questionnaire administered. The main purpose of this consistency check was to ascertain whether all the items used in the questionnaire measured the construct school climate or, as in this case, physical resources.

As stated in Chapter 3 Section 3.9.2, the acceptable coefficient alpha of this study is 0.65 and above. The reliability analysis for the variable physical resources had a coefficient alpha of 0.89, which implies that almost all the items within this scale measured the variable physical resources. This coefficient alpha compared well with the overall study coefficient alpha of 0.84, which implies that the variable physical resources contributed in the measurement of the construct school climate (refer to Appendix P).

Item-total correlation is the form of item analysis that measures the extent to which the individual items in a scale relate to the scale as a whole (De Ciantis, 2007) – to measure what the overall scale is measuring (refer to Chapter 3). Except for Item 25, all items under the variable physical resources are measuring the same thing as the scale, since the Cronbach's alpha is lowered when each item under this scale is deleted. Furthermore, the corrected item-total correlation is moderately high and positive (at least better than 0.4), while the corresponding coefficient alphas are over 0.7. Although Item 25 is positive, its item-total correlation of 0.33 is low and therefore has a negative impact on the scale and, as such, may be an item which does not measure the same scale. This item has

Table 4.14 ***Item-total statistics for the variable physical resources***

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
16	21.35	28.616	0.620	0.876
17	21.56	27.208	0.798	0.860
18	21.72	29.122	0.752	0.865
19	21.57	28.913	0.701	0.868
20	20.60	30.496	0.605	0.875
21	20.55	30.223	0.625	0.874
22	20.57	31.247	0.604	0.876
23	20.53	32.464	0.467	0.884
24	20.81	29.530	0.654	0.872
25	20.13	34.564	0.334	0.890

to be removed because its retention does not lead to the immediate increase or improvement of the coefficient alpha. The resultant coefficient alpha after Item 25 was removed changed from .886 to .890, whilst the mean and standard deviation changed from 23.26 and 6.071 to 20.04 and 5.896 respectively (refer to Appendix Q). Thus the remaining items cluster to form a well-constructed scale (refer to Table 4.14).

4.5.3.3 Scale analysis for the variable physical resources

As indicated in 4.5.3.1, the results on the variable physical resources indicate a balance between positive and negative responses from the participants, as half the items are both positively skewed and negatively skewed. The percentages of

negative responses varied from 50% to 87% whilst the percentages of positive responses varied from 61% to 92%. For the purposes of this study, a uniform percentage grid was developed and applied for the analysis of all the scales used in the questionnaire. For example, a scale score of between 100% and 75% was categorised as high score, between 74% and 50% - a moderate score; between 49% and 0% - a low score. The scale 'physical resources' indicated high scores of 20%; moderate scores of 67%; and low scores of 2%. A combination of both high and moderate category scores amount to 88% and this further attests to the appropriateness of the scale 'physical resources' (refer to Table 4.15).

Table 4.15 ***Distribution of scale scores for the variable physical resources***

	High Score 100%-75%	**Moderate Score 74%-50%**	**Low Score 49%-0%**
Raw Scores	40 - 30	29 - 20	19 - 0
Percentage	20%	67%	2%

The graph on physical resources shows the ordering of scores from a low scale score of 11.00 to a high scale score of 40.00. The scale score with the highest percentage is 19.00, accounting for 13% of the total scores, whilst the scale scores with the lowest percentage are 11.00, 13.00, 33.00 and 38.00 respectively, accounting for 1% of the total scores. When the scale scores are ordered from lowest to highest scale score we notice the following trend: 11.00, 13.00, 33.00 and 38.00 (1% respectively), 14.00 and 29.00 (1% respectively), 15.00, 27.00, 30.00 and 34.00 (2% respectively), 36.00 and 40.00 (2% respectively), 18.00 and 32.00 (4% respectively), 28.00 (4%), 24.00 and 26.00 (5% respectively), 17.00, 20.00 and 22.00 (6% respectively), 21.00 and 23.00 (7% respectively), 25.00 (7%), 19.00 (13%). A closer analysis of the scores indicates that the scores with the highest percentage of respondents are found towards the lower end of the scale; that is, toward the strongly disagree and

disagree end of the scale. This implies the distribution of the scores is positively skewed.

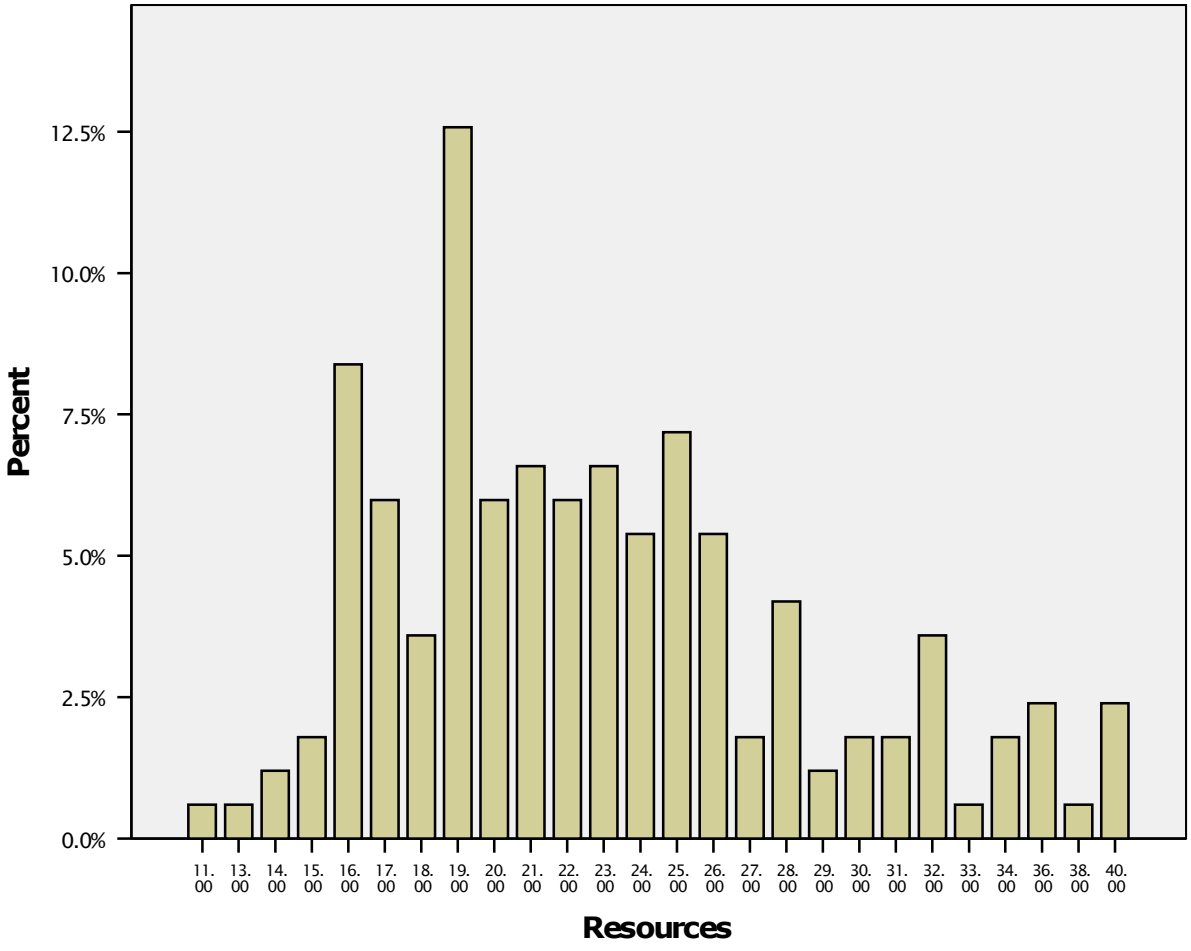

Figure 4.7. **Graphical distribution of data for the variable physical resources**

The specific research question for this variable was: What physical resources are at the disposal of adult basic education centres? From the discussion it is clear that not all adult basic education centres have a fair share of physical resources at their disposal. With the exception of Centre C, the rest of the centres (Centre A, B, D, E & F) have a not so satisfactory availability rate of physical resources. The mean score varied between 18 and 33 with the mean score of between 18 and 25 falling below the mid-point of the scale. This implies that not all centres

are provided with sufficient, adequate and suitable resources like school buildings, classrooms, classroom furniture, staff rooms, computer rooms, libraries, laboratories and other important equipments.

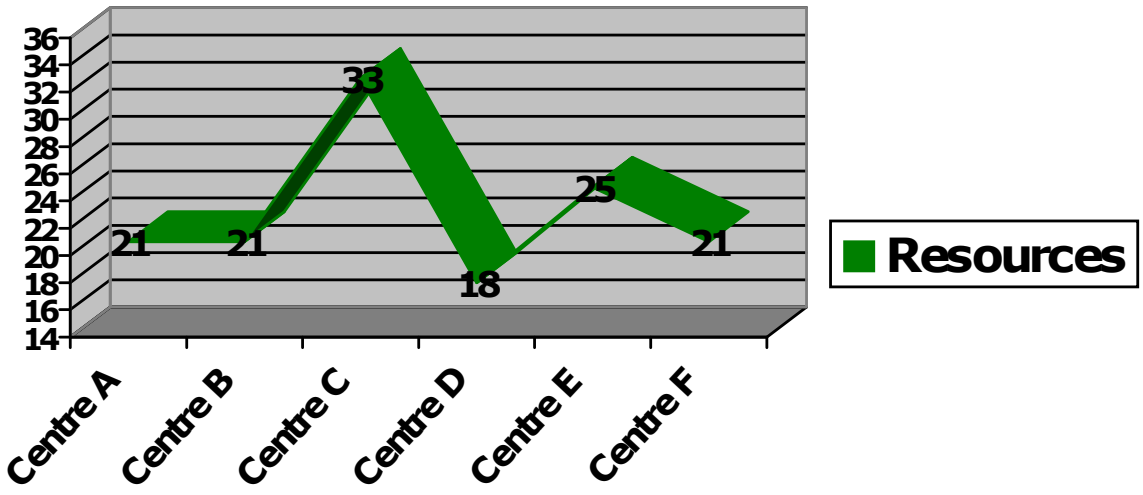

Figure 4.8. **Comparison of centres on the variable physical resources**

4.5.4. Results for the variable safe and orderly environment

The fourth research question of this study:

> To what extent is there evidence of safe and orderly environment in adult basic education centres?

In the questionnaire eight items were specified in which the participants could respond to this question. See Chapter 3 for details as was described in Section 4.5.1.

4.5.4.1 Descriptive statistics for the variable safe and orderly environment

For the variable safe and orderly environment, most participants either agreed or strongly agreed to items posed. The percentage of positive responses from the participants on this variable varied from 52% to 93% with 52% indicating that people entering the centre were always monitored, 53% indicated the centre provided a safe and orderly work environment for educators, 87% indicated educators were free from verbal abuse by the centre manager, 93% indicated educators were free from verbal abuse from other educators, 86% indicated problems at the centre were handled promptly and effectively, and 62% indicated the property of educators at the centre was free from theft. On the other hand 51% indicated that educators did not feel safe at the centre, whilst 68% revealed that educators did not feel safe on their way to and from the centre (refer to Appendix R).

The majority of the latter two items had responses that were negative as most respondents to these items strongly disagreed or disagreed to the statements posed. Thus the percentages of most negative responses given on this variable vary from 51% to 68%.

These were eight items for this variable and the mean was 18.73, whilst the standard deviation was 3.651. Item 32 was discarded as it was viewed as unsuitable as a measurement item for a school climate construct. This deletion revised the mean and standard deviation to 15.56 and 3.627 respectively. The coefficient alpha changed from 0.68 to 0.74 (refer to Table 4.16 and Appendix S).

Table 4.16 ***Item statistics for variable safe and orderly environment***

Item	Mean	**Std. Deviation**
26	2.48	0.911
27	2.35	0.920
28	2.03	0.913
29	2.58	0.871
30	1.80	0.773
31	1.65	0.579
32	Item	Deleted
33	2.67	0.810
Overall	**15.56**	**3.627**

peaks are placed at the mid-halves of both ends of the scale. The scores then diminish as both ends of the scale are approached. The scores inside the two peaks are relatively higher than the scores at either end of the scale outside the two peaks.

4.5.4.2 Reliability analysis for the variable safe and orderly environment

The reliability analysis focused primarily on internal consistency, as the researcher wished to assess the consistency of results across items within the questionnaire administered. The main purpose of this was to ascertain whether all the items used measured the construct school climate or, as in this case, safe and orderly environment.

As stated in Chapter 3, Section 3.9.2, the acceptable coefficient alpha of this study is 0.65 and above. The reliability analysis for the variable safe and orderly environment had a coefficient alpha of 0.68. This coefficient alpha of 0.68 as well as the study's overall coefficient alpha of 0.84, were above the acceptable coefficient alpha of 0.65 set for this study. This implies that the variable safe and

orderly environment has contributed in the measurement of the construct school climate (refer to Appendix T).

Item-total correlation is the form of item analysis that measures the extent to which the individual items in a scale relate to the scale as a whole (De Ciantis, 2007), to measure what the overall scale is measuring (refer to Chapter 3). As can be seen in Table 4.21, with the exception of Items 30 and 31, the items under the variable safe and orderly environment are measuring the same thing, as the scale, since the Cronbach's alpha is lowered when each item under this scale is deleted. Further more, with exception of Items 30 and 31, the corrected item-total correlations is moderately high and positive (at least better than 0.4), whilst the corresponding coefficient alphas are significantly higher than 0.7. Although Items 30 and 31 are positive, their item-total correlation of .089 and 0.130 respectively, are low and therefore impact the scale negatively and, as such, may be items which do not measure the same scale. These items have to be removed because their retention does not lead to the immediate increase or improvement of the coefficient alpha of the scale as a whole. The resultant coefficient alpha after Items 30 and 31 were removed changed from 0.74 to 0.84, whilst the mean and standard deviation changed from 18.73 and 3.651 to 12.08 and 3.440 respectively (refer to Appendix U). Thus the remaining items cluster to form a well-constructed scale.

Table 4.17 *Item-total statistics for the variable safe and orderly environment*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
26	13.08	9.441	0.515	0.688
27	13.21	8.245	0.769	0.616
28	13.52	9.067	0.592	0.668
29	12.97	9.184	0.609	0.664
30	13.76	12.079	0.089	0.777
31	13.91	12.294	0.130	0.759
33	12.88	10.328	0.417	0.712

4.5.4.3 Scale analysis for the variable safe and orderly environment

As indicated in 4.5.4.1, for the variable safe and orderly environment, most participants either agreed or strongly agreed to items posed. The percentage of positive responses on this variable varied from 52% to 93%. For the purposes of this study, a uniform percentage grid was developed and applied for the analysis of all the scales used in the questionnaire (refer to Chapter 3). For example, a scale score of between 100% and 75% became categorised as high score; between 74% and 50% - a moderate score; between 49% and 0% - a low score. With regard to the scale safe and orderly environment, the high and moderate category scores accounted for 59% and 41% respectively, whilst only 1% fell under the low category score line. This further attested to the appropriateness of this scale (refer to Table 4.18).

Table 4.18 ***Distribution of scale scores for the variable safe and orderly environment***

	High Score 100%-75%	**Moderate Score 74%-50%**	**Low Score 49%-0%**
Raw Scores	28 – 21	20 - 14	13 – 0
Percentage	59%	41%	1%

With regard to the variable safe and orderly environment the scores move from a low scale score of 8.00 to a high scale score of 11.4 (see Table 4.20). The scale score with the highest percentage of respondents is 14.00 and 22.00, accounting for 17% of the total scores respectively, whilst the scale score with the lowest percentage is 8.00 and 11.00, accounting for 1% of the total scores respectively. When the scale scores are ordered from lowest to highest scale score the following trend becomes evident: 8.00 and 11.00 (1% respectively), 12.00 and 26.00 (1% respectively), 25.00 and 27.00 (2% respectively), 13.00 and 23.00 (4% respectively), 24.00 (4%), 16.00 and 21.00 (6% respectively), 17.00 (8%), 18.00 (9%), 15.00 and 19.00 (10% respectively), 20.00 (10%), 14.00 and 22.00 (11% respectively). It is important to note that the scores present a bimodal distribution, with a decline in between. The bimodal

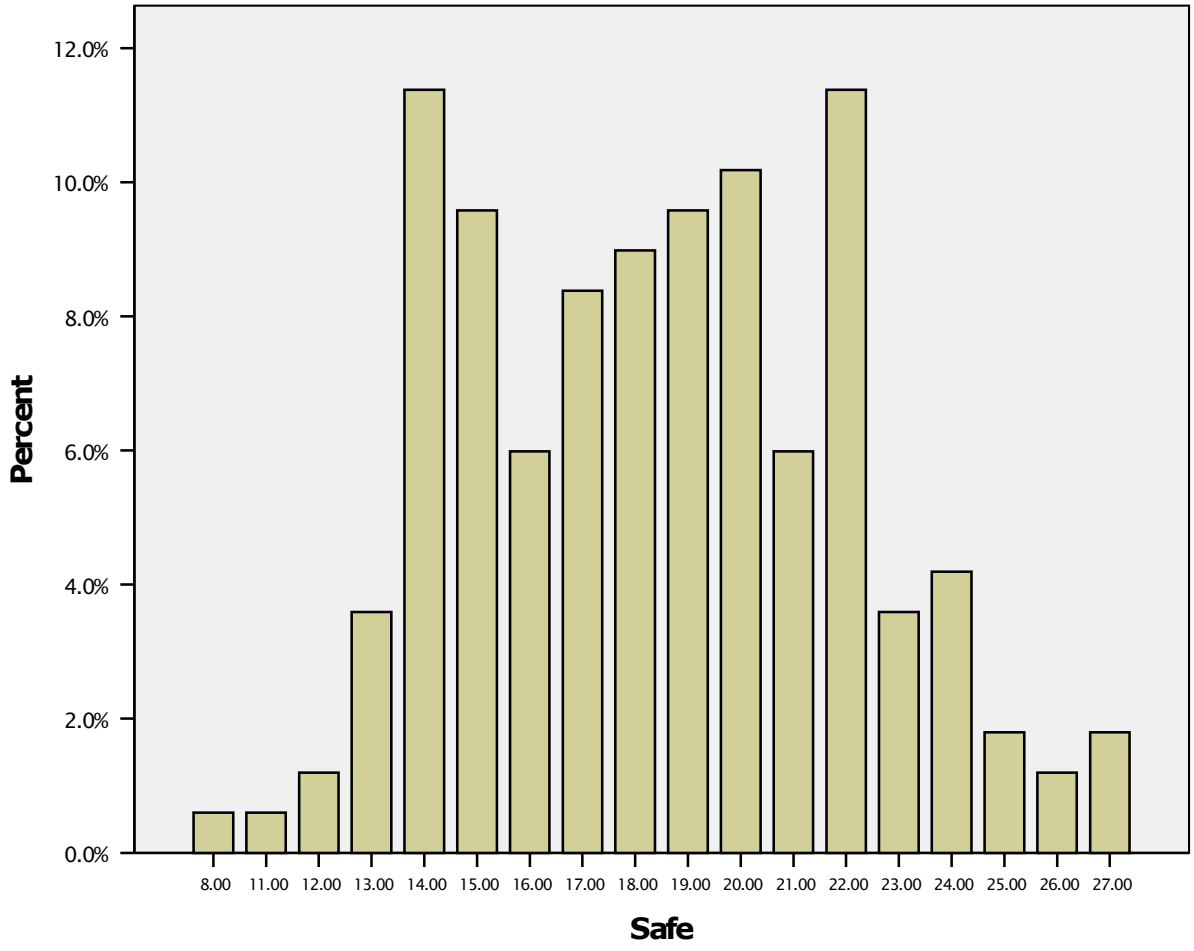

Figure 4.9 **Graphical distribution of data for the variable safe and orderly environment**

The specific research question for this variable was: To what extent is there evidence of safe and orderly environment in adult basic education centres? Based on the discussion from the results of the analysis for the variable safe and orderly environment, it is clear that with the exception of Centre C and E, the rest of the centres do not have a fair level of safe and orderly environment. This conclusion is based on the mean score that varied between 17 and 21 with Centre A, B, D and F having a mean score of between 17 and 18. The latter mean score is far below the mid-point of the scale as it revolves around the minimum score. This indicates that some

centres, like the four indicated above, do not operate within environments that are completely free from danger and damage to both limb and property.

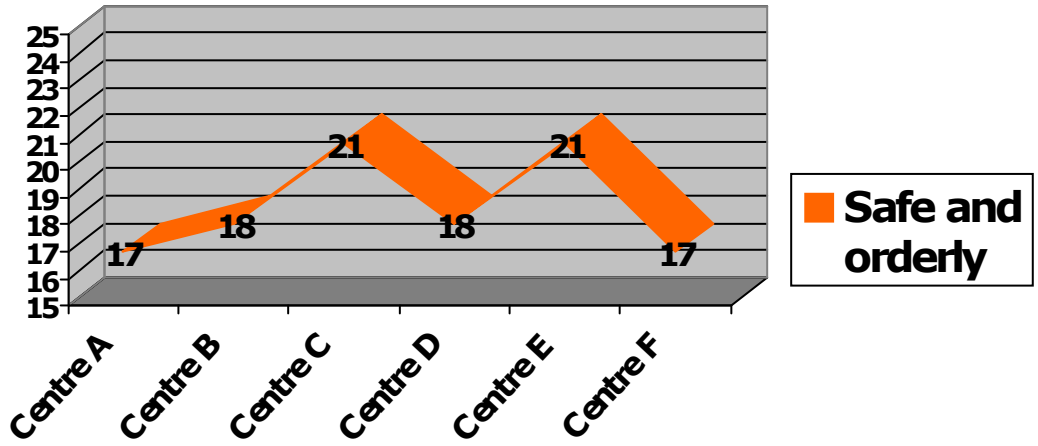

Figure 4.10. **Comparison of centres on the variable safe and orderly environment**

4.6. Conclusion

The focus of Chapter 4 was on the results of the data analysis, for reaching meaningful conclusions of the study. Data analysis, as Vos et al (2005) have indicated, does not automatically provide the answers to the identified broad and specific research questions of the study, but facilitates the description and analysis of the data, so that interpretations towards conclusions could be made.

In this chapter a description of the study's population and sample by way of providing statistics relating to the response rates across the six centres was

given. Data collection procedures from all six adult basic education centres were described after which the biographical data for the study was given. The chapter further gave results for statistical tests performed on all four school climate variables. These statistical tests entailed descriptive statistics, reliability analysis, item-total correlations and scale analysis. The descriptive statistics were fairly good, as in all variables, the mean was larger than the standard deviation, meaning that the scores deviated a little from the centre. Furthermore the coefficient alphas for all variables were above 0.7, indicating that almost all items measured the construct school climate.

Chapter 5 will provide a summary of the findings of this study (Section 5.2) followed by the reflections on these findings, with regard to literature (Section 5.3) after which the challenges of school climate change (Section 5.4), the strengths of the study (Section 5.5), the limitations of this study (Section 5.6), implications (Section 5.7) and the recommendations emanating from this study (Section 5.8) are discussed.

CHAPTER 5

Conclusions and recommendations

5.1. Introduction

School climate is a widely researched field of study, evidenced by the depth and breadth of school climate research conducted over many years. The reason for this is perhaps the fact that school climate is seen as the heart and soul of a school (Freiberg, 1999)

The focus of this research study was the nature of the school climate in six adult basic education centres of Ekurhuleni West District. This commenced with an introductory orientation to clarify the concept school climate and provide the context of adult basic education in South Africa. Thereafter the purpose, problem, and rationale of this study were defined. The literature review guided the development of the study's conceptual framework, which revolved around the four chosen school climate variables of control, staff cohesion, physical resources and safe and orderly environment. The design and methodology issues of the research process were described, after which the findings of the study were presented and discussed.

The focus of Chapter 5 is on providing a summary of the findings of this study (Section 5.2), followed by the reflections on these findings with regard to literature (Section 5.3), after which the challenges of school climate change (Section 5.4), the strengths (Section 5.5), limitations of this study (Section 5.6), implications (Section 5.7) and the recommendations emanating from this study (Section 5.8) are also discussed.

5.2. Summary of major results

The aim of this study was to explore the nature of the school climate in adult basic education centres. Most school climate research studies focus on primary and secondary schools and, up until the writing of this thesis, adult basic education centres were totally excluded from such focus. As this was an exploratory study, educators in the chosen centres were the unit of analysis - the researcher was of the opinion their experience could form the foundation on which to build knowledge of their educational centre school climate. Research data for the study of the school climate was collected through the application of a questionnaire, which was especially designed and developed by the researcher for this purpose. The survey used was content and face validated. As discussed in Chapter 4, the result of this study was based on data gleaned from the answers participants provided to the above-mentioned survey questionnaire that was administered to randomly sampled educators of the six adult education centres of Ekurhuleni West District. These results provided the centre-based demographics of this study, a biographic analysis of the participants and their overall perceptions with regard to the chosen variables of control, staff cohesiveness, physical resources, and safe and orderly environment. A total of 167 completed survey sheets were collected from the participating centres, (this figure accounted for 87 % of the anticipated sample of 192.) Out of the 167 participants 42% were male, whilst 58% were female. The main research question was: What is the nature of the school climate of adult basic education centres as perceived by educators?

The following discussion provides a summary of the school climate survey results by focusing on individual specific research questions.

1.What control mechanisms are in place in adult basic education centres?

Control is a problem that confronts all organisations (Hoy & Miskel, 1991). Public schools, as service organisations, are worse off because they have no choice in choosing their clients, as they may possibly attract clients with no interest in achieving the set goals of the organisation (Hoy & Miskel, 1991). Control is therefore a key element in the achievement of set goals. Its importance lies in that its implementation facilitates the maintenance of internal order by subjecting everyone to institutional plans, policy and procedures (Smit & Cronje, 1992). That is why Garcia (1994) sees orderliness as one of the important characteristic features of an effective school. In her review of research on school climate, Anderson (1982) found consistent rules to be related to academic achievement.

The results indicated that 91% of the participants either agreed or strongly agreed that the school climate of adult basic education centres evidenced control. The item-total correlation indicated all items were measuring the same thing as the scale and that no items had to be removed. The scale analysis indicated the scale as a whole had a high score of 99%, which meant its measurements were appropriate. The reliability coefficient alpha was 0.79 and compared well with the overall coefficient alpha of 0.84 for the study. The results for the variable control revealed that almost all six adult basic education centres had a fair level of control as in all these centres the mean score varied between 23 and 25 (refer to Chapter 4, Section 4.5.1).

2. To what extent is there evidence of staff cohesiveness in the adult basic education centres?

As indicated in Chapter 2, a work climate that is characterised by high staff cohesion is one which has members whose working relationship is sound and such members are generally effective at achieving their chosen goals (Griffin, 1990). Such an environment makes members think of the school as our school

and as such they enjoy being there, as they feel that they are wanted (Borba, 1989). In the review of research on school climate, Anderson (1982) found that although staff cohesiveness was negatively related to achievement, it was positively related to attendance. Cohesiveness was further found to be important for good communication, as well as rapport (Anderson, 1982). Haertel, Walberg and Haertel (1981) state that climates that are, among other aspects, high on cohesiveness were associated with better achievement in a meta-analysis of data from 12 studies in four countries (as cited in Johnson et al. 1999, p.337 & Fraser, 1994, p.506).

Concerning the latter specific research question, the results indicated most participants either agreed or strongly agreed to the items posed. The percentages of positive responses varied from 58% to 90% across all six adult education centres. The item total correlation revealed that all items (with the exception of item 13) were measuring the same thing as the scale and that no other items had to be removed. The scale analysis showed that the scale as a whole had a high score of 73%, which meant that its measurements were appropriate. The reliability coefficient alpha before item 13 was deleted indicated 0.756 and this compared well with the study's overall coefficient alpha of 0.84. After item 13 was deleted the reliability coefficient alpha indicated 0.77, whilst the overall reliability coefficient alpha became 0.85. Based on the discussion from the results of the analysis for the variable staff cohesiveness, it can be concluded that there is evidence of staff cohesiveness in almost all the adult basic education centres. This conclusion is based on the mean score that varied between 22 and 25 throughout the six centres used in this study. The mean score for Centre C and D was 22 and therefore slightly below the mid-point of the scale whilst the mean score for Centre A, B, E and F was slightly above the mid-point. This indicated that in almost all six centres there was evidence of positive unity amongst educators for the benefit of their learners (refer to Chapter 4, Section 4.5.2).

3. What physical resources are at the disposal of adult basic education centres?

The subject of provision of resources to schools has long been a debated issue as researchers differed greatly on the effects of resource allocation on academic achievement (Greenwald, Hedges & Laine, (1996b). Some believe that allocating resources in schools should not be a critical intervention because resources produce effects in some schools and fail to do the same in other schools (Hanushek, 1996). Others, on the other hand, are of the opinion that resource allocation contributes immensely to the quality of education provided by schools (Greenwald et al., 1996b). In their study on the effects of school resources on student achievement, Greenwald, Hedges & Laine (1996a) concluded that 'school resources are systematically related to student achievement and that these relations are large enough to be educationally important' (p.384). Furthermore, an attractive and stimulating physical environment was cited as one of the aspects that made schools be effective organisations (Van der Westhuizen, 2002). The importance of physical resources cannot be underestimated as Dorman et al. (1995) assert that a study conducted in Nigeria with 64 agricultural science educators and 1 175 students, in 20 schools, concluded that school environmental dimensions - including resource adequacy - was seen to be greatly linked to positive school climates.

The results on this question indicated a balance between positive and negative responses, as approximately 50% of the items were both positively skewed and negatively skewed. The percentages of negative responses varied from 50% to 87%. While the percentages of positive responses varied from 61% to 92%. The item-total correlation revealed that all items (with the exception of item 25) were measuring the same thing as the scale and that no other items had to be removed. The scale analysis showed that the scale as a whole had a low score of 2%, whilst the rest of the scores had a combined figure of 88% and this further attests to the appropriateness of the scale physical resources. The reliability

coefficient alpha before item 25 was deleted was 0.89 and this compared well with the study's overall coefficient alpha of 0.84. After item 25 was deleted the reliability coefficient alpha for the scale was 0.89, whilst the overall reliability coefficient alpha became 0.85. The results revealed that not all adult basic education centres had a fair share of physical resources at their disposal. With the exception of Centre C, the rest of the centres (Centre A, B, D, E & F) had a low level of availability rate for physical resources. The mean score varied between 18 and 33 with the mean score of between 18 and 25 falling below the mid-point of the scale. This implied that not all centres are provided with sufficient, adequate and suitable resources.

4. To what extent is there evidence of a safe and orderly climate in adult basic education centres?

Schools, as centres of teaching and learning, are entrusted with ensuring the safety of both staff members and students - primarily because schools are not free from societal violence (Amherst, 2006). It is therefore their responsibility to ensure their operational environments are kept safe for both educators and learners (Fontaine, 1999). This implies that there can be no effective teaching and learning in the absence of safe and orderly environment (Prinsloo, 2005, Scherman, 2002, Sugai & Horner, 2001). Which explains why, in a study on effective schools conducted by Stockard and Mayberry in 1992, an orderly school environment was cited as a characteristic feature of school climates that are strongly related to student achievement outcomes (Gallay & Pong, 2004).

Regarding this question the results indicate most participants agreed or strongly agreed to items posed. The percentage of positive responses on this variable varied from 52% to 93%. On the other hand, the percentages of most negative responses given on this variable varied from 51% to 68%. The item total correlation revealed that all items (with the exception of items 30 and 31) were measuring the same thing as the scale and that no other

items had to be removed. The results also indicated that for scale analysis the high and moderate category scores amounted to 59% and 41% respectively, whilst only 1% fell under the low category score. The reliability coefficient alpha before items 30 and 31 were deleted was 0.74 and this compared well with the study's overall coefficient alpha of 0.84. After items 30 and 31 were deleted the reliability coefficient alpha was 0.84 whilst the overall reliability coefficient alpha became 0.85. The results revealed that with the exception of Centre C and E, the rest of the centres did not have a fair level of a safe and orderly environment. This conclusion was based on the mean score that varied between 17 and 21 with Centre A, B, D and F having a mean score of between 17 and 18. The latter mean score was far below the mid-point of the scale as it revolved around the minimum score. This indicates that some centres do not enjoy privileges of operating within environments that are completely free from danger and damage to both limb and property.

5.3. Reflections on literature

Johnson et al. (1999), trace research studies on school climate as far back as the 1960's. The focus was on improving the school climate of elementary and secondary schools (Johnson et al., 1999). These research studies were influenced by the belief that measuring the perceptions regarding the climate was important as not every individual perceives the climate in the same way (Janz & Pyke, 2000). It was hoped that the collective perceptions of individuals measured would provide answers regarding school climate factors that were determinants of teaching and learning (Fraser, 1994). Perhaps that is probably the reason why some researchers saw school climate as a reflection of the positive or negative feelings regarding the environment of the school and the extent to which these reflections impact on a variety of learning outcomes (Peterson & Skiba, 2001)

School climate is very much focused on bringing about meaningful changes for the enhancement of teaching and learning (Freiberg, 1998). As indicated in Chapter 2, school climate is an essential catalyst for teaching and learning as it provides valuable information about the key climate factors of the school for school improvement change purposes. Without the necessary feedback on school climate measurement, schools would not be aware of the climate indicators in need of change.

It is important to explore the concept of school climate change because any school climate measurement has to eventually indicate whether the prevailing school climate needs be adjusted or not. According to Scherman (2002) literature on school climate says much on factors affecting school climate and yet very little is said about what school climate change is or how to change school climate. Because of the prevalence of these gaps, the clarification of what school climate change is will be constructed from the general definitions of the concept change. Griffin (1990) defines change as any substantive transformation to some part of the organisation. Smit and Cronje• (1996) are supportive of this view as they also see change as referring to 'any alterations of activities in an organisation' (p. 236). Based on the above views on change, school climate change may denote any substantive modification in the perceptions of people about their school. It may constitute any change that encourages people to perceive the climate of their school to have moved from being unhealthy to healthy.

5.4. Challenges of school climate change

According to Freiberg (1998) school climate instruments are used to make school climate assessments so that schools could be helped to make informed and meaningful changes for the better. What this implies is that there can be no school climate assessment without a thought of implementing a change process that is informed by the feedback obtained. So change is central to any school

climate assessment as it can be a key factor in improving and sustaining excellence in education (Freiberg, 1998). For example, if the school climate assessment has found the evidence of control to be lacking, then a school climate change process focusing on control has to be effected for the improvement and sustenance of excellence in education. This assertion equally applies to other school climate indicators, like staff cohesion, physical resources, and safe and orderly environment.

Change is not only a complex undertaking but it is very unsettling to people (Gonder & Hymes, 1994; Gray, 1998). The success of any change effort is partly determined by whether those affected by it have developed an ownership of it or not. Many people have a tendency to develop emotions – like uncertainty, frustration or fear - in the wake of change. It is therefore imperative to sell the idea of the need for specific change, involving those that are to be affected by it in every step of the way. Afterwards, they will own the whole change effort and work to ensure success in the endeavour (Gonder & Hymes, 1994; Mullins, 1996).

Furthermore, the availability of resources is essential for change to be effected. For without resources – like: time, energy, money, patience and fortitude - change may not be realised. This implies that for change to be successful, thorough planning should precede implementation (Short & Greer, 2002). In addition, Griffin (1990) states that a successful change process is usually informed by the application of the following steps:

- Recognition of the need for change - which is inspired by a variety of factors, like the general complaints by staff members, continuous declines in performance indicators and awareness that a number of organisations are undergoing changes in certain areas of operation.
- Goals for the proposed change must be established - by those factors that make change to be inevitable;

- A diagnosis of relevant variables has to be undertaken. For example, if change is stimulated by the general complaints of the staff members, the manager has to probe deeper by identifying the underlying causes of the complaints so as to establish the most appropriate change effort;
- Appropriate change techniques must be selected. This implies that there has to be alignment between the change techniques and the goals to be achieved by the desired change. For example, if the need for change emanates from staff complaints caused by the unacceptable attitudes of the management, then an appropriate attitude changing technique has to be used;
- A plan for the implementation of the selected technique for effecting change must be formulated. Planning for implementation involves among others making considerations about the costs for change, the effect of the change on other areas of operation and also the degree of staff participation for effecting the desired change;
- The actual implementation of the change;
- An evaluation and follow-up on the results of the change.

5.5. Strengths of the study

Several strengths can be identified

- The response rate for the study was good, as in all six participating centres the response rate varied between 75% and 97% (see Table 4.1).

- The participants for this study were not drawn from a single ABET Level/Grade, as was the case in other studies. The participants of this study were drawn from all available ABET levels, that is, from ABET level 1 to 4. This broad representation of participants made it possible for a cross section of perceptions to be ascertained throughout this study.

- Standardised data collection procedures were applied during this research study (see Chapters 3 and 4). The survey data collection procedure applied gathered data by means of standardised procedures. Every participant was asked the same questions under similar circumstances. With this data collection procedure there can be no biasing in terms of asking the same questions in different ways.

- The data collection instrument used in this study was pilot tested before it was used for the main study. Pilot testing an instrument has an advantage of enabling the researcher to ascertain whether the items used in the study are applicable to the participants of his/her study. Someck and Lewin (2005) maintain that questionnaire piloting is vital, as it can bring to light ambiguities and other possible pitfalls.

- The study was conducted within the accepted ethical standards of educational research. For example, participation in the study was made free and voluntary and the participants were informed that their refusal to participate would at no stage be viewed as misconduct. No inducements were offered to participants, except that they were told that their participation would greatly contribute to the knowledge base of school climate research in adult basic education centres. Permission to conduct this research was sought and granted by relevant stakeholder groups.

- In the context of school climate research, this study has introduced a new dimension to the focus of school climate research as it has for the first time linked school climate research to adult basic education in South Africa. This novel focus has a potential of opening new opportunities as it can lead to the further investigation of the variables chosen for this study. This new focus may also provide for the inclusion of other school climate variables. From this perspective, this study has therefore made it possible

for the world of learning to be exposed to the school climate of adult basic education centres by undertaking this inceptive study on its prevailing climate.

5.6. Limitations of the study

The following limitations are identified:

- The major limitation of this study was the narrow nature of the target population and the sample of this study, as this study was not only limited to one province but to one district of this province (see Chapter 3).The narrow nature of the population and the sample size may not allow for the replication and generalisability of the results to all adult education centres of South Africa.

- School climate research is a very broad field of study as it involves a cross section of school climate variables (Anderson, 1982). These include, among others, such variables as, trust, respect, physical resources, safe and orderly environment, control, staff cohesion, opportunities for student participation, use of reward and praise, high expectations, collegial organisational processes, student-staff cohesion and support, administrator-teacher relationships, student morale, teacher morale, instructional leadership, violence and more. The limited nature of the variables used in this study has – to an extent - prevented the researcher undertaking a more comprehensive and holistic investigation of the school climate of these adult basic education centres.

- According to Worrell (2000), the measurement of school climate is an inclusive process, which involves input from everyone at school. Likewise, the sector of adult basic education is not a one-group sector, as it involves a number of stakeholders. Apart from educators, it also involves learners,

satellite supervisors, centre managers, district officials and community interest groups. The exclusive focus of this study to the perceptions of educators labouring in adult basic education centres has possibly prevented the exposition of the perceptions of other stakeholders, such as the ones enlisted above.

5.7. Implications from the study

From the discussion of this research study it became apparent that a positive school climate in adult basic education centres is critical for converting these centres into effective teaching and learning stations. The fact that school climate is viewed as one of the factors serving to define the quality of a work setting shows the important function of school climate in the realm of teaching and learning. For example, Mentz (2007) states that the quality of the work done by the educators is unavoidably dependent on the manner in which he/she experiences the climate in the school. What the educator experiences is more likely to be influenced by such factors as control, staff cohesiveness, physical resources and safe and orderly environment.

The following implications emanate from this study can be identified:

- The researcher of this study trusts that this study's data collection instrument will be effectively utilised as an assessment device by the stakeholders of the adult basic education sector primarily because of the importance that was attached to the reliability and validity processes used in assessing the items of the school climate questionnaire. The views of researchers from the Centre for Evaluation and Assessment (CEA) were particularly informative in this regard.

- As school climate is viewed as the heart and soul of a school (Freiberg,

1999), it is hoped that this research study can also function as a point of departure in initiating dialogues that can help centre managers, educators and policy advisors of adult basic education centres to expand their understanding of what school climate is.

- School climate has been viewed as a powerful force as it can either have a positive influence on the health of the learning environment or be a significant impeding variable to learning (Freiberg, 1998). It is therefore essential to explore the school climate of adult basic education centres, to get valuable information about the prevalent school climate, for both reform and improvement efforts. This study will therefore play a decisive role in providing adult basic education centres with a source of reference for school reform and improvement purposes.

5.8. Recommendations

Five recommendations for this study can be identified, as follows:

Recommendation 1: Further research incorporating additional school climate indicators

As indicated in subsections 3.11 and 5.4, school climate is a very broad field for study, incorporating a number of variables. The results of this study cannot, therefore, be regarded as portraying a complete picture of the nature of the school climate of adult basic education centres. It is therefore recommended that further research studies on the school climate of adult basic education centres are undertaken, investigating variables not used in this study. (For example, the question of staff turnover in adult basic education centres became apparent when an analysis of biographical data was undertaken.) Further research is also recommended to explore why the majority of the educators have fewer years

teaching in their respective centres, as became evident during this investigation. (This implies that there might be school climate related systemic factors within the sector of adult basic education, that generally accounts for educators not serving their respective adult centres over the long term.)

Recommendation 2: Involvement of other stakeholders in the research process.

It is recommended that further research studies focussing on the perceptions of the other stakeholders within adult basic education centres be undertaken, to provide a balanced portrayal of perceptions with regard to the nature of the school climate in those centres. As indicated in subsection 5.4, the sector of adult basic education involves more than just educators as it also involves learners, satellite centre supervisors, centre managers, district officials and community interest groups. The exclusive focus of this study to the investigation of the perceptions of educators in those centres has possibly prevented the exposition of the perceptions of the other stakeholders already mentioned.

Recommendation 3: Involvement of other districts in future research studies.

It is recommended that other studies focussing on the nature of the school climate of adult basic education centres be expanded to include other districts, that an overall perception of the school climate in adult basic education centres of the province as a whole may be formulated.

Recommendation 4: The Gauteng Department of Education addresses safety and physical resource issues.

A finding of this study was that most educators reported feeling unsafe while on their way to and from their adult basic education centre, as well as inside the centre. Furthermore, there were many reports of a lack of resources – such as laboratories, libraries and computer centres - in those adult basic education

centres. It is recommended the Department of Education addresses these issues.

Recommendation 5: Using qualitative research in future studies.

Qualitative research, as one of the two major approaches to research methodology, might approach the broad research question of such a study from another angle, thereby revealing in new insights and understandings to the construct school climate in adult basic education centres.

5.9. Conclusion

The management of adult basic education centres seeking to realise a positive change in the achievement of their centre's educational goals need to improve the school climate of their respective centre. For this to happen, it is necessary for them to have a comprehensive understanding of the meaning of the school climate in general, as well as an understanding of the nature of the school climate in their respective centre - how it affects everyone that goes there and what improvement strategies need necessarily be implemented. Therefore, a pointed focus on school climate is essential to ensure the quality of teaching and learning in adult basic education centres, as this would contribute towards their effectiveness and improvement. As indicated in the introductory orientation of this study, creating a school climate that is responsive to the identified educational goals is not an event but a continuous process, requiring the collective involvement of all interest groups within that teaching and learning environment - that a common purpose may be pursued.

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Appendix A: Questionnaire

EDUCATOR SCHOOL CLIMATE SURVEY FOR ADULT BASIC EDUCATION CENTRES OF EKURHULENI WEST MEGA DISTRICT

This survey is part of my Masters' degree programme in Quality Assurance, Assessment and Systemic Evaluation. The purpose of this survey is to get the opinions of educators about the school climate of their adult basic education and training centres. Your answers will be kept confidential. Please answer each item based on your experiences at your centre. State how strongly you agree or disagree with each of the following statements by filling out one of the four responses given. Please for uniformity purposes, I request each one of you to use a cross (×) in filling out your chosen response. Thank you for your time.

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The centre rules and procedures are clear.				
2. Educators are provided with daily attendance time-tables				
3. Time-tables are prepared timeously.				
4. Educators have to sign daily attendance registers to monitor their daily attendance.				
5. Educator attendance at the centre is good.				
6. Classes always start on time.				
7. Educator work is closely monitored at the centre.				
8. There is a feeling of togetherness among educators at this centre.				
9. Educators of the centre like each other.				
10. The morale of the educators is very high.				
11. The administration of the centre is sensitive and responsive to the needs of educators.				
12. Educators share positive thoughts with others where necessary.				

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
13. Educators of the centre belong to learning area committees.				
14. The learning area committees of the centre meet frequently.				
15. Educators socialise after hours.				
16. The centre has buildings of its own.				
17. The centre has access to a school library.				
18. The centre has access to a school laboratory.				
19. The centre has access to a school computer room.				
20. There are enough classrooms for tuitions.				
21. Classrooms are readily available.				
22. There is enough furniture in the classrooms.				
23. Classroom furniture is suitable for adult Learners.				
24. Classrooms are always kept clean.				
25. Classrooms have lighting systems.				
26. People entering the centre are always monitored.				
27. Educators feel safe at the centre.				
28. Educators feel safe on their way to and from the centre.				
29. The centre provides a safe and orderly work environment for educators.				
30. Educators are not verbally abused by the centre manager.				
31. Educators are not verbally abused by other educators.				
32. Problems at the centre are handled promptly and effectively.				
33. The property of educators at the centre is free from theft.				

Thank you again for your time.

Appendix B: Matrix for questionnaire scales

Scale	Definition	Number of items
Control	The extent to which educators in a school environment feel they are empowered to take charge of events and activities that happen at school (Sweeney, 1992).	7 items Item 1 to item 7 on the questionnaire.
Cohesiveness	The extent to which educators have a positive unity for the benefit of their students (Gonder & Hymes, 1994).	8 items Item 8 to item 15 on the questionnaire.
Physical resources	The extent to which places of teaching and learning are provided with sufficient, adequate and suitable resources (Cohen & Manion, 1992). These may be resources like school buildings, classrooms, classroom furniture, staff rooms and other important equipments.	10 items Item 16 to item 25 on the questionnaire.
Safe and orderly environment	The extent to which everyone at school operates within an environment that is free from danger and damage to both limb and property (Harber, 2004; Sackney, 2004; Harber & Muthukrishna, 2000;	8 items Item 26 to 33 on the questionnaire.
School climate	Definition	33 items

Appendix C: Approval of research request

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	15 September 2005
Name of Researcher:	Nkosi Monde
Address of Researcher:	21 Delmas Road
	Klippoortjie
	Boksburg 1459
Telephone Number:	(011) 9162437
Fax Number:	(011) 9052793
Research Topic:	The nature of school climate of adult basic education centres of Ekurhuleni West Mega District
Number and type of schools:	6 ABET Centres
District/s/HO	Ekurhuleni East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. ***The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
2. ***The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***
3. ***A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.***

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.
Signature of Researcher:
Date: 14/10/2005

Appendix D: Application for informed consent

RESEARCH TITLE

An exploratory study of the nature of school climate of adult basic education centres of Ekurhuleni West District.

07 August 2005

Dear Participant

You are requested to participate in a research project aimed at exploring the nature of the school climate of adult basic education centres. The choice of this focus was inspired by the fact that the wide spectrum of school climate research is of the opinion that the prevalent school climate is one of the important factors contributing to effective teaching and learning.

You will only be expected to either agree or disagree to statements that best describe your respective ABET centre. Your participation in this research project is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established. You may decide to withdraw at any stage should you wish not to continue participating.

It is hoped that your participation in this research project will yield results that will not only contribute to the development and widening of the knowledge base of the school climate of ABET centres, but it will also make you aware of the number of variables at play in your sector of employment as well as provide you with the understanding of areas that are in need of improvement in your respective ABET centre.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and you understand that you may withdraw from the research project any time.

Participant's signature……. Date…….

Researcher's signature…….Date…….

Thanking you in anticipation of your participation

Yours sincerely

Monde Nkosi

Appendix E: Ethical clearance certificate

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER : CS0602/01**
DEGREE AND PROJECT	M. Ed. Curriculum Studies The nature of school climate of adult basic education centres of Ekurheleni West Mega district
INVESTIGATOR(S)	Monde Nkosi
DEPARTMENT	Curriculum Studies
DATE CONSIDERED	13 February 2006
DECISION OF THE COMMITTEE	APPROVED

This ethical clearance is valid for 2 *years from the date of consideration and may be renewed upon application*

CHAIRPERSON OF ETHICS COMMITTEE	Dr C Lubbe
DATE	13 February 2006
CC	V Sherman Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix F: Frequencies for biographical data

Frequencies

Frequency Table

Id

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.6	.6	.6
	2	1	.6	.6	1.2
	3	1	.6	.6	1.8
	4	1	.6	.6	2.4
	5	1	.6	.6	3.0
	6	1	.6	.6	3.7
	7	1	.6	.6	4.3
	8	1	.6	.6	4.9
	9	1	.6	.6	5.5
	10	1	.6	.6	6.1
	11	1	.6	.6	6.7
	12	1	.6	.6	7.3
	13	1	.6	.6	7.9
	14	1	.6	.6	8.5
	15	1	.6	.6	9.1
	16	1	.6	.6	9.8
	17	1	.6	.6	10.4
	18	1	.6	.6	11.0
	19	1	.6	.6	11.6
	20	1	.6	.6	12.2
	21	1	.6	.6	12.8
	22	1	.6	.6	13.4
	23	1	.6	.6	14.0
	24	1	.6	.6	14.6
	25	1	.6	.6	15.2
	26	1	.6	.6	15.9
	27	1	.6	.6	16.5
	28	1	.6	.6	17.1
	29	1	.6	.6	17.7
	30	1	.6	.6	18.3
	31	1	.6	.6	18.9
	32	1	.6	.6	19.5
	33	1	.6	.6	20.1
	34	1	.6	.6	20.7
	35	1	.6	.6	21.3
	36	1	.6	.6	22.0

37	1	.6	.6	22.6
38	1	.6	.6	23.2
39	1	.6	.6	23.8
40	1	.6	.6	24.4
41	1	.6	.6	25.0
42	1	.6	.6	25.6
43	1	.6	.6	26.2
44	1	.6	.6	26.8
45	1	.6	.6	27.4
46	1	.6	.6	28.0
47	1	.6	.6	28.7
48	1	.6	.6	29.3
49	1	.6	.6	29.9
50	1	.6	.6	30.5
51	1	.6	.6	31.1
52	1	.6	.6	31.7
53	1	.6	.6	32.3
54	1	.6	.6	32.9
55	1	.6	.6	33.5
56	1	.6	.6	34.1
57	1	.6	.6	34.8
58	1	.6	.6	35.4
59	1	.6	.6	36.0
60	1	.6	.6	36.6
61	1	.6	.6	37.2
62	1	.6	.6	37.8
63	1	.6	.6	38.4
64	1	.6	.6	39.0
65	1	.6	.6	39.6
66	1	.6	.6	40.2
67	1	.6	.6	40.9
68	1	.6	.6	41.5
69	1	.6	.6	42.1
70	1	.6	.6	42.7
71	1	.6	.6	43.3
72	1	.6	.6	43.9
73	1	.6	.6	44.5
74	1	.6	.6	45.1
75	1	.6	.6	45.7
76	1	.6	.6	46.3
77	1	.6	.6	47.0
78	1	.6	.6	47.6
79	1	.6	.6	48.2
80	1	.6	.6	48.8
81	1	.6	.6	49.4
82	1	.6	.6	50.0
83	1	.6	.6	50.6

84	1	.6	.6	51.2
85	1	.6	.6	51.8
86	1	.6	.6	52.4
87	1	.6	.6	53.0
88	1	.6	.6	53.7
89	1	.6	.6	54.3
90	1	.6	.6	54.9
91	1	.6	.6	55.5
92	1	.6	.6	56.1
93	1	.6	.6	56.7
94	1	.6	.6	57.3
95	1	.6	.6	57.9
96	1	.6	.6	58.5
97	1	.6	.6	59.1
98	1	.6	.6	59.8
99	1	.6	.6	60.4
100	1	.6	.6	61.0
101	1	.6	.6	61.6
102	1	.6	.6	62.2
103	1	.6	.6	62.8
104	1	.6	.6	63.4
105	1	.6	.6	64.0
106	1	.6	.6	64.6
107	1	.6	.6	65.2
108	1	.6	.6	65.9
109	1	.6	.6	66.5
110	1	.6	.6	67.1
111	1	.6	.6	67.7
112	1	.6	.6	68.3
113	1	.6	.6	68.9
114	1	.6	.6	69.5
115	1	.6	.6	70.1
116	1	.6	.6	70.7
117	1	.6	.6	71.3
118	1	.6	.6	72.0
119	1	.6	.6	72.6
120	1	.6	.6	73.2
121	1	.6	.6	73.8
122	1	.6	.6	74.4
123	1	.6	.6	75.0
124	1	.6	.6	75.6
125	1	.6	.6	76.2
126	1	.6	.6	76.8
127	1	.6	.6	77.4
128	1	.6	.6	78.0
129	1	.6	.6	78.7
130	1	.6	.6	79.3

	131	1	.6	.6	79.9
	132	1	.6	.6	80.5
	133	1	.6	.6	81.1
	134	1	.6	.6	81.7
	135	1	.6	.6	82.3
	136	1	.6	.6	82.9
	137	1	.6	.6	83.5
	138	1	.6	.6	84.1
	139	1	.6	.6	84.8
	140	1	.6	.6	85.4
	141	1	.6	.6	86.0
	142	1	.6	.6	86.6
	143	1	.6	.6	87.2
	144	1	.6	.6	87.8
	145	1	.6	.6	88.4
	146	1	.6	.6	89.0
	147	1	.6	.6	89.6
	148	1	.6	.6	90.2
	149	1	.6	.6	90.9
	150	1	.6	.6	91.5
	151	1	.6	.6	92.1
	152	1	.6	.6	92.7
	153	1	.6	.6	93.3
	154	1	.6	.6	93.9
	155	1	.6	.6	94.5
	156	1	.6	.6	95.1
	157	1	.6	.6	95.7
	158	1	.6	.6	96.3
	159	1	.6	.6	97.0
	160	1	.6	.6	97.6
	161	1	.6	.6	98.2
	162	1	.6	.6	98.8
	163	1	.6	.6	99.4
	164	1	.6	.6	100.0
	Total	164	100.0	100.0	

Centre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	27	16.5	16.5	16.5
	B	29	17.7	17.7	34.1
	C	22	13.4	13.4	47.6
	D	28	17.1	17.1	64.6
	E	30	18.3	18.3	82.9
	F	28	17.1	17.1	100.0
	Total	164	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	69	42.1	42.1	42.1
	2	95	57.9	57.9	100.0
	Total	164	100.0	100.0	

Population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	161	98.2	100.0	100.0
Missing	System	3	1.8		
Total		164	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	.6	.6	.6
	22	2	1.2	1.2	1.8
	25	1	.6	.6	2.4
	26	2	1.2	1.2	3.7
	28	3	1.8	1.8	5.5
	29	6	3.7	3.7	9.1
	30	15	9.1	9.1	18.3
	31	3	1.8	1.8	20.1
	32	15	9.1	9.1	29.3
	33	12	7.3	7.3	36.6
	34	9	5.5	5.5	42.1
	35	9	5.5	5.5	47.6
	36	14	8.5	8.5	56.1
	37	4	2.4	2.4	58.5
	38	15	9.1	9.1	67.7
	39	8	4.9	4.9	72.6
	40	10	6.1	6.1	78.7
	41	3	1.8	1.8	80.5
	42	6	3.7	3.7	84.1
	43	5	3.0	3.0	87.2
	44	3	1.8	1.8	89.0
	45	3	1.8	1.8	90.9
	46	1	.6	.6	91.5
	47	4	2.4	2.4	93.9
	48	2	1.2	1.2	95.1
	49	4	2.4	2.4	97.6
	50	2	1.2	1.2	98.8
	55	1	.6	.6	99.4
	57	1	.6	.6	100.0
	Total	164	100.0	100.0	

School Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AARON MOETI	28	17.1	17.1	17.1
	KWAZINI	29	17.7	17.7	34.8
	ST ANTHONYS	28	17.1	17.1	51.8
	THEMBISA	27	16.5	16.5	68.3
	THOKOZA	30	18.3	18.3	86.6

	THUTOMFUNDO	22	13.4	13.4	100.0
	Total	164	100.0	100.0	

ABET1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	35	21.3	100.0	100.0
Missing	System	129	78.7		
Total		164	100.0		

ABET2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	61	37.2	100.0	100.0
Missing	System	103	62.8		
Total		164	100.0		

ABET3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	76	46.3	100.0	100.0
Missing	System	88	53.7		
Total		164	100.0		

ABET4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	86	52.4	100.0	100.0
Missing	System	78	47.6		
Total		164	100.0		

Years teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.6	.6	.6
	1	10	6.1	6.1	6.7
	2	10	6.1	6.1	12.8
	3	22	13.4	13.4	26.2
	4	19	11.6	11.6	37.8
	5	23	14.0	14.0	51.8
	6	16	9.8	9.8	61.6
	7	17	10.4	10.4	72.0
	8	12	7.3	7.3	79.3
	9	4	2.4	2.4	81.7
	10	8	4.9	4.9	86.6
	11	4	2.4	2.4	89.0
	12	6	3.7	3.7	92.7
	13	1	.6	.6	93.3
	15	3	1.8	1.8	95.1
	16	1	.6	.6	95.7
	18	1	.6	.6	96.3
	20	4	2.4	2.4	98.8
	21	1	.6	.6	99.4
	25	1	.6	.6	100.0
	Total	164	100.0	100.0	

Teaching at this centre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	1.2	1.2	1.2
	1	29	17.7	17.7	18.9
	2	29	17.7	17.7	36.6
	3	31	18.9	18.9	55.5
	4	27	16.5	16.5	72.0
	5	17	10.4	10.4	82.3
	6	10	6.1	6.1	88.4
	7	7	4.3	4.3	92.7
	8	2	1.2	1.2	93.9
	9	2	1.2	1.2	95.1
	10	5	3.0	3.0	98.2
	11	2	1.2	1.2	99.4
	12	1	.6	.6	100.0

	Total	164	100.0	100.0	

Teaching Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	5.5	5.5	5.5
	2	90	54.9	54.9	60.4
	3	46	28.0	28.0	88.4
	4	10	6.1	6.1	94.5
	5	5	3.0	3.0	97.6
	6	1	.6	.6	98.2
	7	1	.6	.6	98.8
	10	2	1.2	1.2	100.0
	Total	164	100.0	100.0	

Learning Areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	78	47.6	48.1	48.1
	2	39	23.8	24.1	72.2
	3	18	11.0	11.1	83.3
	4	11	6.7	6.8	90.1
	5	1	.6	.6	90.7
	6	7	4.3	4.3	95.1
	7	7	4.3	4.3	99.4
	9	1	.6	.6	100.0
	Total	162	98.8	100.0	
Missing	System	2	1.2		
Total		164	100.0		

Appendix G: Frequencies for variable control

Frequencies

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
N	Valid	164	164	166	167	167	165	166
	Missing	3	3	1	0	0	2	1

Frequency Table

Rules and procedures clear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	5.4	5.5	5.5
	Agree	90	53.9	54.9	60.4
	Strongly agree	65	38.9	39.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Provision of daily timetables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.2	1.2	1.2
	Disagree	3	1.8	1.8	3.0
	Agree	73	43.7	44.5	47.6
	Strongly agree	86	51.5	52.4	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Preparation of timetables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.2	1.2	1.2
	Disagree	8	4.8	4.8	6.0
	Agree	77	46.1	46.4	52.4
	Strongly agree	79	47.3	47.6	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Sign attendance register

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	67	40.1	40.1	40.1
	Strongly agree	100	59.9	59.9	100.0
	Total	167	100.0	100.0	

Educator attendance good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.4	2.4	2.4
	Agree	84	50.3	50.3	52.7
	Strongly agree	79	47.3	47.3	100.0
	Total	167	100.0	100.0	

Starting time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.0	3.0	3.0
	Agree	85	50.9	51.5	54.5
	Strongly agree	75	44.9	45.5	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		

Total		167	100.0		

Monitoring educator work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	7.8	7.8	7.8
	Agree	84	50.3	50.6	58.4
	Strongly agree	69	41.3	41.6	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Appendix H: Descriptive statistics for variable control

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rules and procedures clear	164	2	4	3.34	.580
Provision of daily timetables	164	1	4	3.48	.601
Preparation of timetables	166	1	4	3.40	.642
Sign attendance register	167	3	4	3.60	.492
Educator attendance good	167	2	4	3.45	.545
Starting time	165	2	4	3.42	.554
Monitoring educator work	166	2	4	3.34	.618
Valid N (listwise)	158				

Appendix I: Reliability analysis for variable control

Reliability

Scale: CONTROL

Case Processing Summary

		N	%
Cases	Valid	158	94.6
	Excluded(a)	9	5.4
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.793	7

Item Statistics

	Mean	Std. Deviation	N
Rules and procedures clear	3.35	.576	158
Provision of daily timetables	3.50	.573	158
Preparation of timetables	3.41	.649	158
Sign attendance register	3.60	.491	158
Educator attendance good	3.46	.548	158
Starting time	3.44	.546	158
Monitoring educator work	3.35	.617	158

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Rules and procedures clear	20.75	5.451	.521	.766
Provision of daily timetables	20.60	5.324	.581	.755
Preparation of timetables	20.70	5.410	.449	.783
Sign attendance register	20.50	5.640	.560	.761
Educator attendance good	20.65	5.530	.526	.766
Starting time	20.66	5.536	.526	.766
Monitoring educator work	20.75	5.346	.511	.769

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.10	7.187	2.681	7

Appendix J: Frequencies for variable staff cohesiveness

Frequencies

Statistics

		Item 8	Item 9	Item 10	Item 11	Item 12	Item13	Item 14	Item 15
N	Valid	167	166	158	163	167	166	164	161
	Missing	0	1	9	4	0	1	3	6

Frequency Table

Feeling of togetherness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	3.6	3.6	3.6
	Disagree	22	13.2	13.2	16.8
	Agree	73	43.7	43.7	60.5
	Strongly agree	66	39.5	39.5	100.0
	Total	167	100.0	100.0	

Educators like each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.8	1.8	1.8
	Disagree	21	12.6	12.7	14.5
	Agree	94	56.3	56.6	71.1
	Strongly agree	48	28.7	28.9	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Educator morale is very high

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	13.8	14.6	14.6
	Disagree	33	19.8	20.9	35.4
	Agree	68	40.7	43.0	78.5
	Strongly agree	34	20.4	21.5	100.0
	Total	158	94.6	100.0	
Missing	System	9	5.4		
Total		167	100.0		

Sensitiveness and responsiveness to needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.0	3.1	3.1
	Disagree	12	7.2	7.4	10.4
	Agree	94	56.3	57.7	68.1
	Strongly agree	52	31.1	31.9	100.0
	Total	163	97.6	100.0	
Missing	System	4	2.4		
Total		167	100.0		

Educators share positive thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.4	2.4	2.4
	Disagree	13	7.8	7.8	10.2
	Agree	97	58.1	58.1	68.3
	Strongly agree	53	31.7	31.7	100.0
	Total	167	100.0	100.0	

Centre has learning area committees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	4.8	4.8	4.8
	Disagree	10	6.0	6.0	10.8
	Agree	90	53.9	54.2	65.1
	Strongly agree	58	34.7	34.9	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Learning area committees meet frequently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	5.4	5.5	5.5
	Disagree	24	14.4	14.6	20.1
	Agree	94	56.3	57.3	77.4
	Strongly agree	37	22.2	22.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Educators socialise after hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	15.0	15.5	15.5
	Disagree	40	24.0	24.8	40.4
	Agree	72	43.1	44.7	85.1
	Strongly agree	24	14.4	14.9	100.0
	Total	161	96.4	100.0	
Missing	System	6	3.6		
Total		167	100.0		

Appendix K: Descriptive statistics for variable staff cohesiveness

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Feeling of togetherness	167	1	4	3.19	.799
Educators like each other	166	1	4	3.13	.689
Educator morale is very high	158	1	4	2.72	.965
Sensitiveness and responsiveness to needs	163	1	4	3.18	.696
Educators share positive thoughts	167	1	4	3.19	.676
Centre has learning area committees	166	1	4	3.19	.754
Learning area committees meet frequently	164	1	4	2.97	.771
Educators socialise after hours	161	1	4	2.59	.925
Valid N (listwise)	149				

Appendix L: Reliability analysis for variable staff cohesiveness

Scale: Staff cohesiveness

Case Processing Summary

		N	%
Cases	Valid	149	89.2
	Excluded(a)	18	10.8
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	8

Item Statistics

	Mean	Std. Deviation	N
Feeling of togetherness	3.20	.780	149
Educators like each other	3.13	.684	149
Educator morale is very high	2.69	.958	149
Sensitiveness and responsiveness to needs	3.14	.698	149
Educators share positive thoughts	3.19	.661	149
Centre has learning area committees	3.19	.783	149
Learning area committees meet frequently	2.97	.796	149
Educators socialise after hours	2.60	.943	149

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Feeling of togetherness	20.92	11.210	.594	.704
Educators like each other	20.99	11.784	.567	.713
Educator morale is very high	21.43	11.233	.431	.737
Sensitiveness and responsiveness to needs	20.98	11.709	.570	.712
Educators share positive thoughts	20.93	12.131	.510	.723
Centre has learning area committees	20.93	13.104	.212	.771
Learning area committees meet frequently	21.15	11.897	.434	.733
Educators socialise after hours	21.52	11.495	.396	.744

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.12	14.918	3.862	8

Appendix M: Revised index for reliability analysis for variable staff cohesiveness

Scale: Staff cohesiveness

Case Processing Summary

		N	%
Cases	Valid	150	89.8
	Excluded(a)	17	10.2
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.770	7

Item Statistics

	Mean	Std. Deviation	N
Feeling of togetherness	3.20	.777	150
Educators like each other	3.13	.682	150
Educator morale is very high	2.69	.955	150
Sensitiveness and responsiveness to needs	3.15	.699	150
Educators share positive thoughts	3.19	.662	150
Learning area committees meet frequently	2.97	.794	150
Educators socialise after hours	2.60	.941	150

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Feeling of togetherness	17.74	9.415	.630	.713
Educators like each other	17.81	9.875	.626	.719
Educator morale is very high	18.25	9.154	.512	.739
Sensitiveness and responsiveness to needs	17.79	10.299	.498	.741
Educators share positive thoughts	17.75	10.231	.555	.732
Learning area committees meet frequently	17.97	10.811	.303	.779
Educators socialise after hours	18.34	9.756	.405	.765

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.94	13.023	3.609	7

Appendix N: Frequencies for variable physical resources

Frequencies

Statistics

		Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25
N	Valid	162	166	167	166	166	164	166	164	166	165
	Missing	5	1	0	1	1	3	1	3	2	3

Frequency Table

Centre has buildings of its own

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	77	46.1	47.5	47.5
	Disagree	38	22.8	23.5	71.0
	Agree	27	16.2	16.7	87.7
	Strongly agree	20	12.0	12.3	100.0
	Total	162	97.0	100.0	
Missing	System	5	3.0		
Total		167	100.0		

Centre has access to school library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	98	58.7	59.0	59.0
	Disagree	39	23.4	23.5	82.5
	Agree	10	6.0	6.0	88.6
	Strongly agree	19	11.4	11.4	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		

Total		167	100.0		

Centre has access to school laboratory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	105	62.9	62.9	62.9
	Disagree	40	24.0	24.0	86.8
	Agree	14	8.4	8.4	95.2
	Strongly agree	8	4.8	4.8	100.0
	Total	167	100.0	100.0	

Centre has access to school computer room

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	94	56.3	56.6	56.6
	Disagree	37	22.2	22.3	78.9
	Agree	26	15.6	15.7	94.6
	Strongly agree	9	5.4	5.4	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Centre has enough classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	10.2	10.2	10.2
	Disagree	48	28.7	28.9	39.2
	Agree	78	46.7	47.0	86.1
	Strongly agree	23	13.8	13.9	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Classrooms readily available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	11.4	11.6	11.6
	Disagree	34	20.4	20.7	32.3
	Agree	86	51.5	52.4	84.8
	Strongly agree	25	15.0	15.2	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Centre has enough furniture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	9.6	9.6	9.6
	Disagree	36	21.6	21.7	31.3
	Agree	97	58.1	58.4	89.8
	Strongly agree	17	10.2	10.2	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Centre furniture is suitable to adults

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	8.4	8.5	8.5
	Disagree	32	19.2	19.5	28.0
	Agree	103	61.7	62.8	90.9
	Strongly agree	15	9.0	9.1	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Classrooms are always kept clean

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	15.0	15.1	15.1
	Disagree	59	35.3	35.5	50.6
	Agree	62	37.1	37.3	88.0
	Strongly agree	20	12.0	12.0	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Classrooms have lights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.2	1.2	1.2
	Disagree	9	5.4	5.5	6.7
	Agree	121	72.5	73.3	80.0
	Strongly agree	33	19.8	20.0	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		
Total		167	100.0		

Appendix O: Descriptive statistics for variable physical resources

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Centre has buildings of its own	162	1	4	1.94	1.067
Centre has access to school library	166	1	4	1.70	1.012
Centre has access to school laboratory	167	1	4	1.55	.841
Centre has access to school computer room	166	1	4	1.70	.924
Centre has enough classrooms	166	1	4	2.64	.846
Classrooms readily available	164	1	4	2.71	.863
Centre has enough furniture	166	1	4	2.69	.784
Centre furniture is suitable to adults	164	1	4	2.73	.746
Classrooms are always kept clean	166	1	4	2.46	.892
Classrooms have lights	165	1	4	3.12	.539
Valid N (listwise)	151				

Appendix P: Reliability analysis for variable physical resources

Reliability

Scale: Physical resources

Case Processing Summary

		N	%
Cases	Valid	151	90.4
	Excluded(a)	16	9.6
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.886	10

Item Statistics

	Mean	Std. Deviation	N
Centre has buildings of its own	1.91	1.070	151
Centre has access to school library	1.70	1.031	151
Centre has access to school laboratory	1.54	.862	151
Centre has access to school computer room	1.70	.938	151
Centre has enough classrooms	2.67	.846	151
Classrooms readily available	2.72	.859	151
Centre has enough furniture	2.70	.748	151
Centre furniture is suitable to adults	2.74	.728	151

Classrooms are always kept clean	2.46	.915	151
Classrooms have lights	3.14	.517	151

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Centre has buildings of its own	21.35	28.616	.620	.876
Centre has access to school library	21.56	27.208	.798	.860
Centre has access to school laboratory	21.72	29.122	.752	.865
Centre has access to school computer room	21.57	28.913	.701	.868
Centre has enough classrooms	20.60	30.496	.605	.875
Classrooms readily available	20.55	30.223	.625	.874
Centre has enough furniture	20.57	31.247	.604	.876
Centre furniture is suitable to adults	20.53	32.464	.467	.884
Classrooms are always kept clean	20.81	29.530	.654	.872
Classrooms have lights	20.13	34.564	.334	.890

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.26	36.863	6.071	10

Appendix Q: Revised index for reliability analysis for variable physical resources

Reliability

Scale: Physical Resources

Case Processing Summary

		N	%
Cases	Valid	153	91.6
	Excluded(a)	14	8.4
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.890	9

Item Statistics

	Mean	Std. Deviation	N
Centre has buildings of its own	1.92	1.067	153
Centre has access to school library	1.69	1.028	153
Centre has access to school laboratory	1.54	.859	153
Centre has access to school computer room	1.69	.935	153
Centre has enough classrooms	2.66	.852	153
Classrooms readily available	2.71	.865	153

Centre has enough furniture	2.67	.768	153
Centre furniture is suitable to adults	2.71	.749	153
Classrooms are always kept clean	2.45	.910	153

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Centre has buildings of its own	18.12	26.986	.599	.884
Centre has access to school library	18.35	25.425	.799	.864
Centre has access to school laboratory	18.50	27.265	.754	.869
Centre has access to school computer room	18.35	26.927	.717	.872
Centre has enough classrooms	17.38	28.447	.615	.880
Classrooms readily available	17.33	28.145	.639	.878
Centre has enough furniture	17.37	29.181	.601	.882
Centre furniture is suitable to adults	17.33	30.485	.449	.892
Classrooms are always kept clean	17.59	27.731	.647	.878

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.04	34.762	5.896	9

Appendix R: Frequencies for variable safe and orderly environment

Frequencies

Statistics

		Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33
N	Valid	163	165	164	164	166	163	166	166
	Missing	4	2	3	3	1	4	1	1

Frequency Table

Centre visitors monitored

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	15.6	16.0	16.0
	Disagree	50	29.9	30.7	46.6
	Agree	66	39.5	40.5	87.1
	Strongly agree	21	12.6	12.9	100.0
	Total	163	97.6	100.0	
Missing	System	4	2.4		
Total		167	100.0		

Educators feel safe at centre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	21.6	21.8	21.8
	Disagree	49	29.3	29.7	51.5
	Agree	67	40.1	40.6	92.1
	Strongly agree	13	7.8	7.9	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		

Total		167	100.0		

Educators feel safe to and fro centre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	59	35.3	36.0	36.0
	Disagree	54	32.3	32.9	68.9
	Agree	42	25.1	25.6	94.5
	Strongly agree	9	5.4	5.5	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Environment is safe and orderly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	10.8	11.0	11.0
	Disagree	58	34.7	35.4	46.3
	Agree	64	38.3	39.0	85.4
	Strongly agree	24	14.4	14.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

Educators not verbally abused by centre manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	61	36.5	36.7	36.7
	Disagree	84	50.3	50.6	87.3
	Agree	11	6.6	6.6	94.0
	Strongly agree	10	6.0	6.0	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Educators not verbally abused by other educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	61	36.5	37.4	37.4
	Disagree	95	56.9	58.3	95.7
	Agree	5	3.0	3.1	98.8
	Strongly agree	2	1.2	1.2	100.0
	Total	163	97.6	100.0	
Missing	System	4	2.4		
Total		167	100.0		

Problems at the centre handled promptly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.2	4.2	4.2
	Disagree	15	9.0	9.0	13.3
	Agree	94	56.3	56.6	69.9
	Strongly agree	50	29.9	30.1	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Property of educators at centre free from theft

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	9.6	9.6	9.6
	Disagree	46	27.5	27.7	37.3
	Agree	84	50.3	50.6	88.0
	Strongly agree	20	12.0	12.0	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

Appendix S: Descriptive statistics for variable safe and orderly environment

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Centre visitors monitored	163	1	4	2.50	.912
Educators feel safe at centre	165	1	4	2.35	.908
Educators feel safe to and fro centre	164	1	4	2.01	.917
Environment is safe and orderly	164	1	4	2.57	.873
Educators not verbally abused by centre manager	166	1	4	1.82	.804
Educators not verbally abused by other educators	163	1	4	1.68	.595
Problems at the centre handled promptly	166	1	4	3.13	.740
Property of educators at centre free from theft	166	1	4	2.65	.816
Valid N (listwise)	153				

Appendix T: Reliability analysis for variable safe and orderly environment

Reliability

Reliability

Scale: Safe and orderly environment

Case Processing Summary

		N	%
Cases	Valid	153	91.6
	Excluded(a)	14	8.4
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.736	7

Item Statistics

	Mean	Std. Deviation	N
Centre visitors monitored	2.48	.911	153
Educators feel safe at centre	2.35	.920	153
Educators feel safe to and fro centre	2.03	.913	153
Environment is safe and orderly	2.58	.871	153
Educators not verbally abused by centre manager	1.80	.773	153
Educators not verbally abused by other educators	1.65	.579	153

Property of educators at centre free from theft	2.67	.810	153

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Centre visitors monitored	13.08	9.441	.515	.688
Educators feel safe at centre	13.21	8.245	.769	.616
Educators feel safe to and fro centre	13.52	9.067	.592	.668
Environment is safe and orderly	12.97	9.184	.609	.664
Educators not verbally abused by centre manager	13.76	12.079	.089	.777
Educators not verbally abused by other educators	13.91	12.294	.130	.759
Property of educators at centre free from theft	12.88	10.328	.417	.712

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.56	13.156	3.627	7

Appendix U: Revised index for reliability analysis for variable safe and orderly environment

Reliability

Scale: Safe and orderly environment

Case Processing Summary

		N	%
Cases	Valid	156	93.4
	Excluded(a)	11	6.6
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.835	5

Item Statistics

	Mean	Std. Deviation	N
Centre visitors monitored	2.47	.912	156
Educators feel safe at centre	2.35	.920	156
Educators feel safe to and fro centre	2.03	.912	156
Environment is safe and orderly	2.58	.865	156

Property of educators at centre free from theft	2.65	.816	156

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Centre visitors monitored	9.61	8.291	.516	.836
Educators feel safe at centre	9.74	7.176	.772	.761
Educators feel safe to and fro centre	10.05	7.417	.722	.777
Environment is safe and orderly	9.51	7.723	.699	.785
Property of educators at centre free from theft	9.43	8.814	.485	.840

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.08	11.832	3.440	5

Appendix V: Reliability analysis for all school climate variables

Reliability

Scale: All Variables

Case Processing Summary (Before item 13, 25, 30, 31 and 32 were deleted)

		N	%
Cases	Valid	124	74.3
	Excluded(a)	43	25.7
	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics (Before item 13, 25, 30, 31 and 32 were deleted)

Cronbach's Alpha	N of Items
.836	33

Scale Statistics (Before item 13, 25, 30, 31 and 32 were deleted)

Mean	Variance	Std. Deviation	N of Items
89.85	107.253	10.356	33

Case Processing Summary (After item 13, 25, 30, 31 and 32 were deleted)

		N	%
Cases	Valid	129	77.2
	Excluded(a)	38	22.8

	Total	167	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics (After item 13, 25, 30, 31 and 32 were deleted)

Cronbach's Alpha	N of Items
.851	28

Scale Statistics (After item 13, 25, 30, 31 and 32 were deleted)

Mean	Variance	Std. Deviation	N of Items
76.64	100.044	10.002	28

Appendix W: Language Editing Certificate

Language editing certificate

To Whom It May Concern:

This serves to confirm that I, Peter John Hulley I.D. No: 581216 5147 086, edited a master's thesis for Monde Eustice Gideon Nkosi during July 2007, while he was a student at the University of Pretoria, Gauteng, South Africa. His thesis was entitled:

"An Exploratory Study of the School Climate of the Adult Basic Education Centres of Ekurhuleni West District."

Peter J. Hulley

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