

**Investigating School-based Management in Hong Kong to Validate the
Prerequisites for Successful Schools Using an Exploratory Sequential Design**

by

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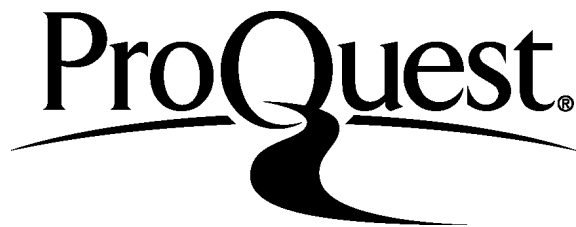
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ABSTRACT

Investigating School-based Management in Hong Kong to Validate the Prerequisites for Successful Schools Using an Exploratory Sequential Design

by WU, Tai Wai David

for the Degree of Doctor of Education

The Hong Kong Institute of Education

In the new century, education systems throughout the world have shifted from a centralized, hierarchical, authoritative school management model to the new decentralized system with redistribution of responsibilities and accountabilities. Although Hong Kong Government has invested a fabulous sum of money in education and implemented the school-based management (SBM) policy since 2000 as to cope with the reform in school management and ensure the quality of education, most parents are still unsatisfied with school's effectiveness and regard their child as entitlement to be educated in a good school. A combination of parental choice and the rapid shrinkage of Secondary One student population from 2010 onward have obliged many secondary schools to compete vigorously for students and call for radical change.

According to the Education (Amendment) Ordinance 2004, all aided schools were required to establish their own incorporated management committee (IMC) before the end of 2012. Hong Kong Education Bureau emphasizes that "establishing IMC to practice SBM" is the keystone for all aided schools to deliver quality school education. However, the determination of "SBM as an effective way to improve the standard of teaching and students' learning outcomes" is a complete puzzle. The key question is: What makes a good school? This study intends to paint a holistic picture of a successful aided secondary school which achieves its vision, mission, core value and goals, and most importantly, sustains success for all its students.



A three-phase exploratory sequential design was employed to collect both qualitative and quantitative data for articulating the SBM policy and exploring the prerequisites for developing a successful school. In Phase One, in-depth interviews with 20 experienced senior teachers were conducted to investigate the rationales of SBM and the characteristics of good schools. The qualitative data were then employed to build a questionnaire. Phase Three was composed of a quantitative survey among 103 teacher managers which were selected by a probability-based sampling strategy. SPSS software and Rasch model were then applied to analyze the quantitative data.

The qualitative research findings revealed that SBM was not the unique factor contributing to school success but had produced various positive impacts on IMC schools. The common characteristics of all good schools, including positive school culture, a competent IMC, a high-performing principal, promoting students' all-round development, a team of great teachers and three external agents: parents, community and tertiary institutions were also elaborated. After applying the quantitative questionnaire survey, five core performance indicators including culture, SBM, principal, student and teacher dimensions were validated. The final outcome was the 5-P Model, accompanied with the generalizable Successful School Index that could be employed to measure the degree of success of all good schools and help those low-performing schools in Hong Kong improve their education quality. In addition, the limitations of the study needed to be aware of and some recommendations for further studies were provided.



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LIST OF ABBREVIATIONS

5-P	Five Prerequisites
CDC	Curriculum Development Council
CPD	Continuing Professional Development
CPL	Christian Principal Leadership
DSS	Direct Subsidy Scheme
EC	Education Commission
EDB	Education Bureau
EMB	Education and Manpower Bureau
EFA	Exploratory Factor Analysis
HKSAR	Hong Kong Special Administrative Region
IMC	Incorporated Management Committee
MOI	Medium of Instruction
NSS	New Senior Secondary
OSA	Outstanding School Award
PTA	Parent-teacher Association
QAI	Quality Insurance Inspection
QEF	Quality Education Fund
QSIP	Quality School Improvement Project
SBM	School-based Management
SEM	School Excellence Model
SSB	School Sponsoring Body
SSI	Successful School Index



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CHAPTER 1

INTRODUCTION

Since many countries were disappointed with their education systems that were in need of a new paradigm for reengineering (Cheng, 2005), education systems throughout the world have shifted from a centralized, hierarchical, authoritative school management model to the new decentralized school-based model with a redistribution of responsibilities and accountabilities in the new century (Gamage, 2003; Volansky & Friedman, 2003). Even though schools had historically resisted change and sought to preserve continuity with their past experiences (Stoll & Fink, 1996), they were eventually compelled to make drastic changes in the pursuit of (future) effectiveness assurance and educational equality (Barth, 1990; Bowring-Carr & West-Burnham, 1997). Consequently, the noticeably authoritarian nature of school administration had given way for developing cooperative relationships among all staffs (Kutsyuruba, 2011) and principals' leadership means being in charge of a group of staff was obsolete (McCrimmon, 2007). During the past two decades, Hong Kong has initiated various education reforms such as School Management Initiative, School-based Management (SBM), DSS Schools, and Principals' and Teachers' Continuing Professional Development in order to keep up the changing social environment of the twenty-first century (EC, 2006; Pang, 2007; Tsang, 2006, 2011). Among them, the purpose of implementing SBM policy since 2000 was to cope with the reform in school management on the one hand, and on the other, to grant schools more autonomy and greatly promote quality education by inserting managerialism into education through the utilization of quantifiable performance indicators (Choi, 2003; Tsang, 2011), as recommended by the Education Commission Report No. 7.



1.1 Overview

After returning to the motherland for just a few months, Hong Kong had been devastated by the Asian Financial Crisis that Hong Kong Special Administrative Region had to reduce public expenditure for two consecutive years from 1998 to 1999. Yet still the Education Commission published the final document of the “Reform Proposals for the Education System in Hong Kong” in September 2000 and the Government hereafter invests almost excessively in education every year. The Chief Executive of Hong Kong, Leung Chun-ying announced in his 2013 Policy Address that in spite of economic vicissitudes, the Government will still invest a fabulous amount of \$79.1 billion in education, accounting up to one fifth of Government’s total expenditure (Chief Executive, 2013). Nonetheless, more inputs are not enough to make schools work better (Barrera-Osorio, Fasih & Santibanez, 2009). Hong Kong schools’ precarious situation was further exacerbated by a progressive reduction in student population size and choice in education. Almost all schools were in a crisis and forced to catch up in the struggle for survival (Cheng, 2011). Far from expressing satisfaction with the education system and the function of schooling, parents and the public expect schools to provide higher quality education, and be more transparent and accountable. In Hong Kong, all 300 more standardized aided secondary schools acquire identical annual subventions of about \$60 million (for 30 classes) per year from the Government (figure of the 2012/13 school year). They have almost the same physical conditions and student population. Nevertheless, in the view of education professionals, individual schools are widely different from each other in how success they deserve and satisfactory they make in students’ overall performance. A portion of these schools, especially those possessing unproductive school culture, implementing bad

management, demonstrating ineffective leadership, adopting poor teaching strategies and providing a threatening environment, are doomed to failure.

I thought of myself as a passionate educationist who placed great trust in the function of a school, especially its overarching moral purpose — sustaining success for all students (Fullan, 2007; Hopkins, 2007). I believe deeply that if a school has taken the right approach and placed on its optimal trajectory, no more than ten years is required for it to achieve its vision, mission, core values and main goals, becoming a successful school and providing high-quality education for all its students. I had been elected as a teacher manager for two years. I wished to serve as an important link between the IMC and the staff of my school, and give the IMC appropriate advice on school curriculum, teaching and current situation of students (School Development Division, 2010). It was highly regrettable that I could not help leading the school where I had been working in for thirty years, towards success. This traditional school is in steady decline, characterized as routine and unaided by its “burrowed principal” who always hibernates in his burrow (office) and has little contact with the staff (Rosenholtz, 1991). In this low band school, only a few students gain access to university. All my proposals about reconstructing and rescuing this school had been rejected by the principal and landed in a desert. My final option was an ignominious withdrawal; for I have already lost faith in the principal and despaired of this centralized bureaucratic school that should be closed, for the sake of the pupils (Gray & Wilcox, 1995).

There is growing evidence that the crucial elements of a successful school are a top principal and a team of the best teachers (Beckett, 2010). In 2004 and 2005, Professor Arthur K. C. Li and Mrs. Fanny Law (the former Secretary and Permanent Secretary

for Education and Manpower) all pronounced in some of their speeches that “If a school has a great principal, it is a good school”. Yet the effects of successful principal leadership on pupil learning were largely indirect; above all, principals should positively influence teachers as well as the status of other key conditions (Day & Leithwood, 2007). So it was valuable to investigate how principals were successful in turning around failing schools by appropriately selling their vision to staff than developing it collaboratively (Nicolaidou & Ainsow, 2005).

The Organization for Economic Cooperation and Development claimed that many successful school systems were featured by low levels of student differentiation, achieving more autonomy in curriculum development, adopting assessments with small competition, and spending in education that prioritized teachers’ salaries over smaller classes (OECD, 2010). In my opinion, this international perspective was not applicable in Hong Kong that these characteristics were no doubt important, but did not necessarily guarantee school success. What actually constitutes a successful school in Hong Kong has not yet known. Even the Education Bureau of HKSAR had kept vague the definition of a successful school. In the web page of EDB, some informal descriptions of a good (high-performing) school were Excellent School Spirit, Good Teaching, providing student-centered education, creating a good studying environment, taking a good care of students, etc.

In 1999, Hong Kong Government launched the Outstanding School Award (OSA) Scheme to recognize and encourage schools’ excellent practices (Quality Education Fund [QEF], 2004). The performance criteria and the grade descriptors (Appendix A) of the domains: Management and Organization (Domain 1), Teaching and Learning

(Domain 2), Support for Students and School Ethos (Domain 3), and Students' Attainment (Domain 4) were provided, in accordance with the Quality Assurance Inspection framework (Lee & Cheung, 2001). In 2003, highlight studies on the award-winning schools in the four domains of the scheme were completed. The studies consolidated the good practices in the schools concerned and produced multimedia packages for the dissemination of the findings to the school sector as a whole (QEF, 2004). Two important consequences of OSA Scheme were that it had formally delivered the main features of all outstanding schools and the prerequisites of a successful school. I admired all these award-winning schools and had dreamed for years that my school was one of them.

Since the OSA Scheme exerted great impacts on me, during the last decade, I had been exploring in the light of my past experience, the benefits brought from visiting good schools, school practitioners' advices and a comprehensive literature search, the prerequisites and the theoretical model of a successful school that outperforms all other low-performing schools in the domains: school culture, management, leadership, student all-round development, teaching strategies, etc. My aspiration was that such an ideal school is capable not only to raise students' test scores on traditional standardized tests and public examinations, but to train students to be good citizens with lifelong learning (practical) skills and the purpose of serving the country.

“Successful” had been chosen but not “effective” as the key word of the topic because “successful” could be unfavourable balanced against “failure”, the hallmark that could be regarded as a regrettable feature of the education system. In addition, success reflected schools' purposes that occasionally avoided too much attention to students'



academic achievement (Schein, 2010) and public examination results. The argument was: Every school could be a successful school! Notwithstanding no guaranteed program or clear step-by-step recipe for producing a successful school existed, there was certainly room to turn around all disappointing schools. I wished to create a model that detected the essential prerequisites of a successful aided secondary school and would be “a panacea for curing” all failing/low-performing schools in Hong Kong. Before my fondest dream came true, I needed to explore the theoretical framework of my model and construct an “exquisite” instrument for determining the degree of a school’s success in terms of scores. If “door” was used as a metaphor for “the approach chosen to change a school”, “a competent incorporated management committee implementing school-based management” must be the first door while the other doors might involve school practitioners and culture, but definitely not programmes because only people could shape positive school culture and make continual progress.

1.2 Statement of the Problem

In Hong Kong, as projected from the number of primary students in various levels, there would be a drop in the number of Secondary One students in these few years, amounting to a total of about 11000 students, until the rebound in the 2017/18 school year and thereafter (EDB, 2012). The combination of the rapid shrinkage of total Secondary One student population from 2009 onward (Wu, 2009) and parent’s choice of direct subsidy scheme (DSS) schools has caused quite a number of aided secondary schools to face the imminent threats of reduction in classes and school closure (Ip, 2012). Yeung Yun-hung, the Undersecretary for Education said that 30 Secondary One classes would be eliminated in the 2013/14 school year and 40 to 50 teachers would then become

redundant through class cutting (Siu, 2013). In such situation, quite a number of teachers' morale would inevitably sap and education quality was unable to sustain. If only the high socio-economic and middle-class students can participate in choosing the top DSS schools, students in disadvantaged circumstances will not be assured of education equity and quality. The universal basic education should not be confined and controlled by the rich, and it ought to be the entitlement of all students to taste the nectar of quality education by providing them with ideal learning environment.

Most contemporary Hong Kong schools had gradually fallen from grace and confronting the substantial troubles caused by reduction in birth rate, severely limited in available resources, curricula unrelated to the real concerns of young people, the attacks of the competence of principals, good teacher quit teaching, embattled principal-teacher relationship, poor instructional and learning strategies, learner diversity and lack of support from parents. Before finding magic power to keep persevering and overcome various challenges, these schools would always be caught up in the struggle for survival in the next few years. The growing demand for creating successful/good schools from competitive market forces and the Government drove school sponsoring bodies, principals and teachers to assure quality education and acquire an enviable school reputation in order to increase the best student intake (Pang, 2002). There were no shortcuts to create successful schools but to implement radical school reform and put students on a different academic trajectory, regardless of what it takes to achieve this goal (Kopp & Farr, 2011). Nevertheless, it was a miracle for many low-performing schools that lacked the capacity and leadership to put reforms into practice (Fullan, 2007). The remarkable fact is: every failing school must either be “killed” or changed in fundamental ways, even though resistance is inevitably to be met at every turn.



The EC (1997) of Hong Kong regarded SBM as the best reform policy to obtain the internal quality assurance of a school. SBM Section (2014) also stated that the aim of implementing SBM and establishing IMC is to enhance teaching standard and students' learning outcomes. Some scholars expressed support for this argument. For example, Ma, Wu, Xie and Li (2006) suggested that quality schools should involve collective participation of all key stakeholders (including teachers, parents and alumni) in SBM mechanism, formulate "long/short-term school goals" and determine the direction of school development. Yet whether SBM would enhance quality of education has long been a controversial issue. Some other scholars were bewildered by determining SBM as an imperative of a successful school. It was because SBM would produce a paradigm shift in the entire traditional mode of operation of a school such as redistributing the power in school governance system (Pang, 2008) and requesting all stakeholders at the school level to work together in a collegial way to put school-based authority and accountability into practice (Barrera-Osorio, Fasih, Patrinos & Santibaneez, 2009). In addition, decentralization policies such as SBM failed to improve school effectiveness and student learning because structural reform could not succeed without culture and dramatic change (Hatry, Morley, Ashford & Wyatt, 1993; Murphy & Beck, 1995). Such a change required school sponsoring bodies and principals to spend much time and effort in mastering the new management structure (Pang, 2006; Policy 21, 2009), and employing various new powerful forces coming from teachers' energies and commitments unleashed by altered management structure or new collective capacities (Fullan, 2007), parental involvement, community support and university-school partnership projects. It seemed very difficult to succeed. This paper would discuss this concern in detail and propose an appropriate solution.



Previous researches revealed that at least one of “positive culture”, “a high-performing principal”, “promoting student all-round development” and “a team of great teachers” was/were the essential prerequisite(s) of a good school (Blankstein, 2013; Blase, Blase & Phillips, 2010; Deal & Peterson, 2009; Levine & Lezotte, 1990; Sergiovanni, 2009). However, not all schools had productive culture and some might even have toxic or problematic ones (Deal & Peterson, 2009), many aided schools’ principals were lack of adequate preparation for their highly complex roles (Fullan, 2007; Wong, Kwok & Chow, 1999) as an ex-officio manager in the IMC or a school culture re-shaper on one hand and had already overloaded on the other, and schools had never been able to recruit or retain great teachers whose collective decision-making seemed to be difficult to achieve in SBM schools in the near future (Yu, 2005). It was often overlooked, minimized, or even dismissed student who was actually the most fundamental and important element of a successful school. The category “promoting students’ all-round development” was included because over the years, not every student was guaranteed excellent teaching needed to achieve academic success (McEwan, 2009) and little progress had been made in treating students as stakeholders and their parents as serious members of the school (Fullan, 2007).

Viewed collectively, the current problem is how an excellent school management model consisting of the essential prerequisites could be constructed in a failing school and applied for turning around it. This was certainly a paradigm shift that would involve drastic changes in this school for lifting itself. The major caveat was that there was no magic formula and a lack of right strategies for leading a failing school to success by easily achieving its vision, mission, core values and ultimate goals.

1.3 Research Questions

The research questions of this study included two qualitative, three quantitative and two mixed methods research questions. All questions addressed the unified purpose of exploring the prerequisites for creating a successful school under SBM.

Qualitative Research Questions

1. How do Hong Kong's veteran teachers perceive implementing SBM and establishing IMC in aided secondary schools in accordance with the data obtained through qualitative interview?
2. What are the essential prerequisites for creating a successful aided secondary school in Hong Kong?

Quantitative Research Questions

3. Do Hong Kong's teacher managers satisfy with the overall results obtained by implementing SBM and establishing IMC in their schools in accordance with the data obtained through quantitative questionnaire survey?
4. Is the Main Scale derived primarily from extant literatures a good instrument?
5. Are the five successful school subscales reliable and valid?

Mixed Methods Research Questions

6. How the initial qualitative findings regarding 20 veteran teachers' perceptions of the five prerequisites for a successful school is confirmed and generalized to a large sample of teacher managers through the follow-up quantitative survey?
7. How the newly invented model with its corresponding instrument has an advantage over previous instruments in creating a successful school?

1.4 Purpose and Significance of the Study

Creating a good school was unquestionably a monumental challenge. Nonetheless, good schools had a lot of common attributes (Taylor & Ryan, 2005) which could be employed to help improve the education quality of any low-performing school, changing its culture from “stuck (learning impoverished)” to “moving (learning enriched)” and eventually becoming a successful school (Rosenholtz, 1991) that had achieved its vision, mission, core values and goals, and provides high-quality education to all its students. Now before realizing the very pleasant expectation “every school could become a successful school”, I needed to get a thorough understanding of the SBM policy as well as the prerequisites (imperatives) of Hong Kong’s good aided secondary schools and why some schools achieved more of them. The main purpose of the study was to analyze the feasibility, validity and applications of a new model by reflecting the perspectives of vice-principals, department heads and teacher managers on the prerequisites for creating a successful aided secondary school. Owing to the lack of “a complete and diversified scale (an index)” to distinguish a successful school in the literature, this study also culminated in the construction of a theoretical but practical model for examining a target school’s management system and a generalizable instrument for measuring the degree of success (in terms of total scores) achieved by that school. It was intended to enhance the quality of a school, to push the betterment of Hong Kong education, and most importantly, to assist those low-performing schools in applying the originated model and the corresponding instrument for radical reforms.

This study employed the three-phase exploratory sequential approach to collect individual qualitative and quantitative data while this mixed methods research was

straightforward to describe, implement and report. In the first phase, 9 vice-principals and 11 department heads from 20 different schools were invited for a semi-structured interview. A questionnaire was designed in the second phase. Phase three involved an analysis of a quantitative survey of 400 teacher managers coming from 200 other schools. A sensitive instrument used for identifying schools' success was developed and tested for reliability and validity. The results obtained in Phase One and Phase Three were analyzed and synthesized to reveal the major findings (Creswell, 2015a; Edmonds & Kennedy, 2013; Jang, et al., 2008; Tashkkori & Teddlie, 2010). Such arrangement would make the qualitative method more acceptable to those quantitative-biased scholars (Creswell, Vicki & Plano Clark, 2011).

The significance of the study was threefold. Of primary importance was its contribution to be a contemporary precious literature for all educators in Hong Kong because foreign literatures focusing on effective school and its management/leadership were abundant, but there were very few local labourious researches that explored how a successful school related solidly to SBM, and what principals and teachers should do to meet the demand for better schools. The findings of the study enabled all Hong Kong aided schools' sponsoring bodies to realize what experienced teachers had determined as the prerequisites for developing a successful school. It was expected that policymakers and key school stakeholders would have increased knowledge and a greater arsenal of tools to validate the important indicators and reliable ingredients, especially those involving people, of a school's success. This case study would then be employed as a diagnostic tool to examine successful schools and provide useful implications for educational policy in international contexts.

A second area of significance of the study was that it identified a set of principals' leadership styles through both qualitative and quantitative surveys. The principal was so important that no other school position, even the school supervisor, had greater capacity to shape positive school culture, to lead the school to achieve its vision, mission, core value and goals, and nurture students' comprehensive capabilities. In fact, there was very little available research providing guidance on the specific leadership roles high-performing principals acted to help create or sustain successful schools. Nevertheless, principals in Hong Kong schools tended to be authoritarian and had not delegated their responsibility and authority to ease their heavy workload. They were inclined to control the IMC meetings as well as the agenda so that no one, including the teacher manager(s), could involve in the SBM process in meaningful ways. Hence, with the changing role of principals under SBM, there was a need to explore the perceptions of a group of 20 experienced senior teachers and 100 more teacher managers from different schools, of the paradigm shift on principals' leadership styles.

Thirdly, the study revealed how this group of teachers perceived the hallmarks of their ideal schools as well as the advantages gained and drawbacks emerged in implementing SBM policy in their schools. Although front-line teachers were the key members in education arena, what they contemplated a good school was often ignored or effortlessly integrated into other scholars' view. The only short cut to create a successful school is to listen to teachers, trusting them (Hoerr, 2005), empowering them, affording them an opportunity to participate in decision-making and enhancing their continuing professional development. What a vitally important belief needed for school change is to input into teachers who are closest to students, must be the host of and genuinely engaged in all education reforms (Beck, 2011).

1.5 Conceptual Framework

The intention of this study was to construct a model for creating a successful aided secondary school with eight components as shown in Figure 1. The model could be utilized for good schools to maintain a consistently high standard of achievement, and bad schools to pursue radical reform of the performance management system based on available resources and shared vision, mission, values and goals.

During the 1960s and 1970s, the findings of Coleman's and Jencks' researches had led to suspicious of schools' function, concluding that schools had little or no effect on student learning (Goodlad, 2004; Stoll & Fink, 1996), but nowadays, all people recognize that schools will bring positive impact on students' achievement. Unfortunately, a few schools did a very poor efficiency and needed comprehensive reform that the best and effective way for changing such bad schools was to apply my proposed model for great improvement, having created them of value to all.

Positive school culture is the basic ingredient of a successful/good school. A capable high school principal is able to build or reshape school cultures with particular emphasis on learning and teaching which is prioritized at the forefront and is accepted by the entire teaching staff (Guthrie & Schuermann, 2011). As yet it is improbable to change a school from bad to good through a complete restructuring of culture or governance only. The process of creating a successful school through implementing SBM should be assisted by the grassroots — teachers, other than solely undertaken by the principal while no characteristic of a good school more pervasive than a healthy teacher-principal relationship (Barth, 1990). Outstanding educators know that if a school has great



teachers, it is a great school; besides, without great teachers, the school lacks the keystone of greatness (Whitaker, 2012b). In addition, students know much about their school that their ideas and perspectives must have an enormous influence on creating a successful school.

Schools are now more accessible than before that their successes were partly credited with the involvement of some external factors such as parents, community and tertiary institutions. These schools' partners enabled schools to maintain a firm notion of current reality as well as "critical friends" who dared to advise schools not to set too low expectations for students (Stoll & Fink, 1996). A remarkable conclusion of the researches done over the past 40 years was: *The closer the parent is to the education of the child, the greater the impact on child development and educational achievement* (Fullan, 2007). Currently, I had not included parents to participate in my interview survey because of various impediments that could not be removed. One irrefutable truth existing in contemporary Hong Kong schools was that students whose families were involved in school tended to avoid problematic behavior, engage more in academic, athletic, arts community service activities, and develop empathy and prosocial behavior (Olsen & Fuller, 2008). Consequently, I decided to treat parent involvement as the most important external factor that supported school success. All good schools, in turn, welcome and respect parents at any time, and more important, share individual pupils' results with their parents (Walsh, 1999).

Community members are crucial because they have largely untapped resources and expertise that could partner with the school to educate all students (Fullan, 2007).

Hence, each progressive school should involve the community to help develop itself



into a successful school. Attempts by university people to work closely with primary or secondary school people were nothing new, but both people normally came to new conversations harboring antibodies that each had built up to protect against the other, so they should build an equal and a mutually beneficial relationship (Barth, 1990; Chiu, Ho, Zhang & Li, 2013; Stoll & Fink, 1996).



Figure 1 The Preliminary Model of A Successful School

1.6 Delimitation of the Study

The study had not interviewed school principals even though they understood much about SBM because it was unreasonable and unjustified for them to comment on their own leadership style which was regarded as one of the imperatives of a successful school. Most survey respondents were teacher managers plus a few vice-principals and department heads. A discriminatory aspect was that no novice teachers who would most likely to give boldly but insightful responses had participated in the interview survey.

The study was set in the context of Hong Kong. This restriction had impeded the generalization of the findings, but on the other hand it could greatly facilitate me to conduct face-to-face interviews. Furthermore, data collection in Phase One and Three was delimited to all aided secondary schools which must comply with the Education (Amendment) Ordinance 2004 to establish their IMCs. No government and direct subsidy scheme schools were included because their school management committees were not founded by this ordinance. Accordingly, the newly invented model and its corresponding instrument could not be applicable directly to these two types of schools as well as primary schools unless some modifications were made.

1.7 Definition of Key Terms

Incorporated management committee (IMC)

In Hong Kong, all aided schools' management committees are "required by law" to register as Incorporated Management Committees (Advisory Committee on School-based Management [ACSBM], 2000) whose functions are to supervise school



management, make sure that government funding is spent properly and most importantly, formulate short-term and long-term school development strategies (SBM Section, 2014; School Development Division, 2010). The composition of an IMC is prescribed in the Ordinance: 40AL as to include sponsor body, teacher, parent, alumni, independent managers and the school principal (EDB, 2015a).

Mixed methods research

The mixed methods research includes the collection, analyses and integration of both qualitative and quantitative data where the combination of these two different methods is applied concurrently (approaches conducted almost the same time) or sequentially (one approach conducted first and the other second) in a single research study (Creswell, Plano Clark, Guttman & Hanson, 2003; Edmonds & Kennedy, 2013; Johnson & Christensen, 2014; Plowright, 2011; Tashakkori & Teddlie, 2010).

Principal's leadership styles

The Britain National Professional Qualification for Headship requires principals to “lead, motivate, support, challenge and develop staff to secure improvement, and provide educational vision” (TTA, 1997). The principal's leadership styles affected a school's culture, performance, learning situation, student achievement, implementation of change, level of professionalism among teachers and satisfaction among teachers. Schools in the 21st century require principals to demonstrate Strategic, Instructional, Organizational and Community Leadership, and practice new leadership styles such as promoting teachers' continuing professional development, catering the diverse needs of students, and building quality assurance and accountability systems that provide feedback to students, teachers and others with a view to securing school improvement

(Education Department, 2002). Since each aided secondary school in Hong Kong is required to move towards SBM and establish incorporated management committee (IMC), its principal who is the IMC's ex-officio manager needs to juggle a variety of leadership styles to deal with different kinds of school managers.

School culture

Culture is difficult to impact because of its permanent, embedded nature that takes many years to evolve (Eller & Eller, 2009). Cultural rules and rituals abound within schools (Stoll & Fink, 1996). School culture is a blend of many cultures—individual, group, collective, and organizational—making it richer because of the diversity of its origins. At the hub of a school's culture are its mission and purpose that trigger intangible forces to inspire teachers to teach well, the principal to undertake brilliant leadership, and children to learn efficiently and effectively (Deal & Peterson, 2009).

School-based management (SBM)

School-based management can be viewed conceptually as a formal alternation of governance structures where decision-making authority, particularly with respect to finance, resources and personnel, is shifted from Central Government to individual schools for more efficient management, and for empowering principal, teachers and parents who are closest to students (Abu-Duhou, 1999; Brown, 1990; Ho, 2009). In Hong Kong, the ultimate aim of implementing SBM is to improve the standards of teaching and students' learning outcomes through the concerted efforts of the key stakeholders, the leadership and commitment of frontline educators and the support of the Government (SBM Section, 2014).

School manager

The IMC of each aided school in Hong Kong is composed of the principal (ex-officio manager) and five types of school managers from different sectors and backgrounds. Up to 60% of the total membership is nominated by the school sponsoring body (SSB) as the sponsoring body managers who strengthen the communication and cooperation between the SSB and the IMC. The rest are two elected teacher managers and two elected parent managers (or one manager plus one alternate manager), one alumni manager and two independent managers. Such composition will enhance the transparency and accountability of school administration, ensure the proper use of public funds and bring about different perspectives and experiences which are useful for strengthening the school management system and formulating appropriate policies (SBM Section, 2014).

Exploratory sequential design

The exploratory sequential design's rigor makes it a sophisticated mixed methods research. It is typically composed of three phases, exploring a phenomenon in the first phase, utilizing the qualitative data collected to develop a new instrument in the second phase, and testing the new instrument's validity and reliability in the third, quantitative phase (Creswell, 2015a; Creswell, Plano Clark, Guttman & Hanson, 2003; Creswell, Vicki & Plano Clark, 2011; Edmonds & Kennedy, 2013; Tashakkori & Teddlie, 2010).

Successful school

A successful school must be a good school that has achieved its vision, mission, core values and long/short-term goals after years of hard work, and provides high-quality education to all its students. In this study, "successful" has been chosen as an

appropriate adjective to qualify a school, yet successful, good, great and even ideal schools describe the same kind of school. The imperatives of my successful aided secondary school are “a competent IMC implementing effective SBM”, positive school culture, a high-performing principal, diligent students and “a team of great teachers”. Yet other teachers may have their own good school stressing on effectiveness, leadership, management, basic skills, care, sharing, equity, excellence, etc. The teachers participating in the qualitative and quantitative surveys were advised to make responses in according to their own ideal successful schools.

Teacher manager

To promote education in Hong Kong and in accordance with the Education Ordinance, there shall be two teacher managers (or one teacher manager and one alternate teacher manager) elected amongst the teachers and included in the Incorporated Management Committee of each aided school. Teacher managers are normally acted as the teacher representative of each school, such that, as an important link between the IMC and the staff of the school. They participate in school management and decision-making, provide professional expertise for the improvement of student learning, and share their experiences in and advise on curriculum development, classroom instruction, student activities and educational enrichment; (School Development Division, 2010).

1.8 Summary of Chapter One and Scopes of Other Chapters

This thesis consists of five chapters. Chapter 1 is an introduction of the study and begins with an overview, based on some historical education events. It provides a brief background of the essence of my personal vision, a deep impression in my teaching

career and the “noble elegant appearance” of my dream school in which there is room for me to teach and students can achieve great successes in their learning processes. This kind of successful school must be a good school that has achieved its vision, mission, core values and long-term/short-term goals after years of hard work, always provides high-quality education for its students, and completely outperforms other schools in school culture, management, principal leadership, learning and teaching. Then the subsequent sections concerning problem statement, seven relevant research questions, purpose and significances, conceptual framework, delimitation and key terms combine together to give a short account of the research. It must be strongly emphasized that investigating the prerequisites for creating a successful school and applying them to help improve the education quality of those failing schools is unquestionably a monumental challenge but worthwhile to do.

In Chapter 2, a literature review composes of two important concepts is given to set a frame of reference for data collection, analysis and discussion afterwards. First, a description of quality school education and its relationship to SBM were introduced. Second, the imperatives/characteristics of successful schools were studied. Finally, the 5-P model was constructed and compared with other education models.

Chapter 3 illustrates the research methodology. The details of the adapted exploratory sequential approach, the sampling procedures and the data collection processes of the qualitative inquiry and the quantitative questionnaire survey were described. Two more topics, “Forward and Backward Translation” and “Ethical Consideration”, were included in this chapter as to provide further information.

Chapter 4 outlines the individual analyzes and in-depth discussions of the numerous findings from Phase One and Two. Section 4.1 elaborated the important conversations recorded in 20 semi-structured interviews. The corresponding transcriptions, especially those concerning the answers to the ten open-ended interview questions were discussed and analyzed in detail. Section 4.2 revealed the procedures of developing and implementing a quantitative instrument based on the qualitative findings obtained in Phase One. Section 4.3 illustrated how “Confirmatory Factor Analysis” was applied to validate the instrument quantitatively. Then these two kinds of data obtained in Phase One and Phase Two respectively were compared in Section 4.4 and discussed in detail in Section 4.5.

Chapter 5 is the conclusion as well as a summary of findings. In it, the purposes of the study and the research questions were reviewed. Hopefully, the 5-P model together with the Successful School Index was considered effective for distinguishing successful schools and helping improve those low-performing schools. The limitations that might affect my investigation were also discussed. Lastly, some implications and recommendations for further study were provided.

Zen Buddhism had borrowed “taming bull” as the metaphor of “training the mind”, in order to restore human’s original nature. In the same way, I wish I could make use of this thesis to identify all key factors contributing to a successful school and employ them to help improve the education quality of those low-performing schools that had been deprived of the key ingredients for school success. Now, before me, all “stuck (learning impoverished) schools” become alive.

CHAPTER 2

LITERATURE REVIEW

Many traditional good schools with sound leadership, management and organizational techniques, alongside effective teaching and learning (Taylor & Ryan, 2013) could be applied to enhance ineffective schools' quality by "curing their ills". It was valuable to investigate the essential elements and imperatives of all contemporary good schools (Figure 2) before going further in a too progressive direction to make plenty of quality schools that pursue future excellence and are not the ones we have ever known.

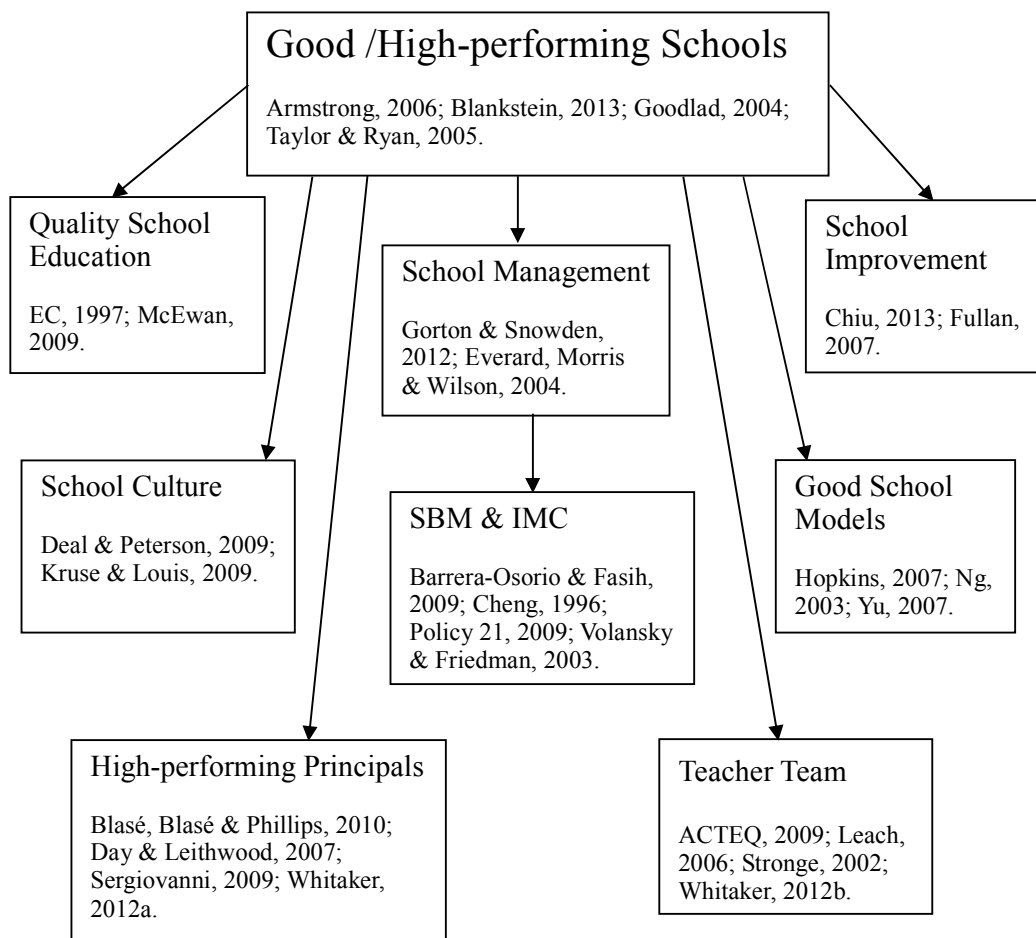


Figure 2 A Literature Map Emerged in Hierarchical Design

2.1 Providing Quality School Education in Hong Kong

On the one hand the capitalist, horse racing, etc. shall remain unchanged for 50 years after “the transfer of sovereignty over Hong Kong” had taken place on 1 July 1997, but on the other Hong Kong’s education system has been undergone radical changes. In 1965, only 15% to 20% pupils completing the primary course were admitted to secondary schools (Tsang, 2011). Yet after 50 years, the “334 NSS Academic Structure” provides an opportunity for all students to study up to Secondary 6 (Education and Manpower Bureau [EMB], 2005), revealing that a move from meeting quantitative targets to striving for qualitative improvement was much desired (EC, 1997).

2.1.1 Policy Address and Education Bureau’s Responsibility

Since the 1990s, school improvement has been an important agenda in Hong Kong (Chiu, 2003, 2013; Lee, 2005; Pang, 2002). In 1997, the Chief Executive, Tung Chee-hwa announced in his Policy Address the establishment of the Quality Education Fund (QEF) with an allocation of \$5 billion, as recommended by the EC Report No. 7 to finance projects for the promotion of quality education in Hong Kong (Chief Executive, 1997). In the same year, the EDB introduced a quality assurance framework, aiming to achieve quality school education through improvement and accountability, and according to a set of open and objective performance indicators (Yeung, 2010). These two education policies were exactly the main concerns — ensuring the quality and accountability of schools to various stakeholders, of the second wave of educational reforms which were emerged internationally in the 1990s (Cheng, 2005, 2011).

The EMB (2001) announced that the targets of the department were to strengthen supports for primary and secondary schools, expand opportunities for post-secondary education, improve early childhood education, strengthen professional development of teachers, and enhance language standard. Over 1997/98 to 2001/02 period, it had significantly enhanced the level of education for all, promoted students' lifelong learning, provided more quality school premises, improved school facilities, created a new teaching culture, improved the quality of teaching, and strengthened school-based professional leadership. Furthermore, since 1999 it had allocated a number of school sites/premise for Direct Subsidy Scheme and private independent schools as to provide more choices to parents and students. Providing students with the very best education as to promote their whole-person development and life-long learning capabilities is the final aim of any educational policy (Ng, 2014; Sallis, 2002) while one of the major education-related initiatives in the 2014 Hong Kong Policy Address is to adopt an appropriately proactive approach to ensure the quality of education by making further improvements within the framework of the existing policies (LegCo Panel on Education, 2014).

2.1.2 University-School Partnership Projects

From 1998 to 2004, the QEF had supported various university-school partnership projects such as “the Partnership for Improvement of Learning and Teaching” to promote quality school education, boost professional standards of teachers and facilitate school development (Lee, 2005; Lee, Yin & Zhou, 2008).

CUHK's Research Projects

Within the last two decades, the Chinese University of Hong Kong had conducted four research projects, namely Accelerated Schools for Quality Education Project (ASP, 1998-2001), University and School Partnership for Quality Education Project (USPQE, 2000-2002), Quality School Project (QSP, 2001-2003) and Quality School in Action (QSA, 2003-2004). In 1998, the Chinese University of Hong Kong launched the ASP which was a pioneering school-university reform project to acquire quality education and make school improvement. In each participating school, the principal's commitment together with a core group of senior and dedicated teachers were essential elements for building the school's vision and implementing the school transformation process. Furthermore, constructing positive school culture, having high expectations for all students, promoting teachers' instruction capacity, and converting the whole school to a professional learning community were other ingredients that cause the school to be accelerated (Lee, Lam, Ma & Cheng, 2002). The USPQE was a comprehensive school improvement project, confronting "Education Blueprint for the 21st Century" on one hand and refining on ASP's preliminary successful experience on the other. One of its goals was to help schools move towards quality education by pursuing education resources in the community (Centre for University & School Partnership, 2000).

By summarizing the valuable improvement experience obtained in the ASP and the USPQE Project, and with the guidance of the School Development Officer, the new university-school improvement project, QSP helped schools reflect on teaching paradigms, enhance teachers' professional capacity, establish school culture emphasizing on students' learning, and strengthen home-school relationship and cooperation. It aspired to fundamentally change every participating school that would



able to seek for self-improvement. The important conclusions drawn from the project were that school improvement should proceed from culture change and grounded in human nature (Chiu, 2005; Chung, 2003).

The one year (2003-2004) project, QSA aimed to support schools to strive for excellence and school principals to transform their schools into a learning organization. The staffs of the QSA project worked closely with Education Bureau's Regional Education Officers and their colleagues so that school improvement knowledge and the proven successful experiences from 63 participating schools might be disseminated widely in Hong Kong school sector for fully understanding how schools improve (Hong Kong Institute of Educational Research, 2003).

Since 1998, the Hong Kong Institute of Educational Research of the Chinese University of Hong Kong has been developing a series of comprehensive school improvement projects to provide quality support to schools and bring benefits to students in Hong Kong. The Quality School Improvement Project (QSIP, 2004-2011) was a comprehensive, interactive and organic project supporting local primary, secondary and special schools for sustainable improvement and development. Some of its aims were to create an environment conducive to quality education and strengthen professional capacity of principals, middle managers and frontline teacher. The success of various projects has brought about the development of descendent projects including Support for Learning Diversity (2010-2016), School Improvement for Special Schools (2012-2015) and Project WeCan (2011-2017).

HKU's and HKIEd's Research Projects

The Unified Professional Development Project (UPDP, 1998-2000) which was organized by the University of Hong Kong aimed at enhancing the professional development of teachers from initial preparation to continual advancement throughout their career and focused on facilitating school improvement through the creation of a mentoring force. The Hong Kong Institute of Education employed the Secondary Teachers Evaluation and Mentoring Project (STEM, 2003-2005) to link secondary teachers with specialist researchers and teacher educators for improving pedagogical practices in the domain “teaching and learning”, based on the implementation of Lesson Studies. The PIPS (Progressive and Innovative Primary Schools) projects (2001-2003) provided a collaborative school-Institute partnership programme for making a significant and potentially sustainable contribution to the quality of primary school education in Hong Kong (Centre for Learning Study, 2013).

2.1.3 School-based Professional Support Programmes Organized by EDB

In 2004, the EDB set up the Education Development Fund (with a grant of \$550 million) for providing schools with professional support, enlarging their capacity and enhancing their education quality. Some of the School-based Professional Support programmes were the extension projects of CUHK's QSIP called “QSIP: Support for Learning Diversity” and “QSIP: School Improvement for Special Schools” in which the academics exploited a great influence to school management, school culture, school-based curriculum development, the creation of innovative teaching approaches, and the enhancement of students' learning experience.

2.1.4 Outstanding School Awards Scheme

From 1999 to 2003, the QEF organized the Outstanding School Awards scheme to commend schools with excellent performance and positive school culture, and to distil the success factors of the outstanding schools for wider dissemination. A total of 184 schools nominated for 312 awards in four domains: “Management and Organization”, “Teaching and Learning”, “Support for Students and School Ethos” and “students’ attainment”. In-depth case studies on the characteristics and critical success factors of the award-winning schools enhanced understanding of the dynamic processes that had taken place in these schools, providing a useful reference for other schools to strive towards excellence and cultivate a quality school culture. All award criteria and expected standards were based on “facilitating effective school-based management” (QEF, 2004) because the Government put stress on the evidence of managerial success and regarded this as the key for quality school education. Unlike the macro 334 NSS Academic Structure affecting the whole education system of Hong Kong, the SBM policy is a micro reform yet still causes great impact on the relationship among the Government, school sponsoring bodies and schools (Lee & Ip, 2005).

2.2 The Rationale of School-based Management

In its Report No. 7, the Education Commission (EC, 1997) mapped out a framework for the development of quality school education which could be achieved by implementing SBM. With school-based management (SBM), schools are given more autonomy in decision-making in key areas such as personnel, resources and curriculum (Yu, 2005; 2010) and will develop a management system to ensure the quality of teaching and

learning (SBM Section, 2014). Over the past three decades, SBM was one of the most salient worldwide educational reforms (Caldwell, 2005; Cheng, 2003) that claimed to grant full autonomy to schools and improve the standards of teaching and students' learning outcomes (Santibanez, 2007; SBM Section, 2014; Volansky & Friedman, 2003). The concepts of SBM seem sound, yet the smooth implementation is hard and dramatic changes could not be found (Hatry, Morley, Ashford & Wyatt, 1993).

2.2.1 Educational Decentralization and Types of SBM

The decentralization of educational decision-making power occurs when central government intends to increase the autonomy of local schools and does not impose detailed controls over educational institutions (Fiske, 1996) where school principals, underprivileged teachers and even marginalized parents (Lauglo & McLean, 1985) who are formally excluded in the original management framework, are given decision-making authority over school resources (Bimber, 1993; Brown, 1990; Daun, 2007; Hatry, Morley, Ashford & Wyatt, 1993). This strategy is known popularly as SBM. Over the last 30 years, the governments of many economies, including Australia, Canada, China, Hong Kong, Mexico and the United State have adopted SBM to provide quality education and give a voice to local stakeholders (Barrera-Osorio, Fasih, Patrinos & Santibanez, 2009). Four types of SBM are administrative control — the principal is dominant, professional control — the teacher crops receives the authority, community control — the parents or the community are in charge, and balanced control — the parents and the professionals share authority equally (Leithwood & Menzies, 1998; Murphy & Beck, 1995, Yu, 2010). Hong Kong aided schools' IMCs are typically the mixed mode of administrative control and balanced control (Yu, 2010). Nevertheless,

Leung (2001) asserted that the implementation of SBM policy in Hong Kong was only an attempt to “recentralize” through “decentralization”. Pang (2008) drew a similar conclusion that Hong Kong Government would assume increasing control in school education via the reform. The question of whether SBM has led to more or less school autonomy is a controversial one (De Grauwe, 2005).

2.2.2 Implementing SBM Policy for School Improvement

In 1991, Hong Kong introduced the School Management Initiative Scheme (SMI) to change the centralized management model to a great extent so as to provide various stakeholders with opportunity to participate in school decision-making and deploying available resources (ACSBM, 2000; Cheng, 1996; Education and Manpower Branch and Education Development, 1991; Katz & Kahn, 1978; Pang, 2002, 2006). By 1997, only 30% aided schools (about 80% of Hong Kong schools are aided schools which are managed by various sponsoring bodies) had joined the SMI scheme (Caldwell, 1998). Then the EC (1997) in its Report No. 7 recommended that all schools should have put in place SBM in the spirit of SMI to acquire quality education by the year 2000. Besides, after conducting the first few cycles of whole-school inspections since 1998, the QAI found that the majority of Hong Kong schools were lack of appropriate school-based indicators for practicing continuous improvement (Pang, MacBeath & McGlynn, 2004). Yet there is a great deal of untapped potential and much to learn from the most proactive schools through various routes (EDB, 2014).

To take forward of the SBM policy, the Education (Amendment) Ordinance 2004 came into legitimate operator on 1 January 2005 and required all aided schools to establish

their own IMC (Legislative Council Secretariat, 2009). Two basic principles in implementing SBM are “providing flexibility and autonomy to manage resources in accordance with the need of students” and “enabling all key stakeholders to participate decision-making in the use of public funds and school operations as to enhance transparency and accountability” (Yu, 2005; SBM Section, 2014). Hopefully the stronger is a school implementing SBM, the more likely is its teachers to apply student-centered approaches in teaching (Cheng, 2011) and develop school-based curriculum, achieving the benefits of SBM. The government believes that this is the most efficient way to contain public spending and funding for aided schools and to scrutinize school performance (LegCo Panel on Education, 2001).

2.2.3 Revolutionary Change in Aided Schools’ Governance

Since the SBM policy in Hong Kong was taken forward by legislation but not pursued like some Western countries through a voluntary proposal process and linked with democracy, it was no doubt a great challenge in Hong Kong. There were a number of unanswered questions in regard to SBM whose primarily concept probably comes from political consideration. In fact, the suspected motive behind Hong Kong Government was to tighten its control in the subsidized school sector by getting back the power. Poon (2004) and Leung (2001) even described this kind of change as “re-centralization after the transition of 1997”. Under the new framework of SBM, school decision-making process shifted from school sponsoring bodies (SSB) to the independent IMC which would be supervised by the public, enjoy legal rights in its own name (Pang, 2008) and serve as a court of final appeal. This was a drastic change from the practice of the past hundred years. Formerly SSB was the sole and final decision maker in any aided

school, including the selection of the school principal. Once an IMC was established in a school, the SSB has to share the power with representatives from different parties who may not have the same rationale in running the school. There was little evidence that schools had any intention to hand over the decision-making power to parents and communities (Ng, 2013). Most Christian SSBs objected to the SBM policy vigorously because their schools might deviate from the original vision (Policy 21 Limited, 2009) and they would lose their influence on school management in this movement. Furthermore, teachers in Christian schools were probably influenced by their SSBs so that they had expressed a low level of acceptance of the setting up of IMC and were hesitant about taking up the post of teacher manager due to the unpredictable workload and legal liability involved (Cheung & Kan, 2009).

From 2004 to 2011, some hard marathon negotiations were conducted between several large SSBs and the Government in the new governance model adopted to control school. The Catholic Diocese filed a writ for a judicial review on the amended Education Ordinance on the basis that it had violated the Basic Law on 7 December 2005. In mid-October 2011, the Court of Final Appeal ruled that the amended ordinance does not contravene the Basic Law, putting an end to a controversy that had been dragging on for several years. As a result, more than 400 primary and secondary aided schools operated by three important Christian SSBs would promptly set up IMC. A mystic shadow of suspicion immediately attached to the quality education provided by these schools in the future since almost all Hong Kong schools had not established the climate of participation and the mutual trust among various stakeholders. It is inevitably that disputes and conflicts will be occurred in the IMC (Pang, 2008).

2.2.4 The Advantages and Drawbacks of Implementing SBM in Aided Schools

Participation of teachers, parents, alumni and independent community members in school management is a world-wide trend as to help enhance transparency and accountability of school governance and contribute to more effective school operation. Through SBM, schools have full autonomy and flexibility in managing their resources and planning for school development, create their own characteristics, produce positive culture, seek self-improvement and pursue excellence (SBM Section, 2014). It was found that the great majority of school managers were satisfied with their work in the IMC, for example, teacher managers regarded they had fulfilled their role as a bridge in the communication between IMC and the teacher team, and parent managers had expressed similar views (Policy 21 Limited, 2009). Although the advantages made by implementing SBM and establishing IMC outweigh the drawbacks, there is a need to keep in mind and overcome these handicaps. The implementation of SBM is not entirely cost-free and not the same as giving schools a blank cheque of full autonomy (De Grauwe, 2005). The principals of SBM schools are required to put time for planning, collaborative decision-making, evaluation, etc. that they always complain of being overworked and the increased accountability (Santibanez, 2007). Furthermore, most stakeholders of IMC schools worried about the administrative workload and additional pressure acting upon teachers and staff (Policy 21, 2009). The caveat is that in many IMC schools, both novice and experienced senior teachers are hesitant about taking up the post of teacher manager (Cheung & Kan, 2009) and express contempt for the ultimate aim of SBM because the former show indifference towards/are ignorant of SBM, and the latter feel burdened by the added responsibility and the extra hours entailed brought by implementing SBM. In Hong Kong, some aided schools have

implemented SBM for more than twenty years while a few Catholic aided schools have just established their IMCs to acquire greater autonomy two years ago. However, whether or not SBM builds up the quality of school education and improves learning outcomes for every student has not yet known.

2.3 Other Famous Models and Awards

This subsection briefly described two business models and three educational models. Business models were introduced because well-managed industrial and commercial organizations have a great resemblance to schools in being staffed mainly by skilled and articulate professionals, and in fact, a commercially inspired management may enhance the specifically educational nature of schools (Everard, Morris & Wilson, 2004). In the end, a performance comparison of the latter three educational models was drawn as to give some hints for designing my successful school model.

2.3.1 EFQM Model and MBNQA Model

The European Foundation of Quality Management (EFQM) Excellence Model is a practical tool to help organizations (regardless of size and structure) establish appropriate management systems or reach the quality management criteria through self-assessment in order to be successful (Jorge, 2005; Mullins & Christy, 2010). It provides a framework that could be served as the basis for a series of national and regional quality awards, and encourages cooperation, collaboration and innovation that are needed to achieve excellence (Jorge, 2005). The framework of the EFQM Excellence Model is based on nine criteria. Five of these are Enablers and four are Results. The

Enabler and the Result criteria cover what an organization does and achieves respectively. Results are caused by Enablers and feedback from Results help to improve Enablers (Appendix B). The integrated components of the EFQM Model are:

- fundamental concepts, representing eight core values or key management principles that drive sustainable success;
- nine criteria, separated into categories of enablers and results;
- RADAR logic which the continuous improvement cycle used by EFQM.

The Malcolm Baldrige National Quality Award (MBNQA) Model is an annual award that recognizes U.S. organizations in business, health care, education and nonprofit sectors for excellent performance. Its purposes are to help organizations assess their improvement efforts, diagnose their overall performance management system, identify their strengths and opportunities for improvement, and distinguish Baldrige Award recipients as role models for other organizations. To receive a Baldrige Award, an organization must ensure continuous improvement in delivering products and services, demonstrate efficient and effective operations, and provide a way of engaging and responding to customers and other stakeholders. The “Criteria for Performance Excellence” are embodied in seven categories (leadership; strategic planning; customer and market focus; measurement, analysis and knowledge management; human resource focus; process management; human/organizational performance result), of 17 examination items and 36 areas to address (Brown, 2014). A performance excellence framework and a self-assessment tool of MBNQA are shown in Appendix C. In summary, the EFQM and the BNQA Models had inspired me to create a quality school model with several enablers and an assessment tool.



2.3.2 Hopkins' System Leadership Model

Hopkins (2007) agreed wholeheartedly with the aspiration “every school should be great” and suggested to employ the “System Leadership Model” to make his ideal a reality. This model is divided into three parts: the ‘every school a great school’ policy framework, guidelines for implementing sustainable system-wide reform and the ‘high-challenge, high-support’ policy framework. The first part is comprised of five drivers: responsible system leadership, personalized learning, professionalized teaching, networks and collaboration, and intelligent accountability. The first driver is the most important one that combines with the others to form the context. Two more ingredients “Governance, mobilization and agency” and “Funding for most ‘at risk’ students” optimize the framework so that even the “underperforming and failing schools” could be benefited (Figure 3). The equilibrium new operating system of the System Leadership Model is capable to realize a future: every school is a great one (Appendix D).

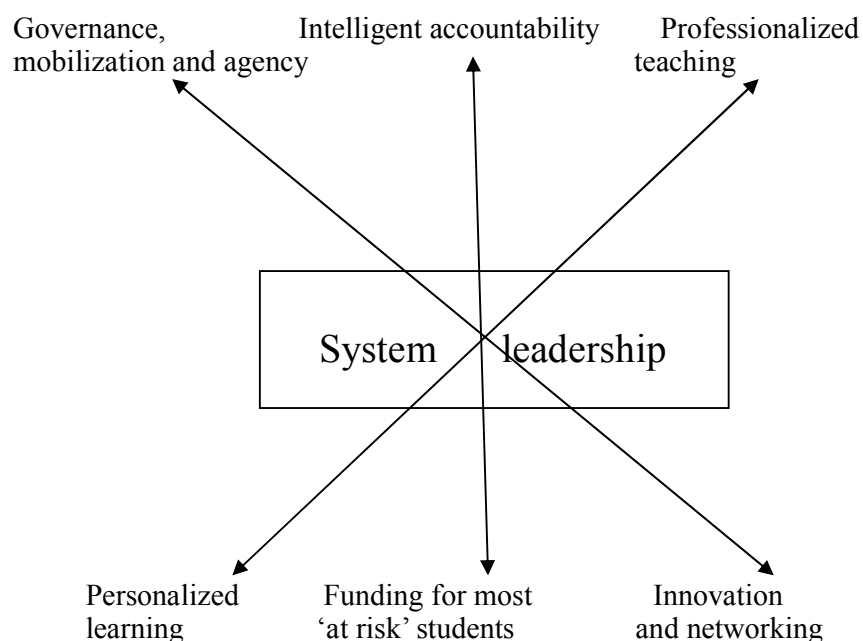


Figure 3 The ‘Every School a Great School’ Policy Framework

2.3.3 Singapore's School Excellence Model

Although Singapore government is a highly centralized system, it has contributed much to the success of most outperforming schools. Since 2000, its Ministry of Education has employed the School Excellence Model (SEM) as a unique tool to guide schools in the assessment of their management, leadership and overall school performance and most importantly, comprehensively implement the educational quality assurance system (Appendix E). This model is adapted from various educational and business models (EFQM Award Model and MBNQA Model). It helps schools develop themselves into excellent schools (Ng, 2003). The SEM consists of seven core values (Students First, Teachers - the Key, Leading with Purpose, Systems Support, Working with Partners, Management by Fact, Continuous Improvement) and nine criteria listed below.

Enabler Criteria

1. *Leadership*: How school leaders and the school's leadership system address values and focus on student learning and performance excellence; and how the school addresses its responsibilities toward society.
2. *Strategic Planning*: How the school sets clear stakeholder-focused strategic directions towards realizing the Thinking Schools, Learning Nation vision; develops action plans to support its directions, deploys the plans and tracks performance.
3. *Staff Management*: How the school develops and utilizes the full potential of its staff to create an excellent school.
4. *Resources*: How the school manages internal resources and external partnerships effectively and efficiently in order to support its strategic planning and the operation of its processes.

5. *Student-Focused Processes*: How the school designs, implements, manages and improves key processes to provide a holistic education and enhance student well-being.

Results Criteria

6. *Administrative & Operational Results*: What the school is achieving in relation to the efficiency and effectiveness of its administration and operations.
7. *Staff Competence and Morale*: What the school is achieving in building staff capacity in relation to training and development and enhancing staff morale.
8. *Impact on Partners and Society*: What the school is achieving in relation to its partners and the community at large.
9. *Key Performance Results*: What the school is achieving in the holistic development of its students, in particular, the extent to which the school is able to achieve the Desired Outcomes of Education.

2.3.4 Yu's Christian Principal Leadership Model

Yu (2007) argued that the principal leadership role of Hong Kong Protestant Christian secondary schools has experienced multiple changes after 1997, the year of the Handover. She constructed a new “Christian Principal Leadership Model” in which the principal enacts four board leadership roles: Christian leadership, Instructional leadership, Transformational leadership and Leadership for School-based Management, and performs 18 leadership functions as shown in Appendix F. This model is supposed to bring forward quality education and create successful Protestant Christian schools.

2.3.5 Comparing Different Educational Models

Hopkin emphasized that “Every school a great school” is not just a slogan, but required system leaders to mould the four key educational drivers to fit individual school contexts, while Singapore’s Ministry of Education (MOE) wants to ensure that “Every school is a good school” according to a new paradigm of managerialism with seven core values and nine criteria. The argument of my thesis is “Every school could be a successful school” which is composed of five major ingredients of success. It is clear that the ultimate purpose of my proposed model is the same as that of Hopkin’s System Leadership Model or Singapore’s SEM, yet there are significant differences between their main contents. The identical content found both in my 5-P model, Singapore’s SEM and Yu’s CPL model is about school-based management (or decentralization) which is indeed an important issue that had been discussed in detail earlier in this chapter.

Since the approach adopted by me to elaborate the 5-P Model for creating successful schools and helping those low-performing schools improve their education quality was completely different from the corresponding hypotheses adopted by Hopkins to strengthen “System Leadership” and Singapore’s MOE for implementing the educational quality assurance system, I abandoned their structures and layouts. Instead I preferred to modify and imitate the format that Yu had done in her thesis (Appendix F), but with just one clear distinction in our research methods. I employed mixed methods research and she had chosen hermeneutic phenomenological methodology and qualitative analysis.

2.4 Successful Schools

Since schools have made a difference to the achievement and development of students, accounting for the crucial difference between success and failure (Stoll & Fink, 1996), every school should guarantee the provision of quality education for all its students because the relationship between quality of schools and quality of learning for students has been accepted as an article of faith (Sergiovanni, 2009). “Education for All” is not only a slogan or merely the global movement led by the United Nations Educational, Science and Cultural Organization, but the fulfillment of the prospect that every child has the right to attend a successful school and acquire basic knowledge and skills conducive to lifelong learning. In the new century, many countries have explicitly recognized education as the resource of the national development and sincerely hope to create more high quality schools (ACSBM, 2000; Ma, Wu, Xie & Li, 2006) that help all of their students learn successfully. These successful schools have borne a striking resemblance to U.S.A.’s Blue Ribbon Schools and Magnet Schools, U.K.’s Beacon Schools, Singapore’s Excellent Schools, Mainland China’s Quality Schools, Chinese Taipei’s Quality Schools or Hong Kong’s Outstanding Schools. In fact, different countries have different names to represent high quality schools. This section sought to describe what these schools look like.

2.4.1 Differences between a Successful School and an Effective School

In Hong Kong, there is indeed huge gap between secondary schools: the elite/prestigious schools look dazzlingly brilliant while the weak/disadvantageous schools are struggling for survival with miserable feelings. Accordingly, these two kinds of completely

different schools must have varied definitions of success, reflecting their own distinct characteristics, cultures, visions, missions and values (Deal & Peterson, 2009). Although “successful” and “effective” both have the meaning “producing the results that were intended”, they are different from each other in that “successful” refers to “the goals that were achieved in a **legal and proper way**” while “effective” refers to “acquiring a particular result or playing a role in **practice**, though **not officially** or **regardless of theory**”.

A successful school has a broad and realistic curriculum with subject matter chosen for family and community membership, and personal enrichment. The students in a successful school are engaged in learning and growing in their ability to solve problems, to think critically and creatively, and to work collaboratively and independently on a range of challenging activities (Beck & Murphy, 1996). They learn enough worthwhile things to make a strong start in life, develop the desire to learn more, think of themselves as people who find strength, nourishment and joy in learning. A successful school is capable of teaching its students to the best of their abilities. It normally rates in the top group with a good reputation, outperforming others in the current wave of educational reform, the overwhelming culture of auditing and accountability, and most regional standards-based assessments (or public examinations).

An effective school looks at learning in terms of test scores in a limited number of academic areas like mathematical skills and reading proficiency that are easy to measure. It normally **ignores** problem-solving abilities, social skills and motivation. The students in an effective school “cover” only a traditional curriculum and achieve well in basic competency standards as measured by achievement tests (Sergiovanni, 2009). Effective



schools are often identified as high-performing schools (Wong, 2012) and the terms effective and good are used interchangeable in many studies. However, some schools look “effective” but are not guaranteed to be a good school.

Although high standard always seems to be the most important or even the sole indicator of a successful school, many professionals discover that it is unreliable because “goodness” is very difficult to differentiate, schooling has many outcomes, and there is no objective way of deciding which to focus (Wrigley, 2003). Nonetheless, good schools are well-known to veteran teachers and educators no matter how complicated are its essence and indicator.

2.4.2 Characteristics of a Successful Secondary School

It seems unbelievable but with no doubt. All successful schools must have consistently performed at high level and possess a number of unique and common characteristics indeed that distinguish them from other low-performing schools (Guthrie & Schuermann, 2011; Taylor & Ryan, 2005).

- Sammons, Hillman and Mortimore (1995) emphasized that there existed 11 key determinants of school effectiveness in elementary and secondary schools such as professional leadership, shared vision and goals, concentration on teaching and learning, high expectations, positive reinforcement, monitoring progress, pupil rights and responsibilities and home-school partnership.
- Beck and Murphy (1996) supposed that SBM, leadership, learning and community and capacity building were the four imperatives of a successful school.
- Mamary (2007) introduced 13 components that are better guides to good schools.

- Researchers from Washington’s Office of superintendent of Public Instruction [OSPI] (2007) distilled from more than 20 studies, nine characteristics that were found most often in high-performing schools.
- The American Institutes for Research (2007) identified three major factors: high-quality teachers, standards-based curriculum, coherent instruction, and seven other factors relating to school success.
- The California Teachers Association (2008) initiated the 22 characteristics that a successful school should possess.
- The National Middle School Association (2010) classified the 16 research-based characteristics of a successful school into three main areas, namely “Culture”, “Leadership and Organization”, and “Curriculum, Instruction, and Assessment”.
- The Wisconsin Department of Public Instruction (2013) argued that a successful school must have a set of seven characteristics.

Since 2003, the EDB of HKSAR has introduced a set of important tools called the “Performance Indicators (PI)” to cooperate with the School Development and Accountability framework, and to assist schools to refine the school development plans continuously for the enhancement of students’ learning effectiveness (Quality Assurance & School-based Support Division [QA & SSD], 2015). The framework of PI is composed of four domains, eight areas and 23 performance indicators (Figure 4, Appendix G). While various evidences of performance at excellent level are for schools’ reference only and should not be treated as a checklist (QA & SSD, 2015), in my view, a combination of all these “excellent performances/practices” could be employed to build a full picture of a successful school.

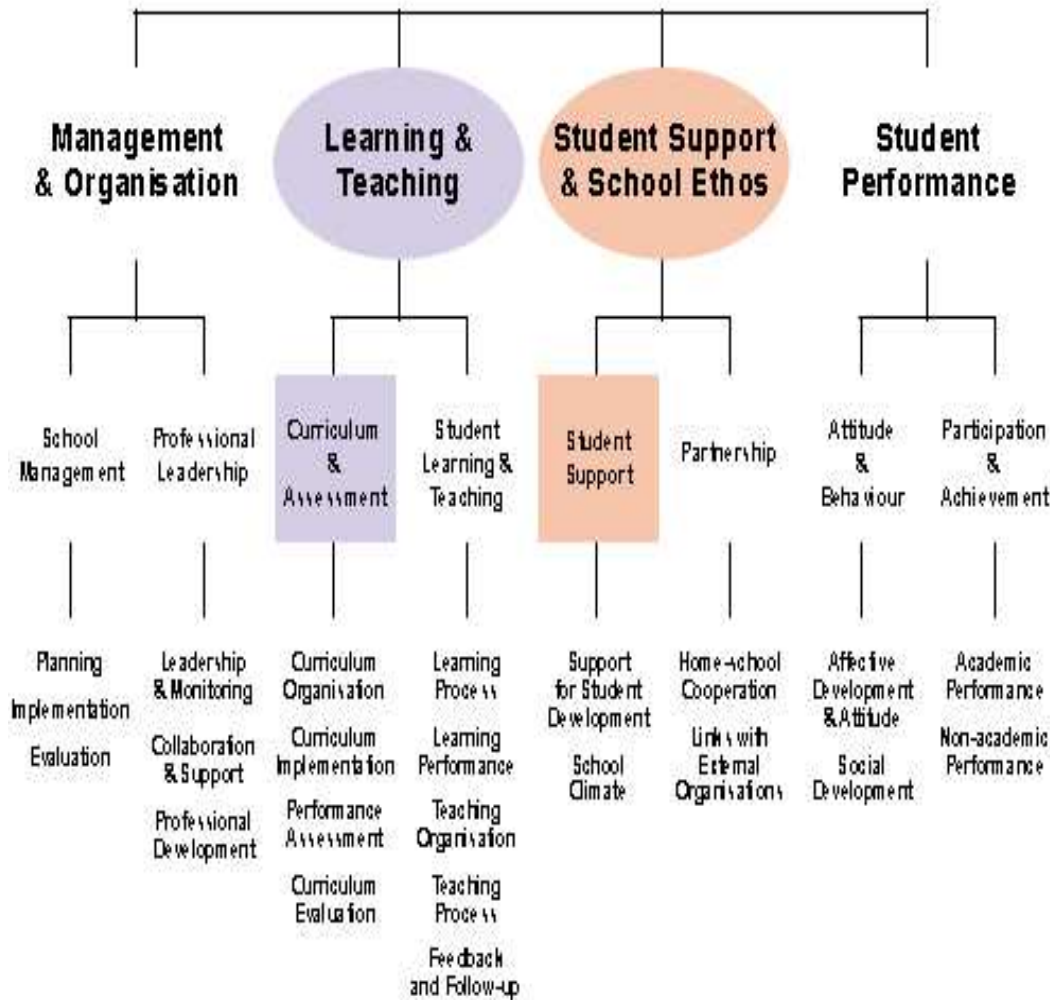


Figure 4 The Framework of Performance Indicators

For example, in Area 3: Curriculum and Assessment, one of the excellent performance exemplars is to formulate well-defined and prioritized school-based curriculum development objectives, according to the trends in education development, the school's vision and mission as well as learner diversity. For another example, in Area 6: Partnership, the excellent performance of a school is that it has maintained close ties with the community and external organizations as to facilitate school development, widen students' horizons and enrich their learning experiences (QA & SSD, 2015).

The following was the summary of all distinguishing characteristics of successful schools as initiated by foreign educators/organizations and the “excellent school performances/practices” with reference to five main dimensions:

Culture Dimension

- Clear mission and shared vision developing from equity and common values.
- Distinctive, positive and humane culture.
- Promoted a culture of self-evaluation and reflection.
- A collaborate culture focused on teaching and learning.
- Recognized and celebrated successful learning and students’ high achievement.
- Supportive learning environment where all teachers are available to students.
- The day-to-day focus of the whole school is instruction.
- Good school practices such as cleanliness, neatness and orderliness.

SBM Dimension

- Implementing school-based management.
- The principal and teachers talk with one another, sharing their craft knowledge and intentions in implementing SBM successfully.
- Effectively deployed and managed material resources.
- Devising a school-based coherent curriculum which caters the needs of students.

Principal Dimension

- Possesses a high-performing principal who can read, assess, and reinforce core rituals, traditions, and values.
- The principal strongly advocates empowerment and shared leadership.
- Strong and positive leadership concerning instruction and management.
- The principal grants full autonomy to teachers and trusts them, as a silver bullet means to attain school success.

Student Dimension

- Every student can grow and make a difference by restoring hope and faith.
- Students have a strong sense of belonging to and pride of the school.
- High academic standards and high expectations for all students.
- Graduates are admitted to university or pursue further studies in larger numbers.
- Intensive support services for at-risk students.
- Encouraged students to accept responsibility for their own learning.
- Students know how to continue learning throughout life.

Teacher Dimension

- Recruiting a talented teacher pool is prioritized.
- Highly committed and dedicated teachers.
- High levels of collaboration and communication between teachers.
- Focused on teachers' continual professional development.
- Innovative and intellectually challenging teaching.
- Good classroom management.
- Teachers regularly updated their professional knowledge.

Other Factors

- High levels of parental involvement and support.
- Obtaining support of the community.
- Schools have to work with partners in tertiary institutions for improvement.
- Schools must become learning organizations.

(Blankstein, 2013; Blase, Blase & Phillips, 2010; Deal & Peterson, 2009; Hui & Cheung, 2006; Levine & Lezotte, 1990; Ogden & Germinario, 1994; National Middle School Association, 2010; QA & SSD, 2015; Sergiovanni, 2009; Taylor & Ryan, 2005; Wilson & Corcoran, 1988).



2.4.3 Positive School Culture

School culture is an unseen and unobservable force behind school activities, a unifying theme that provides meaning, direction, and mobilization for school members (Prosser, 1999). The core part of school culture includes visions, missions, goals, beliefs, rituals, traditions, management, curricula and especially student achievement that characterize a school (Cheng, 1993; Deal & Peterson, 2009; Schein, 2010). Positive school culture including collaboration, commitment and open communication seems to be a mediating variable in the relationship between principal's leadership and true teacher empowerment (Penix, 2009). The EC (1997) also agreed that leadership of principals is essential in promoting quality school culture. The paradox of school culture is that it is both static and dynamic (Rossman, Corbett & Firestone, 1988), and in reality it can be reconstructed. There is no universal method applicable to all schools to measure the complex and significant concepts of school culture that characterize a school (Dimmock & Walker, 2000, 2002). This study honours that complexity and regards "sustaining positive school culture" as an imperative of a successful school.

The elements of positive school culture as identified by the educators Deal and Peterson (2009), Kruse and Louis (2009), and Mitchell (2008) were given below:

- Academic and moral leadership from the principal.
- Collaborative leadership.
- Teacher collaboration.
- Professional development.
- Collegial support.
- A mission focused on student and teacher learning.



- A rich sense of history and purpose.
- Rituals and ceremonies that reinforce core cultural values.
- A physical environment that symbolizes joy and pride.
- A widely shared sense of respect and caring for everyone.
- Students are treated equally regardless of ethnicity, gender and disability.
- Parents participate frequently in school activities.

Gruenert (2005) had conducted a survey, involving 81 schools in Indiana, to investigate the relationship of a school's culture with student achievement. The survey had found out the following six factors:

- Collaborative leadership.
- Teacher collaboration.
- Professional development.
- Unity of purpose.
- Collegial support.
- Learning partnership.

Furthermore, it should be noted that when the moral values and commitments expressed in the school culture are demonstrably at odds with manifest reality, the school needs to undergo systemic changes (Schlechty, 2005).

2.4.4 A Competent IMC

In coping with a world-wide trend and enhancing Hong Kong's competitiveness internationally, all aided schools in Hong Kong are required by the Education

(Amendment) Ordinance 2004 to establish their own Incorporated Management committee (IMC) which is accountable for the performance of the school, manages the school's financial and manpower resources, supports professional development of teachers, facilitates students' all-round development and provides them with quality education, and strengthens ties among families, the school and the community (School Development Division, 2010). An IMC also empowers teacher, parent, alumni and independent managers, together with the principal and school sponsoring body managers, to participate directly in school management and policy-making as to promote the educational welfare of students under their care (ACSBM, 2000; SBM Section, 2014).

“Collective Participation”, “Accountability”, “Transparency” and “Integrity” are crucial to the smooth operation of IMC (SBM Section, 2014). The ideal duties of a competent IMC as advocated by Kowalski (2006) are:

- to establish a long-term vision for the school,
- to focus on serving all students and place them first,
- to create a climate that promotes excellence,
- to adopt an annual school policies and budget,
- to ensure accountability to fiscal, staff and student outcomes,
- to involve the community and communicate with the public,
- to work well together as a team, and
- to act professionally and with integrity, necessary time and effort.

While all kinds of managers of IMC schools were optimistic about achieving the benefits of IMC on schools, the principals were inevitably paid a great effort to encourage teachers and parents of the right caliber and dedication to stand for election as managers

(Policy 21 Limited, 2009) because the majority of teachers were afraid of the extra workload and legal liability caused by appointing as teacher managers (Cheung & Kan, 2009) and parent managers were rather reluctant to make decision in issues that bore no relation to their child.

2.4.5 High-performing Principals' Leadership Styles

Principals are supposed to be knowledgeable and competent in management, administration and instruction. Nonetheless, the role of principals has dramatically expanded and intensified in recent years (Blasé, Blasé & Phillips, 2010). Principals have to face huge challenges from many directions and are expected to play multiple roles (Gorton, Alston & Snowden, 2012). Only a few principals realize that their most important role is to create, change and manage school culture (Bush, 2002; Schein, 2010). A good school's most important requirement is to have an inspiring, highly respected leader (Taylor & Ryan, 2005). Indeed, high-performing principals manifest a strong, direct leadership pattern which values and maintains an orderly atmosphere (Ubben & Hughes, 1992). They have known how to employ the unique characteristics and cultures of the school as bases for generating effective school leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and students' overall academic achievement (Andrews & Soders, 1987; Leithwood, Louis, Anderson & Wahlstorm, 2004; Marzano, Pickering & Pollock, 2001).

Almost every successful school is related to a competent and highly respected principal who inserts indirect but powerful influence, as an antecedent to flourishing school (Taylor & Ryan, 2005). No school post other than the principal has such great potential

to create a school with excellent reputation. Sergiovanni (2009) argued that a highly effective principal must be able to increase the quality of student performance on both conventional and alternative assessment. Such a great principal must also practice very well in the field of educational administration, adopt a wider perspective and act as a good instructional leader (Fullan, 2003; Hallinger, 2005). Schmieder and Cairns (1996) conducted a survey of 450 California principals to find out ten critical skills of high-performing principals, while McEwan (2003) described the ten traits of highly effective principals as the communicator, educator, envisioner, facilitator, change master, culture builder, activator, producer, character builder, and contributor.

Blase, Blase & Philips (2010) investigated twenty high-performing principals' nine action foci and five primary goals (given below) which were highly connected and interrelated within "the Double Helix Model of Leadership", acting as an approach to create great schools. High-performing principals:

- are models of learning.
- are exemplars of the field's standards of leadership.
- focus on school and teacher practices associated with increased student achievement.
- lead in ways that have maximum impact on student achievement.
- work with teachers on the school mission. They engage in ongoing, collaborative study of school-wide instructional improvement efforts.
- use a systems approach to dispatch with managerial responsibilities and to organize instructional aspects of work.
- take an empowering (team) approach to almost everything, and create learning communities in their schools.

- hire strong people for administrative, faculty and staff positions.
- insist on using data to inform instructional decisions.
- focus on teaching and learning.
- develop a culture that support instruction.
- establish a context for dialogue about instruction.
- reference research-based instructional elements.
- provide ongoing, effective professional development.

Whitaker (2012a) suggested 18 things that great principals will do (to create successful schools) yet those less effective principals will not do the same. His purpose was to help all principals become more like their most competent colleagues. A few of these things are given below while the rest are omitted but their core values will be summarized and quoted in the questionnaire of the quantitative survey. High-performing principals:

- never forget that it is people, not programs, that determine the quality of a school.
(So the only way a principal can create a successful school is to hire great teachers or improve the teachers who are already there.)
- take responsibility for their own performance and for all aspects of their schools.
- create a positive atmosphere in their schools.
- deliberately apply a range of strategies to improve teacher performance.
- take every opportunity to hire and retain the very best teachers.
- focus on the real issue of student learning that they would not make public examinations the centre of the school.
- work hard to keep their relationships in good repair, to avoid personal hurt and to repair any possible damage.

2.4.6 Promoting Students' All-round Development

The primary function of school education is to help every student pursue all-round development so as to enhance his/her personal qualities and nurture multifarious talents for the community (CDC, 2013; EC, 2005; EMB, 2005), other than place excessive concentration on raising test scores that would create more harm to students and teachers than benefits (Armstrong, 2006). The EC (1997) also argued that a good school should develop students' moral, intellectual, physical, social and aesthetic aspects in a balanced way, instead of just considering their academic achievement, as to reflect both the school's and the students' efforts in the pursuit of excellence. Since the utmost achievement in running a school is the overall quality of its students, the graduates from a successful secondary school must be its great asset and are expected to

- work hard, refuse to give up and finally reach the top.
- show great perseverance in confronting obstacles and frustrations.
- have good character and conduct such as honest, trustworthy, acting responsibly.
- are respectful, caring, polite, self-disciplined and punctual.
- have good personal relations, gregarious and be able to share insights with others.
- have high expectations for themselves.
- be full of proactive and innovative spirit.
- be self-motivated to seek knowledge (be willing to learn).
- be curious and interested in learning.
- acquire academic skills such as reading comprehensively and writing effectively.
- develop the ability in using information and communications technology (ICT).
- have an ability of independent thinking about ways round a problem.
- know how to make career planning and develop lifelong learning skills.



- discover their own unique paths to triumph in adulthood.
- have a zest for life.
- bore life's setbacks with fortitude and stoicism.
- appreciate and respect for aesthetics.
- have developed a deeper understanding and appreciation for the history and culture of their own country as well as other countries, and respect for different nationality.

Additionally, a successful school espouses the notion of equal opportunity for all in education, recommends student engagement in decision making, and realizes that its students could influence the school and indeed perform at high levels (Blankstein, 2013).

The leaders and teachers in such a good school should take the following measures:

- Assume responsibility for the change necessary to create an innovative education system as to unleash the potential of students for “making history”.
- Help students develop their emotional intelligence and improve their interpersonal communication skills (Goleman, 2006).
- Treat students as stakeholders, school partners and even leaders (Barth, 1990; Holcomb, 2007) so that they can express opinions and contribute to decisions that affect them (Armstrong, 2006; Stoll & Fink, 1996).
- Talk to as many students as possible, especially the ones who are ditching (Holcomb, 2007).
- Formulate a variety of strategies to cater and support students' different learning needs such as developing school-based curriculum (EDB, 2015b).
- Cultivate an open and autonomous classroom atmosphere for enhancing students' learning outcomes (Mok & Flynn, 2002) and activating “assessment for learning” (Mok, 2009).



2.4.7 Great Teachers' Common Traits and Job Performance

Teaching is so complicated that even great teachers would not regard it as a profession; it is their passion for teaching and their love for children (Beaudoin & Taylor, 2004). Teaching is honoured and praised as “dedicated service” (Beck, 1990) because a highly qualified, competent, and committed individual equipped for a teacher must give up more money and lifetime-earning prospects to remain in education (Schlechty, 2005). The fact is that teachers are required to continuously refresh themselves through learning and practice self-reflection for the ultimate benefit of students and as a professional necessity of effective teachers (Stronge, 2002) who are commended for their outstanding job performances in teaching, displaying subject knowledge, monitoring students' work, arousing students' learning interest, class control, leadership and extra-curricular activities (Adeyemi, 2010).

Although teachers constitute the one single element of schooling, greatly influence on students' learning and determine the quality of the school (Goodlad, 2004; Lustick & Xue, 2006; Whitaker, 2012b), most schools implement SBM that does not “automatically” enhance teachers' participation in decision-making (Cheng, 2008) and operate from a “deficiency” model of teacher growth. Those who hope to improve schools are worried about the stunted growth and working conditions of teachers (Farber, 2010), especially when teachers' primary role has recently changed from disseminating knowledge to motivating students to acquire lifelong learning (Reigeluth, 1987).

According to a mixed method study conducting in Israel, Arnon and Reichel (2009) found that the preferences for good teacher are to maintain good teacher-student

relationships, and be an educator who shows positive professional attitudes and provides values to the students. Good teachers also manage pupils positively and professionally. Their lessons are well run, purposeful, focused on pupils' learning and consciously contribute to pupils' development (Leach, 2006; Lustick & Xue, 2006). Other good teachers' common traits are patience, competent, expert, confidence, dutiful, integrity, enthusiastic, loyalty, humourous, analytical, imaginative, curious, reflective, respected and diversity-responsive (Adeyemi, 2010; Brighthouse & Woods, 2008; Cruickshank & Haefele, 2001).

Great teachers really do exist and are the most valuable assets successful schools should possess. They are willing to breathe in new ideas through persistent efforts, devoting their whole energies to students (Wu, 2009). Whitaker (2012b) analyzed 17 things that great teachers would do yet the less effective teachers had not taken the same action. Some of these significant things are given below. Great teachers

- have high expectations for students and even higher expectations for themselves.
- have the ability to ignore trivial disturbances and the ability to respond to inappropriate behaviour without escalating the situation.
- have a plan and purpose for everything they do.
- keep standardized testing in perspective.
- focus on the real issue of student learning.

Becoming a great teacher in a knowledge-based society like Hong Kong is difficult because students in this society may acquire knowledge within minutes through internet in the absence of teachers. It is essential that all teachers should adapt to the fast advances in knowledge and technologies, and pursue ongoing professional development to keep

abreast of the times, to strength their overall capacity and to respond to the high expectations of parents (Advisory Committee on Teacher Education and Qualifications [ACTEQ], 2009). When teachers stop growing, so do their students. All best teachers know that: No matter how good they are, they still want to be better (Whitaker, 2012b). The QEF (2004) had conducted a short questionnaire survey of the teachers from 9 award-winning schools in the Hong Kong Outstanding School Award scheme, revealing that “commitment and enthusiasm of teaching staff” was the most important factor contributing to a school’s success and the factor “a good staff development program” was also conducive to a school’s success.

For every school to become a successful school there is a driving demand to create teachers’ continuing professional development (CPD) that should be an innovative activity focused on the classroom (Hopkins, 2007). ACTEQ (2009) recommended that in all aided schools, the school sponsoring bodies should embed teachers’ CPD in their schools’ philosophy and IMCs should make teachers’ CPD one of the priority items in school development agendas, as the proper way to develop the culture of continuous learning and lead the teaching staff in a positive direction. In 2007, ACTEQ commissioned Policy 21 Limited to conduct a research study on teachers’ CPD. The findings were that in order to enhance the capacity of schools, teachers must maintain a high level of teaching competence, improve the effect of learning and teaching, highly knowledgeable in their subject matter, know how to apply formative and summative assessment, have the ability to cater for students’ diverse learning needs, adapt to and actualize school’s belief, vision and mission, help cultivate a caring school climate, understand and help implement school policies, and work in home-school collaboration.

In short, teacher quality must be an important indicator of school success.

2.5 External Factors Influencing School Success

Apart from the five main prerequisites mentioned above, there are other factors conducive to develop good schools. Nowadays, schools are no longer closed institutions and their boundaries have been more permeable and more transparent. This is an inevitable result of the growing accessibility to information in a technology-based society (Hargreaves & Fullan, 1998). Although schools may prefer isolating themselves to avoid criticism or being scorned, they cannot meet the needs of students without help from other sources and the built barrier has had contributed to the incoherence of students' lives (Stoll & Fink, 1996). Schools exist within a context of parents, community and tertiary education institutions that bring positive impacts on school success. For example, parents and community members have assets and expertise, churches and NGOs can provide services for students and schools (Tsang, 2009) and universities can help identify, codify and propagate good practices from successful schools (Barth, 1990). It is clear that students would benefit from effective partnership between schools and some external sectors (Fullan, 2007). So school administrators should acquire and manage external school social capital beyond the school walls to gain support and improve school functioning (Reezigt & Creemers, 2005; Tsang, 2009).

2.5.1 Parents

This is problematic in the minds of many parents who have substantial rights in their children's schooling but are often largely excluded from understanding the changing nature of schools (Beck, 1990). Before 1990, Hong Kong's teaching professionals normally treated parents as unwelcome intruders and these two separate parties had

distinct responsibilities (Ng, 2013). Nevertheless, parent involvement in the educational process had indeed produced a positive effect on students' achievement and behaviour (Olsen & Fuller, 2008), and was the key to differentiate good schools from less effective schools (Mortimore et al., 1995). If schools are to survive into the late 21st century, they must provide high-quality academic experiences because nowadays most parents are sufficiently well educated that they could provide a decent academic education to their children. And with the advent of distance learning and on-line curriculum resources, increasing numbers of parents believe that schools may be no better equipped to educate children (Schlechty, 2005). Fortunately, successful schools have yet devised various plans throughout the academic year to build productive relationship with parents. They commit to student achievement by creating afterschool homework centers, taking into account students' home-life challenges, cooperating with parents as to enhance students' learning, and inviting parents to provide language lessons and lead extracurricular activities (Blankstein, 2013). Sometimes parents are even invited as schools' guests to address specific events and confer about problems so that there will be a vision for teachers to develop an in-depth understanding of families (Olsen & Fuller, 2008).

2.5.2 Community

In spite of numerous criticisms, there remains in every community a solid reservoir of goodwill towards aided schools, and an abiding faith in the proposition that schooling provided by them is undoubtedly an important factor in maintaining a good society and building a better one (Beck, 1990). At the meanwhile, Direct Subsidy Scheme (DSS) may not achieve the ends Government and well-intended proponents believe it will provide better education (Schlechty, 2005). If school sponsoring bodies of aided

secondary schools are to win the battle against DSS schools in competing for Secondary One students, they must be willing to do things many are now uncomfortable with doing, such as using every means at their disposal to mobilize the adults and integrate appropriate resources in local community and district level to help create better schools, for the betterment of local children (Stoll & Fink, 1996). Actually, one of the functions of IMC is to strengthen ties among families and the community so as to pool their efforts in enhancing teaching effectiveness (School Development Division, 2010).

2.5.3 Tertiary Institutions

The scope for university involvement in school improvement has mushroomed with implementation of SBM. Various tertiary education institutions have developed partnership programmes with schools over many years (Zellermayer & Margolin, 2005), assisting schools to identify the strategies for improving and promoting pupil progress, development and achievement (Stoll & Fink, 1996). The Quality School Improvement Project (QSIP) was a university-school partnership project launched by the Chinese University of Hong Kong to support local schools for sustainable improvement and development (Lee, Levin & Soler, 2005). QSIP and its extension projects catered each project school as an independent case, helping it develop a self-improving process and deep-inquiry mechanism for conducting school improvement. This comprehensive school-based support system included school management, school culture shaping, curriculum development and classroom teaching (Chiu, 2003). Besides, the Hong Kong Institute of Education had undertaken a series of collaborative projects and enhancing school partnership activities to foster academic collaboration, and created networks of local kindergartens, primary and secondary schools to help teachers improve their skills



and try out innovative teaching strategies (School Partnership & Field Experience Office, 2014). In the real sense of knowledge exchange, the University of Hong Kong also proactively sought to learn from different sectors such as secondary schools to enrich students' learning experience (Knowledge Exchange Office, 2014).

It is helpful for schools to invite someone from outside the system who is an expert in organizational, managerial or pedagogical processes (Everard, Morris & Wilson, 2004). Yet attempts by university people to work closely with schools seemed to run headlong into a number of painful impediments because both parties came to new conversations harboring antibodies that each had built up to protect against the other (Barth, 1990). The solution is to destroy the caste system and design programmes that help principals and teachers create an ideal good school as in their own rich thinking.

2.5.4 Education Bureau and Principal Education Officers

The EDB of Hong Kong is responsible to ensure that quality education is provided for students so as to develop their diverse interests and talents to meet their personal aspirations, as well as to contribute to the well-being of our society, our nation, and the world (Ng, 2014). Within this department, the Regional Education Officers (REOs) facilitate schools to implement SBM, provide school-based support services, promote quality education, provide professional support on administration matters as well as learning and teaching, etc. The 18 School Development Sections in the REOs are headed by three Principal Education Officers who play a constructive role in leading every school to success. In the USA, the school superintendent of every state does a similar job except that s/he serves as the CEO of most school boards (Kowalski, 2006).

2.6. Instrument Development and Rasch Analysis

After surveying many successful schools, Taylor and Ryan (2005) concluded that there are common factors between good schools. However, there is no comprehensive instrument for identifying the common characteristics and measuring the degree of success of the good schools in Hong Kong. The creation of such an instrument includes a series of stages: generating an item pool, reviewing the literatures, conducting focus group interviews, field testing (Oh, Jia, Lorentson, & LaBanca, 2013) and refining items to minimize ambiguity. Exploratory factor analysis (EFA) can be applied to identify the factor structure, the underlying constructs and to reduce the number of items in the scales (Windsor, Shorkey & Battle, 2015). Nijsten, Unaeze and Stern (2006) argued that the use of Rasch model in assessing questionnaire scaling properties is preferred to applying classical test theory and factor analysis because the latter two may provide misleading evidence that a measuring scale is working well when it is not (Waugh & Chapman, 2005). Rasch measurement has been widely applied in education and management (Wang, 2010) and using Rasch analysis to develop questionnaires is increasingly important. Rasch model can construct unidimensional measures in logits (log-odds units) where persons' abilities and the item difficulties of a test are placed on the same metric scale, revealing the degree of fit, estimates of the unidimensionality of the test and measures of the fit between Rasch model's expected, and actual performance of items and persons (Bond & Fox, 2007, Funk, Fox, Chan, & Curtiss, 2008; Wang & Wilson, 2005). In this study, the rationale for applying both EFA and Rasch analysis to reduce the number of items in the 22-item SBM Subscale was to optimize the resulting solution (Grimbeek & Nisbet, 2006).

2.7 Summary and Implications of Literature Review

Hong Kong's Code of Aid for Aided Schools Release 1.10 states that all aided schools are obliged to establish incorporated management committee as to practice school-based management which "is an initiative to support schools in delivering quality school education (EDB, 2015c)". Nonetheless, many scholars expressed quite different opinions on the effectiveness of SBM. They did not regard SBM as a panacea for improving school quality and point out that SBM was not clearly linked to student achievement (Gaziel, 1998, 2008; Hopkins, 2007). Actually, many Hong Kong secondary aided schools differ dramatically in their reputation and effectiveness despite they possess very similar resource and student population and have already carried out the SBM reform for many years, revealing that "implementing SBM to improve the standards of teaching and students' learning outcomes through the concerted efforts of the key stakeholders and the support of the Government (SBM Section, 2014)" may not be the only prerequisite of a successful school.

This section had analyzed what core values govern a successful/good school's practices that might explain their high-performance. In short, successful schools do exist and have successfully sustained progress in educating students (OSPI, 2007). Their characteristics were summarized into five main categories: culture, management, principal, student and teacher, and three minor factors: parent, community and tertiary institution that roughed out the conceptual framework (see Figure 2), provided the background of my investigation and explained the main problem: How could an excellent school management model, guiding the staff of those failure schools to embark radical reform and contributing to the betterment of students, be constructed?



CHAPTER 3

METHODOLOGY

This chapter introduced the methodologies implemented in this study, including the mixed-method research design and the corresponding strategies employed, the rationales for choosing subjects, setting pilot test, conducting interviews, designing questionnaires, and data analysis methods.

3.1 Methodological Framework

The exploratory sequential approach, which is the most difficult mixed methods research (Creswell, 2015a), was employed in this study to collect deeper information, achieve the purposes of complementarity and strengthen the validity of the final conclusions (Butin, 2010; Viadero, 2005). As shown in Figure 5, this approach explored a phenomenon by collecting qualitative data in Phase One, designed a questionnaire to collect quantitative data in Phase Two, and integrated the qualitative and the quantitative data obtained in successive phases to build a brand-new model as well as a practical instrument in Phase Three (Creswell, 2015a; Creswell, Plano Clark, Guttman & Hanson, 2003; Edmonds & Kennedy, 2013; Tashakkori & Teddlie, 2010).

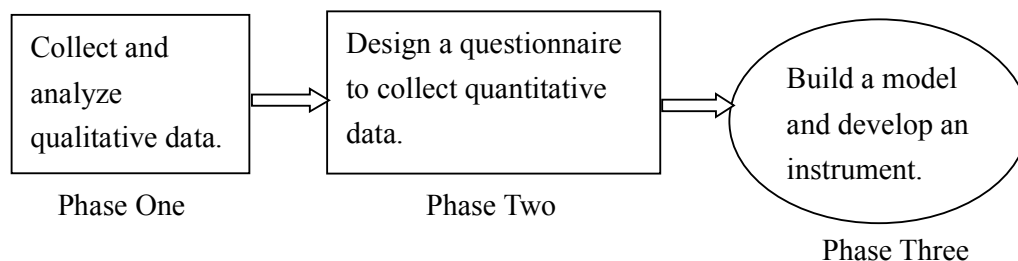


Figure 5 Exploratory Sequential Design

This three-phase design took time and was challenging to conduct because of the difficulty in turning qualitative results into a new instrument (Creswell, 2015a). Yet on the positive side, the separate phases made the approach straightforward to describe, implement and report (Creswell, Vicki & Plano Clark, 2011). In Figure 6, five stages of this exploratory sequential design were: designing 10 open-ended questions based on a thorough review of the literature, collecting and analyzing qualitative data, developing a questionnaire of closed-ended items to collect quantitative data with reference to expert panel advice, and procuring major findings from both qualitative and quantitative data. In the first two stages, a qualitative survey was conducted to provide a rich description of the perception of 20 Hong Kong experienced senior teachers on the rationale of SBM and the imperatives of a successful secondary school. After finishing the preparation procedures in Stage 3, I engaged in the subsequent quantitative research concerning 400 teacher managers from 200 different schools. The numbers of schools chosen in the qualitative survey and the quantitative survey were 20 and 200 respectively. These two groups were not equal in size because there was no intention to compare the qualitative data with the quantitative data directly so that unequal sizes were not an influential issue in this sequential design. Moreover, these two sample sizes (20 and 200) were sufficiently large for performing thorough analyses, and the ratio 20:200 (i.e. 1:10) was not merely one of the simplest to calculate and remember, but had demonstrated a significant relationship existed between the sample sizes of the Phase One survey and the Phase Three survey within the Exploratory Sequential Design. In stage 4, exploratory factor analyses and Rasch analyses were conducted base on the respondents' scores obtained from the main scale and five other subscales. Finally, data from both Phase One and Three were mixed and weighted equally to develop a valuable model and an index for distinguishing between successful and low-performing



schools by investigating the five constituents: culture, management, principal, student and teacher of a successful school.

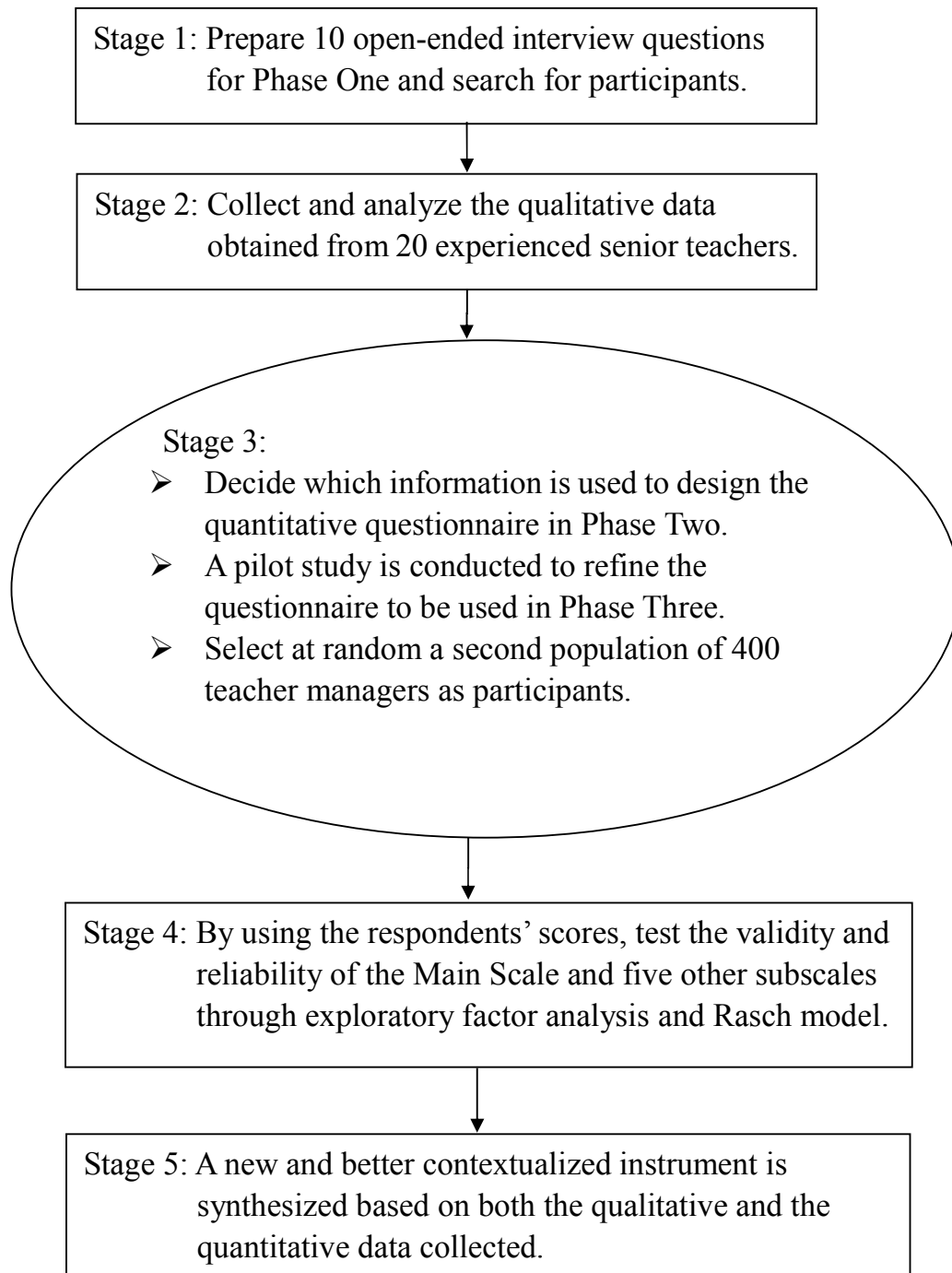


Figure 6 Procedures in Conducting the Exploratory Sequential Design

3.2 Qualitative Study

The qualitative part of this research was especially useful because I had purposefully selected some experienced senior teachers to provide the necessary information and describe their ideal school boldly and comprehensively as they had never done before.

3.2.1 Purposeful Sampling Procedures

A combination of different sampling strategies was employed for the integrated methodology (Plowright, 2011). The “concept sampling” of the nine types of purposeful sampling was chosen (Creswell, 2015b) to create a generalizable measure of assimilation for teaching staff of varied schools. Then six Band 1 EMI (using English as medium of instruction) schools, eight Band 2 and six Band 3 CMI (using Chinese as medium of instruction) schools were selected in the qualitative phase whereas the continued ratio 6:8:6 was equal to the distribution of the number of these three kinds of schools in Hong Kong. Three more selection criteria were added as to ensure typical schools were chosen. Firstly, the selected schools must have been constantly striving for the best because they had participated in the 2001 Outstanding School Awards campaign which was organized by the Quality Education Fund of Hong Kong or the 1998-2012 Quality School Improvement Projects as implemented by the Chinese University of Hong Kong. They were demonstrated to have excellent practices and achievements in four major educational domains including Management and Organization; Teaching and Learning; Support for Pupils and School Ethos and Students' Attainment and Achievement (QEF, 2004). Secondly, in the previous three years, their schools' academic value-added scores (stanines — a nine-point standard scale with a mean of

five for indicating the performance level) in “four core subjects or best five subjects” were all equal to or above five, revealing that these schools had brought “additional values” to the learning outcomes of their students (Dowens & Vindurampulle, 2007). Lastly, they had not confronted the crisis caused by “reduction of classes” or “redundant teachers” within the last five years so that they were relatively stable in implementing their school policies.

3.2.2 Qualitative Inquiry and Its Participant Selection

In the study, in-depth qualitative interviews were conducted before the quantitative questionnaire survey, in accordance with the naturalistic world-view (Morse, 1993), and the provision of their respective traditions and positivist paradigms (Jeanty & Hibel, 2011). The semi-structured interviews were conducted through ten open-ended questions (see Appendix G). Face-to-face interviews enabled me to clarify the ideas of the respondents (Patton, 1990) and gain a more comprehensive understanding of various aspects associated with school success. Since I had served in various educational institutions for more than three decades, I had a wide circle of friends, college classmates and co-workers acting as secondary teachers. In this teacher pool, I chose, from 22 meticulously selected schools, two ordinary teachers befitting the pilot study and 20 veteran teachers participating the qualitative phase. The latter group was composed of 9 vice-principals and 11 department heads (Table 1) whose schools met the three criteria as listed in the previous subsection. The sample size was limited to 20 because reporting and analyzing interview content would take considerable time, and the addition of interviewees would only lengthen that time and result in superficial perspectives (Creswell, 2015b).

Table 1
Interviewees' Particulars

P ^a	Rank	Title	Age/Sex	Duties / Subjects taught	B ^b	Years ^c
A	PGM	Vice-principal	57 / M	General Affairs / Biology	1	Twelve
B	PGM	Vice-principal	53 / M	Discipline / Chinese	1	Three
C	PGM	Vice-principal	55 / M	Career Master / Maths	1	Three
D	PGM	Vice-principal	51 / M	Academic Dean / Geography	1	One
E	PGM	Vice-principal	52 / M	Academic Dean / Chinese	1	Five
F	PGM	Vice-principal	49 / M	Discipline / History	2	Three
G	PGM	Vice-principal	58 / F	Academic Dean / Maths	2	Two
H	PGM	Vice-principal	48 / F	Academic Dean / English	2	Six
I	PGM	Vice-principal	49 / M	Student Affairs / Chemistry	3	Four
J	SGM	Panel chair (L. Studies)	59 / M	Liberal Studies	2	Seven
K	SGM	Career master	54 / F	Career Master / English	2	Three
L	SGM	Director of counseling	52 / F	Counselling / Religious Studies	2	Four
M	SGM	Panel chair (Physics)	46 / M	Physics, Integrated Science	3	Six
N	SGM	Panel chair (Chinese)	45 / F	Chinese, Chinese History	3	Four
O	SGM	Career master	36 / M	Career / Panel chair (Maths)	3	Seven
P	SGM	Panel chair (P.E.)	53 / M	Discipline / Physical Education	3	Six
Q	SAM	Discipline master	57 / F	Discipline / Chinese	2	Four
R	GM	Panel chair (Music)	36 / F	Music, Liberal Studies	1	Three
S	GM	Panel chair (Biology)	30 / F	Biology, Integrated Science	2	four
T	AM	Panel chair (History)	38 / M	History, Chinese History	3	Two

^a Participants of the qualitative survey.

^b School banding (1, 2 or 3).

^c The number of years that the IMC has been established for.

Given that the average year after establishing the IMC was about 4.45 years.

3.3 Quantitative Study

As mentioned before, my intention of the study was to invent a successful school model and an index to distinguish a good and a low-performing school. So I applied the “instrument development model” of the exploratory sequential design to develop a quantitative instrument based on qualitative findings, and at the same time I would emphasize sharply the quantitative aspect (Creswell, Vicki & Plano Clark, 2011).

3.3.1 Rigorous Sampling Procedures

Since the ultimate purpose of my exploratory sequential mixed methods study was not to merge or compare the data obtained in consecutive phases, but rather to generalize the results to a population, the 20 senior experienced teachers participating in the interview survey (Phase One) would never appear again in the questionnaire survey (Phase Three). So the samples for the qualitative and quantitative surveys were different in sizes but were drawn from the same population (Creswell, 2015a; Johnson & Christensen, 2014). Much more participants were recruited in Phase Three than in Phase One because the intention was to identify successful schools’ traits which might differ greatly (Wang & Chien, 2012). I applied Fowler’s (2013) table to calculate the sample size for my quantitative survey. This table provided a 95% confidence interval (95 out of 100 times my sample value would fall within the range of the population mean). I assumed that any teacher manager on receiving my mailed questionnaire had a 50/50 chance of filling in it. I selected the column 50/50 and an error below 10%. Then I looked at the appropriate row of 7% and found that the ideal sample size was 200 schools (Table 2).



Table 2

Confidence Ranges for Variability Attributable to Sampling

Sample Size	Percentage of Sample with Characteristic				
	5/95	10/90	20/80	30/70	50/50
35	7	10	14	15	17
50	6	8	11	13	14
75	5	7	9	11	12
100	4	6	8	9	10
200	3	4	6	6	7
300	3	3	5	5	6
500	2	3	4	4	4
1000	1	2	3	3	3
1500	1	2	2	2	2

During the 2014/15 school year, each of the 359 Hong Kong aided secondary schools had set up its own IMC to implement SBM. In excluding one hospital school and 20 schools selected for performing qualitative analysis, the population of the quantitative research was 338 aided secondary schools. The names of these schools as well as their registered teacher managers were published in EDB's web site which was a good source for me to choose target schools and their teacher managers as respondents. "The sample size formula" and "the random numbers table" were applied to implement "the probability-based strategy" to select schools. This simple random sampling mode increased the credibility, enabled each school acquiring an equal chance of being selected from a pool of 338, covered a wide geographical area of the survey, and most importantly, avoided human bias and classification error so that the findings of the study could be generalized to other populations (Johnson & Christensen, 2014; Tashakkori & Teddlie, 2010). Only two questionnaires with self-addressed postage-paid envelopes

were distributed to each selected school's two teacher managers. Hence no school might dominate the investigation and no individual would take part in both phases. The opinions of any teacher manager could, to a certain extent, be considered to represent the opinions of the teacher team of the selected school. In accordance with the general rule of thumb: sample sizes larger than 30 and smaller than 500 were appropriate for most research (Cavana, Delahaye & Sekaran, 2001) and the purpose of economy, 200 schools (nearly 60% of the population) were chosen to reflect the characteristics of the entire population of 338 schools. The names of all schools in the population under quantitative study were then numbered from 1 to 338 inclusively, so that each school name was corresponding to a unique number. Finally, the Research Randomizer accessible at the website: "www.randomizer.org/form.htm" was employed to generate 200 random numbers (see Appendix H) for identifying the selected schools that were run by different school sponsoring bodies.

3.3.2 Compiling the Items of the Quantitative Questionnaire

The main task of Phase Two was to design a questionnaire for conducting the quantitative survey. Previous qualitative findings of the 20 interviews, related theories from relevant literature and numerous valid items extracted from various scholars' valid instruments were combined to generate an item bank for the questionnaire survey. At the same time, the two supervisors of my thesis and a few experts were invited to offer professional advice as to increase the reliability and validity of the questionnaire. This questionnaire (Appendix M) was divided into five sections and covered the five prerequisites (key characteristics) of a successful aided secondary school. It was written in Chinese (Appendix N) but the English version would be sent through email on request.

In Section A, questions 1 to 5 were intended to collect teacher managers' general opinion on the prerequisites (characteristics) of a successful secondary school and the rationale of SBM. The first question was composed of 22 items which were mostly a summary of Azim Premji Foundation (2010)'s Issues in Elementary Education, Maher (2000)'s Staff Assessment Questionnaire, Shanon and Bylsma (2007)'s School Staff Survey of School Characteristics, and Wisconsin Department (2013)'s Framework for a Successful School. The third question also consisted of 22 items which were mainly derived from Bandur (2008)'s Questionnaire about Primary Schools in Indonesia and Sumintono (2006)'s Teacher Questionnaire. In Section B, questions 6 to 15 were derived from Guthrie & Schuermann (2011)'s School Culture Checklist, Kruse & Louis (2009)'s PCOLT Strategies and Maslowski (2001)'s School Culture Inventory Form I-B. They were employed to diagnose the positive school culture involved in a successful school. The subsequent questions (16 to 25) in Section C were derived from Cavanagh & Romanoski (2006)'s Linear Scale of Principal leadership, Gruenert & Valentine (1998)'s School Culture Survey, ISLLC standards for school leaders (Jazzar & Algozzine, 2007), McEwan (2009)'s Instructional Leadership Checklist, and Penix (2009)'s Leadership Orientations (Others). Each of them was subdivided into two parts. Part A was used to reflect "the importance of the given principal's styles contributing to the creation of a successful secondary school" and Part B to investigate respondents' determinations of "the practice of these principal's leadership styles". Section D contained only eight questions (26 to 33) which explored students' all-round development (traits and talents). Section E (with questions 34 to 45) was used to investigate various teachers' job performances contributing to school success. These questions were mainly originated from ACTED (2009)'s Report on Teachers' CPD, Chan (2004)'s Research about In-service Teachers, Frase & Hetzel (2002)'s Teacher

Self-Assessment Inventory, Lustick & Xue (2006)'s Seven Principles of Effective Teachers, Ololube (2005)'s questionnaire 'TEJOSAMOQ', and Selamat, Samsu & Kamalu (2013)'s Research about Teachers' Job Performance. All questions, except questions 4 and 5, were measured on a five-point Likert scale (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4 and strongly agree = 5). This self-administered questionnaire employed in the quantitative survey consisted of as many as 108 items because I wanted to increase its reliability and to achieve the task of item analysis.

3.3.3 Pilot Study

Two completely different pilot studies were conducted before the commencement of each phase as a rehearsal of larger data collection and to avoid any unexpected consequences. The purpose of the pilot study implemented in Phase One was to ensure that the proposed interview questions were congruent with the original research purposes. After drafting the questionnaire, a pilot study was conducted in Phase Three to administer the item bank to a sample of five former teacher managers for validation through a variety of personal contacts. Findings from this pilot study were used to amend some items, making them more understandable in the final version of the questionnaires that were delivered to the target group of 400 teacher managers.

3.3.4 Forward and Backward Translation

In Phase Three, a quantitative questionnaire survey was conducted to collect various teacher managers' perceptions of the five prerequisites of a successful aided secondary school, namely, positive school culture, a competent IMC, high-performing principals'

leadership styles, promoting students' all-round development and great teachers' job performances. The 45 questions, which were originally written in English and mostly adopted the 5 Point Likert Scale, were developed based on the findings of the 20 in-depth interviews conducted in Phase One, literature review and other scholars' scales. To ensure the wording of each item is clear and understandable, the "forward and backward translation procedures" for translating the pilot questionnaire was adopted. First, an invited doctoral student and I worked independently to translate the English pilot draft version into Chinese. After that, we reviewed each item of the two Chinese versions for conceptual equivalence and decided upon a "reconciled forward translation". An English teacher who had practical experience in translating questionnaire was in request to help perform the backward translation into English. The backward translation was compared with the original pilot draft and in the same time three of us amended the respective "reconciled forward translation" for obtaining a final version. Finally, two former teacher managers were requested to answer the English version questionnaire and then the Chinese version questionnaire but one week later, as to check for validity and consistence with respect to the answer of each item and also the overall reported scores in both versions. Additionally, I invited my principal and associate supervisor to give guidance in and justified the whole translation process.

3.3.5 Administering the Data Collection

This was a four-year investigation (2011-2015) but the major interviews and the questionnaire survey were conducted mainly in 2014. Seven research questions as stated in Chapter One would be answered. The data addressed the first two questions were collected in Phase One while the data required to answer questions 3 to 5 were collected

in Phase Three only. The respondents were 9 vice-principals, 11 department heads and 103 teacher managers from 116 Hong Kong aided secondary schools with different sponsoring bodies, religious affiliation and cultural background.

3.3.5.1 Qualitative Analysis

The semi-structured interviews were conducted during April to June 2014. Each interview consisted of a series of questions designed to elicit specific answers from informants for comparison on the one hand, and provided opportunities for in-depth probing, elaboration and clarification on the other (Patton, 1990). Each interviewee was told about the aim of the study before conversation. The questions to be discussed in the semi-structured interview (Appendixes I and J) had sent to all interviewees one week prior to the formal interviews so that they might have time to study the questions. The “think-aloud technique” was employed to obtain comments, discover ambiguity or other inadequacy of the interview questions, and ascertained the amount of time needed for the interviews (Wragg, 2001). The interviews involving nine vice-principals were taken place in the conference room of their schools while the research sites for the rest eleven department heads were my home as to avoid any trouble and risk. The interviews were normally conducted after school or on Saturday and took no more than one hour. The conversations were practiced in Cantonese, the first language of the informants and were digitally recorded for later detailed analysis. The data collected was subjected to high validity and maintained with consistency because all interviews were conducted only by me, the researcher. The data were then transcribed verbatim into English and sent back to the informants for verification. Moreover, a series of measures had been adopted to protect the interviewees from recognition, and their rights and privacy were guaranteed

so that no findings of any specific school and no individual information might be presented or openly published. No words were quoted without interviewees' consent. In all cases, they were given pseudonym such as A, B or C in the transcript. Instead of utilizing the qualitative data for traditional triangulation and seeking convergence, I elaborated the raw data to do well all the preparation works for Phases Two and Three. The process of designing the quantitative questionnaire lasted for the whole month of June 2014, in which the generated items were assessed and examined in terms of clarity, content and language appropriateness through a pilot study in miniature.

3.3.5.2 Quantitative analysis

In Phase Three, a self-administered questionnaire (Appendixes M and N) was delivered to the teacher managers from 200 schools as to collect their perceptions on the prerequisites (characteristics) of a successful aided secondary school. In August 2014, the collected data were analyzed by the SPSS (Statistical Product and Service Solutions) software version 21 for obtaining a first approximation of the frequencies per response category for Likert scale items. After that, SPSS and Rasch Model were employed to conduct factor analyses and item reduction.

3.3.5.3 Exploratory Factor Analysis

Exploratory factor analysis (EFA) was conducted separately for the Main Scale and the SBM Subscale to reduce the 22 items in them (Windsor, Shorkey, & Battle, 2015). In SPSS, the Kaiser-Meyer-Olkin test and Bartlett's Test of Sphericity were taken to check the sampling adequacy and significance (Piskin, et al., 2014). The extraction of

three to five factors took place by calculating the eigenvalues of the matrix and determining the number of factors before the “elbow” of the scree-plot. The alpha coefficients for separate factors were calculated as to measure the internal consistency of each factor and to give a picture for the whole instrument.

3.3.5.4 Applying Rasch Model

In this study, Rasch model was applied to examine the culture (10 items), principal (10 items), student (8 items) and teacher (12 items) subscales. All these subscales contained much smaller items when comparing with the Main Scale or the SBM Subscale that contained 22 items. The item reduction function seemed not so appropriate for scales with too little items. Because of the extreme importance of the SBM subscale, I had applied both EFA analysis and Rasch item analysis to examine it as to optimize the resulting factor solution (Grimbeek & Nisbet, 2006). However, if the statistical outcomes of these two methods differed very little, I preferred to adopt the result generated by Rasch model for convenience, but if their outputs differed greatly, I decided to assume the result generated by EFA only because I had already accepted the result generated by applying EFA on the Main Scale which also contained 22 items. I supposed it would be better to use the same criteria.

3.3.6 Ethical Consideration

In addition to adopt a rigorous and standard way of data collection each time, what should be paid attention were those related to benefit deriving and ethical issues. There would be no payment made to the participants other than that they would be told about

the likely consequences of the study, and also the ways in which the results were applied for. I had carefully planned and supervised the project so that no respondents would incur any risks as a result of participation in this research and no member of the selected schools would derive any fringe benefit or suffer any damage. Although the responses might involve nitpicking criticism of the IMC or the principal's leadership styles that had probably imposed a burden on the respondents, it was worth doing because the outcome of the project would promote the effectiveness and accountabilities of implementing SBM in Hong Kong, and explore the imperatives of a successful secondary school, for the betterment of Hong Kong education system.

3.4 Originating a New Instrument/Index

One of the main purposes of the study was to create a successful school model as well as an instrument (index) for distinguishing between successful schools and failing schools. In fact, the great challenge of my exploratory sequential design was to build this successful school instrument by integrating the qualitative survey result and the statistical analyses made on the quantitative questionnaire survey. To meet the challenge, I had built a table (see Table 38) for joint display in which the categories of themes and quotes were arrayed in one column, and to position in the next two columns scales (converted from themes) and examples of items (converted from quotes) respectively (Creswell, 2015a). Such a tool could be employed to understand how frontline teachers perceived the complexity of their own schools' organizational structure, and measure a single underlying characteristic, called the construct (Wilson, 2005) or the latent trait which was the degree of a school's success in terms of scores.

3.5 Summary

In this chapter, the qualitative and the quantitative approaches of the exploratory sequential design were justified in accordance with the purpose and the context of the study. Data collected from in-depth interviews (Phase One) were used to help design the quantitative questionnaire (Phase Two) and to triangulate the survey information so that “the successful school model with its corresponding index” was created (Phase Three). A series of measures had been adopted to ensure that all teachers participating in this survey were protected from recognition. The greater was the number of teacher managers involved in the quantitative survey, the wider the variation of teachers had been surveyed, meaning that the selected teacher managers would be different in terms of school, sex, rank, teaching experience and subjects. 103 teacher managers from 96 schools eventually gave a reply where the return rate for schools was 48%, but that for teacher managers was not very high, only about 26%. The fairness and trustworthiness of the survey was ascertained because all teacher respondents were randomly selected without any pre-conditions and most of them normally did not know each other. Therefore, the data collected in the study was quite good to provide valuable information to explore Hong Kong teacher managers’ perception towards a good school, especially the ideal school in their minds. Lastly, my study had undergone a comprehensive process of systematic literature reviews, qualitative data analyses, panel review (examining the findings by a panel of experts), two different pilot studies, advanced statistics analyses and precise comparisons, so as to evaluate the reliability and validity of the 5-P (Successful School) Model and the index for identifying successful schools. Those (low-performing) schools that do not fit the model or the index ought not been demolished because my real intention is to help improve them.

CHAPTER 4

RESULTS

In this chapter, the first part analyzed the qualitative data collected in Phase One. The second part adopted the good scale development procedures as provided by DeVellis (1991) and modified by Creswell, Vicki and Plano Clark (2011), to design and test a quantitative questionnaire for identifying the characteristics of a successful secondary aided school. The third part analyzed the quantitative data collected in Phase Three. Then the qualitative data obtained in Phase One were quantified into frequencies and percentages so that two different types of data obtained in sequential phases could be compared and merged to obtain a more comprehensive view on the research problem (Creswell, 2015a). Finally, a model consisting of five prerequisites for developing a successful school as well as a corresponding instrument were formed.

4.1 Analysis of the Qualitative Data Collected in Phase One

The main purposes of Phase One were to validate the effectiveness of school-based management, and to explore the prerequisites or the characteristics of a successful secondary aided school. 20 experienced senior teachers were invited to participate in an interview to answer ten precisely designed open-ended questions in their own words. Each conversation lasted no more than one hour and was tape-recorded. It was much appreciated if the participant (a vice-principal or a department head) preferred sharing “What is/How to create his/her ideal school?” or telling some educational short stories. In the following subsections, the first six research questions would be addressed and in Appendix I, the transcript of teacher J’s interview was attached for reference.

4.1.1 The Rationale of SBM

In Table 3, 20 interviewees' degree (D^*) of understanding of implementing SBM and establishing IMC in their schools were given in the second column where “degree 1 represents for Not at all, 2 for To a small extent, 3 for To some extent, 4 for To a large extent, and 5 for Fully”. These veteran teachers' perceptions of any positive or negative impacts exerted by the SBM policy in all aspects of their schools were also revealed.

4.1.1.1 Teachers' Degree of Understanding of SBM and IMC

Since the SBM policy and its former School Management Initiative scheme had been implemented in Hong Kong for more than 20 years, most participating teachers recognized the rationale of this decentralization policy to a large extent and so the mean degree of understanding was approximately equal to 4, as shown at the bottom of the second column. They agreed that SBM has enhanced both their school's governance efficiency and transparency in policies, and now their school always shows a greater degree of democracy at decision-making, appraisal system, budgeting process, etc. Yet on the other hand, more than half of them were worried about the extra workload, considerable time and annoyed legal affairs generated from IMC.

I, the interviewer admired vice-principals A, E and H for their depth of understanding of SBM. Actually they had been elected teacher managers in their schools before. This would generally affect their perceptions towards SBM that they were all in favour of appointing outliers (parents, alumni and community members) as school managers and posting the annual report and three-year plan in the internet as ways to improve school

transparency and accountability. Teacher J said, *“My school has successfully implemented SBM for four years. At first, my principal told the staff to enter all the materials of the model SBM school called ‘Yiu Yat Secondary School’ (EC, 1997) into the computer. We imitated the model but had undergone fairly extensive modifications, in accordance with our own characteristics. I think this is a shortcut to realize the spirit of SBM and lead my school to a self-managing as well as an effective school.”*

Although vice-principals B and I as well as teacher P knew much about SBM, including its ultimate aim — to enhance students’ learning outcome (Caldwell & Spinks, 1998; SBM Section, 2010), they perceived IMC only as an administrative tool to improve school management rather than enhancing the effectiveness of learning and teaching. Teachers J and M both had a good grasp of the rationale of SBM, whereas the former supported for the various benefits brought by the “Equal Control” governance and the latter vociferously opposed the revolutionary change in school governance imposed by EDB which broke its contract with so many school sponsoring bodies. Vice-principals C, D, F and G all came from religious schools and recognized SBM to a large extent. They mentioned that the SBM Bill had caused an intense debate between EDB and the Catholic Church in 2004. Actually most Catholic schools had just established their IMCs after the court of Final Appeal rejected the Hong Kong Catholic Diocese’s appeal in October 2011. Teachers K, R and T knew SBM only to a small extent because they had not attended any courses on SBM, their schools’ teacher development programs did not touch on this topic and the teacher handbook issued by their schools also did not mention anything related to SBM. Teacher O said frankly that he did not realized that SBM had already been implemented in his school because the principal always keeps rigid control over every aspect and offers very limited autonomy to teachers.

Table 3

Respondents' Answers to Questions 1 and 2

Q. 1		Q. 2 (✓ for positive impact, o for no impact, × for negative impact)										
<i>T</i> ^a	<i>D</i> *(1-5)	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)
A	5	✓	✓	✓	✓	✓	✓	o	✓	✓	o	o
B	5	o	o	✓	✓	o	×	×	✓	o	o	o
C	4	✓	o	✓	✓	✓	o	✓	✓	✓	o	o
D	4	✓	o	o	✓	×	o	o	✓	✓	o	o
E	5	✓	o	✓	✓	×	o	o	✓	✓	✓	✓
F	4	✓	✓	✓	✓	✓	✓	o	o	✓	o	o
G	4	o	o	✓	✓	✓	o	o	✓	✓	✓	o
H	5	✓	o	✓	✓	×	o	×	✓	o	o	✓
I	5	o	×	✓	✓	o	×	×	o	✓	×	o
J	5	✓	✓	✓	✓	o	✓	✓	✓	✓	✓	✓
K	2	o	✓	o	✓	×	×	o	o	o	×	o
L	3	×	o	×	✓	×	o	×	o	×	o	o
M	5	×	o	×	✓	×	o	×	×	o	o	✓
N	3	✓	o	✓	✓	o	✓	o	✓	o	o	✓
O	3	o	×	o	✓	×	×	×	×	✓	o	o
P	5	×	✓	o	o	×	×	×	o	✓	o	o
Q	3	o	o	✓	✓	×	o	o	o	o	×	o
R	2	✓	o	✓	×	o	o	o	✓	o	✓	×
S	4	✓	✓	✓	✓	×	×	×	✓	o	o	o
T	2	×	o	✓	✓	×	×	o	o	✓	o	o

(The mean=3.9, showing that these teachers were familiar with the rationale of SBM.)

+ve impact ✓	10	6	14	18	4	4	2	11	11	4	5
No impact o	6	12	4	1	5	9	10	7	8	13	14
-ve impact ×	4	2	2	1	11	7	8	2	1	3	1
Overall	+ve	No	+ve	+ve	-ve	No	No	+ve	+ve	No	No

^a Twenty anonymous responding teachers were named as A, B, ... or T.

* Degree of understanding where “2 represents for To a small extent, 3 for To some extent, 4 for To a large extent and 5 for Fully”.

4.1.1.2 Actual Impacts of SBM Exerted on Various Aspects

The final conclusion of the 20 experienced senior teachers to any one aspect would be drawn if half or more of them had expressed ✓ or × to the same aspect. As a result to the inquiry, the implementation of SBM caused positive impacts on five aspects, had no significant effect on another five aspects and produced slightly negative impact on principal's leadership styles.

Q.2(a) SBM has positive impact on adhering to SSB's original (school) vision

In Hong Kong, the majority of schools are fully subsidized by the Government but are managed by different religious bodies or voluntary associations (Leung, 2001). Since the Education (Amendment) Bill 2002 was passed in 2004, three important Christian school sponsoring bodies (SSB) declared that they would not comply with the Bill because they were worried about the loss of control over the school vision and mission (Pang, 2008) and must face the challenge of needing to invite a large number of school managers sharing the similar vision, values and beliefs to serve their schools (Yu, 2005). A survey conducted during the academic years 2005-2008 revealed that the great majority of the stakeholders of IMC schools considered their schools had ever deviated from the original mission set by the SSBs in running the schools (Policy 21 Limited, 2009). As one of the roles of IMC is assigned to ensure that the mission of the school set by the SSB is carried out (School Development Division, 2010), it is not surprising to know half of the responding teachers perceived that the establishment of IMC had made a positive impact on SSB's original (school) vision. Teacher S had given a concrete example, "*All the school managers not appointed by our SSB are willing to attend the school's religious gatherings and express endorsement of the*

school vision statement: Our school strives to provide quality Christian education to ... We regard cultivating a Christian character in students as our ultimate goal.”

Although the Catholic Board of Education reacted vigorously to the registration of the School Management Committees into IMC as governed by the Education (Amendment) Ordinance 2004 for no mechanism to guarantee that the IMC would comply with the school mission (Zen, 2005), vice-principal D said, *“Our school is a Catholic school which has always adhered to the original vision and mission after the establishment of IMC. On the contrary, all kinds of school managers and stakeholders understand to a large extent our school’s mission: St X Catholic School is dedicated to ensuring all students learn and live Christian moral values and spiritually in the Catholic tradition..., since this statement has been introduced more frequently than before in various rituals and ceremonies.”*

Q.2(c) SBM has positive impact on improving the effectiveness of personnel management

The quest for quality education through decentralization reform has been advocated and implemented for more than three decades. In 1991, Hong Kong Government launched the School Management Initiative (SMI) scheme and invited aided schools to join it. One of the main objectives of the scheme, as explicitly stated in 18 recommendations, was to devolve responsibility to schools in personnel management. Fortunately, the conscious effort made by the Government has begun to show results and the SBM policy, formerly known as SMI system has acquired more and more support in recent years. Now every aided school’s IMC has already formulated criteria and procedures for handling its personnel matters, including the recruitment, appointment, promotion and dismissal of teachers (SBM Section, 2014; School Development Division, 2010). In this



study, 70% of the respondents perceived a positive impact of SBM on improving the effectiveness of personnel management in their schools. Vice-principal A said, *“I can give you an example of how SBM had simplified the administrative procedures for employing supply teachers to provide relief for our teachers attending seminars and workshops. Despite the SMI scheme only receiving lukewarm support from most aided schools throughout the 1990s, in 1992, my school joined the SMI scheme and became one of the earliest schools in Hong Kong implemented SBM as to provide better school services with the resources available by a comprehensive programme of managerial and financial changes (Education Department, 1991). At that time, all SMI schools could freeze unfilled teaching vacancies up to 5% of the total teaching establishment and use the savings for acceptable purposes. My school is now managed by IMC and could enjoy greater financial flexibility with the Teacher Relief Grant (TRG) by freezing up to 10% some senior teachers’ post, and using the corresponding amount of salary to appoint more lower-paid junior teachers or teaching assistants to share the heavy workload of the whole school or put in suitable positions as to cater for the interests of the students and staff. Another advantage brought by TRG is that my school is no longer required to apply for reimbursement from EDB of supply teachers to substitute teachers on leaves lasting for less than 30 days (School Administration Division, 2014).”*

Nevertheless, some teacher managers were worried that the TRG did not meet teachers’ needs and even compromise teachers’ sick leave entitlement, especially when the principal found that the school had incurred or on the verge of incurring TRG deficit (Yu, 2010). Teacher L made a general comment on this issue, *“I think the IMC of my school should work closely with EDB to review its mechanism relating to staff matters*



because it is still using certain traditional management guidelines.” It seems astonishing that vice-principal D offered a quite negative perspective, “I do not regard the personnel management in my school as really school-based. Since EDB has no intention to give aided school flexibility to use teaching staff’s salary grants and there has no change in the Code of Aid, it is difficult and even impossible to dismiss incompetent permanent teachers. This problem is more prominent in some Band 1 schools like us. Although my school’s staff appraisal system has a very little effect on handling incompetent teachers, EDB should establish a comprehensive evaluation system on teachers’ performance and employment for fairness and openness.”

Q.2(d) SBM has positive impact on deploying resources more flexibly

With effect from 2000/01 school year, the Government consolidated various non-salary recurrent grants to form the Expanded Operating Expenses Block Grant which facilitated schools to implement SBM and deploy their resources more flexibly for meeting students’ needs and developing long-term plans. Starting from the same year, the Government also streamlined a lot of financial arrangements such as providing the Capacity Enhancement Grant, allowing schools to collect fees from students, revising the tendering and purchasing procedures, devolving to schools the autonomy in the use of non-government funds for educational purposes (SBM Section, 2014), and using school premises to generate additional revenue (ACSBM, 2000). Information Services Department (2014a) reported that the expenditure on education in the 2014-15 financial year was as much as \$67.1 billion (about 21.8% of total recurrent government expenditure), yet still EDB had provided schools with greater autonomy and flexibility in managing government and non-government funds through SBM. The qualitative analysis showed that about 90% of the respondents perceived the positive impact of



SBM exerted on deploying government resources. The concrete example given by Vice-principal I was *“In the past, if the Chemistry subject panel wanted to purchase some laboratory instrument, he must make a request to the Inspectorate Section of EDB and could not buy instrument exceeding the amount prescribed by the standard list. After implementing SBM, the purchasing procedure had been revised that we can have a large number of high-quality apparatus, as far as the IMC of our school gives its consent. The SBM policy really provides greater flexibility to schools in deploying resources.”* Another example given by Vice-principal C was *“We had recruited four more teachers recently because the Government’s Capacity Enhancement Grant could be used to employ additional staff to relieve teachers’ workload.”* However, teacher R complained that he did not have much autonomy in budgeting. She said, *“My principal told me to draw a budget in Music for the next academic year, but he had cut half of the money in my budget. I felt much disappointed and regretted to have planned the budget so carefully with all my effort. I didn’t accept his explanation for what he needed to control the whole school expenditure.”* Actually one of the functions of an IMC is to ensure appropriate use of government funds by installing an effective internal control and accountability mechanism to prevent malpractices for selfish ends so that the IMC of every school should adopt a transparent policy towards disclosing the financial situation of the school (School Development Division, 2010).

Q.2(h) SBM has positive impact on promoting teachers’ continuing professional development

It is essential that teachers ought to pursue ongoing professional development to meet the challenges of the knowledge-based society characterized by change, to adapt to the rapid developments in the wider socio-economic environment and to strengthen their

capacity for advancing student learning (ACTEQ, 2009). In view of the significance of teachers' continuing professional development (CPD), the IMC of each aided school should provide with resources for facilitating teachers' CPD (SBM Section, 2014). More than half of the interviewees observed that their IMC had examined the practical needs for CPD and included in the school development plan a training schedule for all teaching staff as to minimize the disruption to students' learning. Vice-principal H said, *"Well, five years ago, I was the teacher manager and also the head of the teachers' professional development committee, I urged the implementation of SBM in our school should bring not just a superficial change, but create a new culture of professionalism from teachers. I suggested the school to join the university-school partnership programme PILT (the Partnership for Improvement of Learning and Teaching Project) to seek support for our teachers in different Key Learning Areas and improve their teaching effectiveness and professional competence. I, as the teacher manager, added this proposal as an agenda which was thoroughly discussed in an IMC meeting. It was gratifying to obtain the full consent of other school managers. At the end of the project, a comprehensive evaluation was conducted with almost all positive feedbacks."* Teacher N said, *"An independent school manager who had formerly joined HKU Mentorship Programme when he was a HKU second-year undergraduate, highly recommended our school to organize the teacher mentorship programme for beginning teachers in their first year of classroom teaching. Now in every late August, teachers new to our school will be invited to a presentation that provides them with information to assist with various start-up activities. This is a wonderful opportunity for novice teachers to recognize the school culture and school system, and benefit the expertise of an experienced colleague. This programme is very*



successful and has been widely introduced to all other Band 3 schools like us for which new teachers are always difficult to retain.”

Q.2(i) SBM has positive impact on increasing the level of parental involvement

Parents ought to give more support to their children’s learning since they have known very well their children’s needs and greatly affected their academic achievement. It is well known that parental involvement can help schools dramatically increase the chance of ultimate success (Taylor & Ryan, 2005) and create a harmonious caring atmosphere (Ho, 2008). All successful SBM schools require parents to demonstrate a deeper commitment by participating in PTA’s voluntary services and electing their representatives to act as IMC’s parent managers who can reflect all parents’ views directly, have a better understanding of school policies, serve as a communication link between the school management and other parents, enhance home-school co-operation (School Development Division, 2010) and share in decision-making in the interests of student education. On the other hand, parents have high expectations for IMC schools because they believe that whose school management would make the best of parents’ contributions, bringing significant educational benefits, as well as important resources to the school (ACSBM, 2000). Just half of the respondents acknowledged that the implementation of SBM had increased the level of parental involvement in the running of school. One of them was vice-principal F and whose interpretation was: *“Although our school’s PTA was very active in organizing many recreational activities and voluntary services, their members always complained that the school had not listened to their opinions about school bus, school uniform, tuck shop, school lunch supplier and so on. After establishing IMC for three years, once the PTA’s chairperson who was also the parent manager told me that she was delighted to have a say in the IMC*

as to reflect the problems to the school administration from their stands and exchange views with other stakeholders.” Teacher T was just appointed as the teacher representative in PTA for two academic years. He said, *“Some parents had greatly admired the high degree of transparency in IMC’s decision-making process and the principal’s quick responses to their inquiries in the previous PTA general meeting.”*

Notwithstanding all over the world there is no evidence that parents participating in school management will cause conflicts or disputes (Li, 2004), not all principals felt that the PTA should actually be involved in school decision making (Gorton, Alston & Snowden, 2012) and a few interviewees also tended to abandon those enthusiastic parents from participating in curriculum development and classroom instruction. Vice-principal B said with an anxious voice, *“I personally think parents are equal partners with the school on deciding what is best for their children, but I am worried that the situation is inevitably interfering with the normal operations of my school.”* Teacher L said, *“Our school appreciated for the full support from parents, but the majority of parents only have interest in matters concerning their own children. They do not want to run the school and bear legal responsibility.”*

Q.2(b) SBM has no impact on shaping school culture

School cultures are complex webs of traditions and rituals built up over time that they do not develop overnight (Deal & Peterson, 2009). In the same way, if the SBM policy is to achieve any remarkable effect, long-term commitment and lasting change are expected. It is assumed to take one year for planning and three years for complete implementation. As shown in column (b) of Table 3, 12 responding teachers reported that their schools’ cultural patterns were highly enduring and had not changed considerably after

implementing SBM. The IMCs of these schools have established for only three and a half years in average and this statistic data were agreed with the above assumption.

Q.2(f) & Q.2(g) SBM has no impact on ‘learning and teaching’ and students’ academic performance

SBM would not improve the process of teaching and learning by itself, but instead, this high-involvement management model had created mechanisms that could decentralize power, information, knowledge and skills, and rewards (Sihono & Yusot, 2012; Wise, Bradshaw & Cartwright, 2013). It is hardly surprising that contrasting opinions existed about the impact of SBM on schools’ quality (De Grauwe, 2005). Although the ultimate aim of implementing SBM in Hong Kong is to improve the standard of teaching and students’ learning outcomes (SBM Section, 2014) and most stakeholders are of the view that IMC could help increase school’s sense of accountability over teaching and learning effectiveness (Policy 21 Limited, 2009), not all responding teachers had perceived these positive impacts. When asked about the actual impacts of SBM on these two aspects, vice-principals D, E, G and teachers N, Q gave more or less the same answer, “***SBM has not directly affected the educational outcomes of my school because it relates mainly administration and management matters.***” Despite the different backgrounds of teachers B, I, O, P and S, there was a broad consensus of their perspectives amongst the negative impacts brought from SBM on these two aspects. They thought that implementing SBM had undermined routine tasks, school culture and uniqueness, in exchange for the new-round flexibility and freedom. All five teachers found that their workload has increased tremendously. Now they are required to do many non-teaching chores and spend more time than before on attending meetings, drafting minutes and preparing reports. Teacher O added, “***As a senior teacher and also the career master, I***



realize the time I spend on preparing mathematics lessons has decreased because I need to give publicity and participate in promoting PTA activities of the school. Sometimes I need to conduct classes for parents, teaching them how to use computer to assist their children in seeking university admission information.” Teacher S told that her principal had persuaded all subject panels to develop school-based curriculum and adopt diversified teaching strategies as recommended by the IMC. She was quite frustrated by SBM but had to accept the change.

Teacher R had given fresh insight into the functions of her school’s IMC. She said, *“My school is a famous ‘Band One EMI’ school which situated in Kowloon Tong, a “rich” district. Since the Government tightly controls the entire students allocating system and parents have their own ways of choosing better schools for their kids in this free market, the IMC of our school does not need to do too much on keeping the quality. It has not yet established self-evaluation mechanism and hardly ever examines students’ effectiveness in learning.”*

On the one hand SBM has seldom improved ‘quality of teaching and learning’ (De Grauwe, 2005) and students’ academic achievement (Gaziel, 2008; Santibanez, 2007), but on the other hand if SBM is implemented properly in the domains: leadership, vision, support, information, communication and power, it can really produce a positive and measurable impact upon student learning outcomes (Caldwell, 2005; Muhammad, 2009). As a successful case, teacher J reported that his school always performs well in these six domains and places main stress on accountability, thus gaining all benefits brought by the SBM policy, especially improving skills of teaching and learning.

Q.2(j) SBM has no impact on employing various community resources and support

The composition of an IMC of all aided schools is required by the Education (Amended) Ordinance 2004, Section 40AL to include not less than one independent manager selected from the community. Such arrangement required by the SBM policy can obviously strengthen community involvement in education (Emery, 2006) and draw manpower from outside the education sector to facilitate school development and provide different views on school issues from a broad community perspective (School Development Division, 2010). Indeed pupils are also part of the community which has its own agenda and self-interest to protect, but is willing to collaborate with the school as to have an impact on pupil (Stoll & Fink, 1996). However, the concept of SBM with community participation was resisted by most teacher organizations around the world because there was a wide gap between the internal and external communities of the school (Gamage, 2003). Teachers preferred to teach freely in their own classroom. They were not aware of the educational benefits of strong school-community relations that they were refused to partner with the community. In this study, 85% of the responding teachers reported that there was vagueness in terms of which particular celebrity of the society could join the IMC so that the independent manager(s) was/were seen as a support agency of the school sponsor body to legitimize all kinds of school policies. Moreover, all 20 selected schools had never actually employed community resources and support since the implementation of SBM, even though there is a great shortage of resource materials in most of them. What is important is to enable the community and the school (as well as its teachers) to meet frequently so that good partnership can be built between them, based on trusts and respect. It is wonderful to advocate community outreach to the school and teacher participation in community events as to acquire financial resources and voluntary services (Gorton, Alston & Snowden, 2012).

Q.2(k) SBM has no impact on building partnership with tertiary institutions

In Hong Kong, the aim of most university-school partnership (USP) projects and that of SBM policy are to improve the quality of education by enhancing the effectiveness of learning and teaching. The qualitative research conducted in this study revealed that only a quarter of the schools surveyed had connection between USP project and SBM policy. Barth (1990) declared many university professors felt that school people wanted to improve things without changing them very much; from the point of view of school people, university folks offered to change things but without improving them very much. The principal is an ex-officio and also the secretary of an IMC but, nonetheless, there exists so many autistic principals who would not take the initiative of building university-school partnership in IMC agenda.

Vice-principal E affirmed that even a school classified as Band 1 could benefit from joining the university-school support programme named Quality School Improvement Project (QSIP). He said, *“Three years ago one of our school sponsoring body managers suggested the school to join the QSIP, aspiring to strength professional capacity of middle managers and frontline teachers, and establish a school self-evaluation system to cope with the school development needs. What our school now acquires far more than what we had estimated to secure at the primary stage.”*

Teacher M comes from a Band Three CMI school with its IMC founded in 2008. In the first IMC meeting, the chairman, such that, the school supervisor declared the school was in need of carrying out a series of radical reforms for survival. One of the proposed improvements was to join the QSIP, a university-partnership project launched by the Chinese University of Hong Kong. This underperforming school wanted to build team



spirit and change itself into a well-known learning community through the school-based professional support provided. Teacher M said, *“My school is a disadvantageous school whose reputation is not good, management is inefficient, teaching strategy and assessment approach are poor, and students’ learning motivation is low. Building a team spirit is difficult and takes a long time, yet the holistic support of the QSIP has facilitated establishing a shared vision and a culture of collaboration among the whole staff. Through various school staff development workshops, our teachers’ professional capacities and the effectiveness of teaching and learning have been enhanced. After six years of hard work, our school now has a rather good reputation for high standards of discipline and guidance.”*

Q.2(e) Negative impact on influencing the principal’s leadership styles

The principal is the highest rank and the direct manager in a school, as well as the ex-officio member and the secretary of an IMC, whose job is more than any staff that could be expected to do well (Kruse & Louis, 2009). Under SBM, principal’s leadership styles become more complex than before, and all high-performing principals should assume transformational leadership and educational leadership, delegate decision-making authority to other stakeholders and pursue continuing professional development (Hui & Cheung, 2006). Nevertheless, some teacher respondents commented that their principals had not demonstrated creative transformational leadership and enough appropriate practices to assume such heavy duties. They complained about the insufficient effort made by their principal for providing a shared vision, a clear mission, core values and main goals, and also their principals’ reluctance to collaborate and share decision-making with the staff. What was even worse: some teachers became disheartened and borrowed SBM to challenge principal’s authority.

4.1.1.3 Advantages Gained in Implementing the SBM Policy

All informants were familiar with the real spirits: Collective Participation, Accountability, Transparency and Integrity of SBM, and acknowledged that these spirits are crucial to the smooth operation of IMC (School Development Section, 2010). Although some informants ignored or deliberately criticized the advantages gained in implementing SBM and establishing an IMC, the genuine benefits brought by this reform outweigh its drawbacks and the vision for quality education will be realized.

1-2. Decentralization

SBM is the systematic decentralization to the school level of authority to make decisions on significant matters (Caldwell, 2005) including personnel management and resource deployment as to create more room for school to develop quality education with their own characteristics (SBM Section, 2014). As shown in Table 4, the majority (70% - 80%) of the respondents in Phase One recognized their schools had acquired the first two advantages concerning decentralization.

3. Enhancing transparency and accountability

More than half of the interviewees said that their schools had established a participatory governance framework involving teachers, parents, alumni and independent community members so that their schools were more transparent in their operations and accountable to the public for proper use of funds. Vice-principal E was pleased with the self-management system emerged in his school. He felt that the school had out of the Education Bureau's external control since the formation of its own IMC. He said,

“Formerly, my school’s mission was unclear and the organizational culture was weak

and vague. At that time our teachers were lack of goals and had few opportunities to participate in making decisions. Now my school has implemented SBM. It has clear school mission, strong organizational culture and school-based education activities. Our teachers become more active and always participate in decision-making.”

4. Including other parties to participate in decision-making

In general, 60% of these experienced senior teachers supported the inclusion of other parties in the IMC. They were in favour of the IMC composition as well as involving teacher managers (their frontline representatives) to participate in decision-making and to act as a solid link between the IMC and the staff of the school (Policy 21 Limited, 2009). However, some interviewees complained the teacher manager(s) of their school had not brought to the IMC their professional knowledge about curriculum, instruction, assessment and other educational activities, and seldom provided their expertise to improve students' learning outcomes and enhance associated school management. The grumble from Teacher P is, *“The teacher manager of my school dared not openly oppose the principal’s proposal about the school policies such as the arrangement for redundant teachers, the deployment of the Expanded Operating Expenses Block Grant and the procurement arrangement. He had ever delivered his opinion in any decision-making forum.”* A very few responding teachers even showed reservations in letting parents have a say in affecting normal school teaching. Teacher K said, *“Most parents do not have good education background and management experience. They join the PTA because they want to seek help from the school and other parents. They are only interested in the learning matters concerning their children’s academic achievement. It is unwise to permit parent managers, elected from the PTA, to make decisions in matters that they are familiar with. Likewise, it is too sensitive to let*

parent managers acquire teachers' quarrel and promotion information." Teacher S gave some arguments to support her objection. She said, *"I regard teacher and parent are in different posts that they should have distinct duties. Parents are indeed good helpers to school, but teaching is very professional. I don't expect parents to 'observe my lesson' and be involved in designing school-based curriculum."*

5. Setting up effective communication channel

For more than three decades, SBM has been implemented in different models all over the world. Hong Kong's prevailing SBM model is generally a blend of 'Administrative Control' and 'Balance Control' (Yu, 2010) where IMC is responsible to manage the school and plan the direction of school development (School Development Division, 2010), and the executive power is devolved to the school principal who needs teachers' detailed knowledge of the school to make wise decision. As a result, the IMC should adopt an open policy and set up effective communication channel with teachers, while the principal should master the communication skill and identify this as an indispensable competence (Gorton, Alston & Snowden, 2012). Fewer than half of the responding teachers were satisfied with the existed formal communication channel, revealing that the IMC might need to improve the communication climate within the school.

6. Strengthening teachers' leadership

Teacher manager A seemed to welcome the power that SBM brought to him and gave the subsequent dialogue. *"Although the issue of time has yet been brought up as a negative aspect of SBM, I seem more than willing to give the time when I feel that I am truly being a part of the decision-making process. I feel really good about the opportunity to voice my opinion. In addition, I realize that there is a much greater*



acceptance of SBM than in year one. I view this enculturation process in a positive light.” Over the last two decades, Hong Kong’s school system has been compelled by the popular SBM movement to undergo transformation which provides an opportunity for teachers to display individual leadership and promote professional development (Ng, 2008). The role of teachers is indeed more than just giving instructions in the classroom. The Education Commission (1997) also recommended that teachers should broaden their participation in school management and decision-making process. Nevertheless, vice-principal I pointed out that many teachers were not willing to do administrative work. He said, *“At the beginning stage of implementing SBM, a few teachers thought that they were just ordinary teachers who knew only teaching but nothing about management. They refused to be the chairman of some committees, hold meetings and lead discussion because they were afraid of distributing work to colleagues and spending a lot of time to obtain concrete evidence to write the evaluation report. Luckily, more and more teachers started to explore their potential in management work and were delighted to have more says in allocating resources.”* Only seven respondents regarded the implementation of SBM had enabled teachers to participate in making decisions in school policies. A few others were fed-up with the meetings held after school, especially when they did not have many real choices but yet had to do a lot of meaningless voting. It should be noted that teachers in Hong Kong have already overloaded with responsibilities and those bureaucratic and hierarchical schools are in disfavor teacher leadership which requires some ways of empowerment.

7. Establishing a fair and an open staff appraisal system

In accordance with the spirit of SBM, all IMCs should establish a fair and an open staff performance appraisal system which would enhance the professional status and the

morale of the teaching profession, and enable the school management to identify the strengths and weaknesses of its teachers, and provide timely counselling to help them develop their full potential (EC, 1997; School Division Section, 2010). Respondents A, C, F and J all agreed that after implementing SBM, the new teacher appraisal mechanism was a great improvement over the old ones as described in the two booklets entitled “Staff Appraisal in Schools’ and ‘teacher Appraisal’ which were issued in 1992 and 1998 respectively (SBM Section, 2014). Teacher J said, *“I traditionally felt no confidence in past appraisal methods. Now the self-appraisal system enables me to evaluate my own teaching performance and the appraisal report helps me define objectives of improvement. Furthermore, I may complain about my performance appraisal within four weeks from the appraisal interview. The whole operation is more transparent, revealing a big progress.”* Since only seven out of twenty responding teachers had mentioned the advantages of the new teacher appraisal system, schools should develop a good ‘teacher professional development policy’ and provide appropriate training for the appraises to understand their roles.

8. Developing quality education with school’s own culture and characteristics

Hong Kong, like other developed countries, concerns about the provision of quality school education to meet the needs and expectations of the community, and cater for an international trend. Each school has its own characteristics and may develop its own way to achieve quality education (EC, 1997). Two critical elements of a quality school are quality (positive) culture and SBM which furnishes an enabling environment for each school to build quality education from within (QEF, 2004). In this study, only six interviewees (occupied 30%) reported that their schools had devoted to develop quality education, reflecting the rest schools have not been shaped cultural changes for

persistent school development and should endeavor to overcome a lot of obstacles such as the lack of understanding of SBM among various stakeholders, the lack of transformational leadership, the teachers' existing culture of resisting changes, and the cultural interactions between administrators and teachers (Cheng & Chan, 2000).

9. Developing school-based curriculum

The implications of a postmodern perspective for education and curriculum are enormous. As postmodernism is a continuation of modernism and its transcendence, and is a movement to encourage and expand pluralism, its challenge to education is to design a curriculum that both accommodates and stretches, and should be multifaceted. A postmodern curriculum should be free of past domination but is still in need of the roots of history to grow and develop, or to transform to a completely new one. Postmodernists posit that there is not one way to interpret or theorize about the curriculum (Ornstein & Hunkins, 2004). Under the SBM policy, schools are given more autonomy, according to the individual differences between students' abilities, needs and characteristics, to adapt the central curriculum (SBM section, 2006; 2014). The Curriculum Development Council (2002) also states that the concept of "one-size fits all" central curriculum does not work. It encourages schools to adapt the central curriculum and develop school-based curriculum to help their students achieve the learning targets while one of the major functions of each IMC is to set the direction for the development of a school-based curriculum conducive to effective pupil learning (School Development Division, 2010). Teacher N said, ***"Our school is a Band 3 school whose students mostly lack motivation in learning. The central curriculum has been proved to be ineffective to our students. The concept of school-based curriculum development is to remedy this defect. In the mid-1990s, our principal adopted a***

top-down model by assigning curriculum coordinators to carefully design tailored curricula as to cater the interest of our students. The plan did not work well because a heavy handed approach from the principal could undo that good conception and our teachers were not readiness for the change. Since establishing the IMC in 2009, our teachers have been provided with enhanced autonomy in applying a more dynamic and interactive model through the newly formed Curriculum Development Committee to put in place various school-based curricula which best meet our students' needs. Now our teachers have mastered the skills for curriculum development.”

10. The principal is able to continually improve managerial and leadership skills

With the implementation of SBM, the role of the principal has become more prominent because the principal, who acts as school's professional leader and chief administrator, supervises the daily operation of the school (EC, 1997), and since the principal is also the ex-officio manager of the IMC, s/he should manage the school in accordance with the governance of the IMC, provide the IMC with adequate information and give advice for school improvement (ACSBM, 2000). The managerial and leadership skills possessed by the principal would probably determine school success and greatly affect teachers' job performance (Adeyemi, 2010). Consequently, the principal must be professionally up-to-date and demonstrate an ever-improving capacity. Vice-principal F said, *“Facing the challenges of an ever advancing knowledge-based society, both the principal and teachers are demanded to continually learn as to enhance their professional capacity. Good! It is only fair that my principal has to draw up her continuing professional development plan in the same way all teachers had done under SBM. Since this plan is taken as an integral part of the Annual School Plans that would be posted on the school net, we will know whether or not our principal had*

realized the school's vision, mission, goal and annual major concerns, and become an independent professional leader and administrator.” As indicated in Table 4, only a small portion of principals (25%) had continually improved managerial and leadership skills under the supervision of the IMC. Some informants reported that they could not really make decisions in school policies. They were likely to feel the top-down pressure caused by their principal who was afraid of losing power and commonly used the autocratic (authoritarian) leadership style.

11. – 14. The IMC has given full play to different roles

All interviewees were guardedly optimistic that establishing IMC might bring outstanding advantages to school in the long term. Since most respondents' schools have set up their IMCs for only 4.5 years on average, they did not perceive any drastic changes at the present moment. Only a small portion (15% - 20%) of them had obtained tangible benefits from performing IMC's vital roles.

11. Formulating school's short-term and long-term development strategies in accordance with the vision and mission set by the school sponsoring body

A school's vision may take five years or longer to reach on one hand and too often, the excitement that is generated by new mission and vision statements is short lived on the other (Blankstein, 2013). Teacher P told the truth, *“Our school sponsoring body is a very large welfare body which runs many primary and secondary schools. All these schools follow a lot of rules set by the sponsoring body and have the same mission statement and clear vision. As a result, I simply cannot feel the autonomy given by SBM or any differences before and after the establishment of our IMC that has ever tried to create its own mission and vision. In effective schools, the mission statement*

can serve as the vital lifeblood of the school's daily activities and policies (Blankstein, 2013). Yet my school is only "a Band 3 low-performing school" with no authentic SBM being implemented. It strives towards and exists solely for the mission and vision set by our dominated sponsoring body."

12. Vetting and approving school's three-year development plan and annual plan

Vice-principal A and teacher J had the same opinions, *"It is good for the IMC vetting and approving the three-year school development plan and annual school plan, and to upload them to school website for public access. Hence the external accountability of my school is increased and greater transparency is promoted. The IMC as well as the principal have established a clear direction for where we are headed."* In contrast, respondents I and O expressed their opposition to the arrangement of the school plan. They said, *"SBM requires all department heads, subject panels and project leaders to draft yearly plan as well as do evaluation, but some of them are unaware of the format of such school plans and do not know how to conduct 'an honest evaluation' without deliberate concealment or wildly exaggerated. They had used much time in doing an authentic evaluation which included setting questionnaire, collecting data, analyzing data and writing report. The other trouble was that we teachers were told by the principal to attend all evaluation meetings and do a lot of paperwork at the beginning and at the end of each academic year."*

13. Establishing the self-evaluation mechanism of the school

One of the functions of an IMC is to establish a school self-evaluation (SSE) mechanism and monitor its implementation (School Development Division, 2010) for achieving internal quality and enhancing school's self-improvement (Wu & Tang, 2004).

Self-evaluation should be conducted annually by schools through analyzing the annual school plan (with performance targets), budgeting and reviewing the progression, to identify areas for improvement and plan for necessary follow-up action (ACSBM, 2000; EC, 1997). Teacher F passed some positive comments to the role played by his school's IMC. He said, *"After setting up the IMC, we can improve ourselves by applying the school self-evaluation mechanism to distinguish our strengths and weaknesses, and by completing the cycle to write an annual report for parents' information. We had joined the Accelerated Schools Project for Quality Education launched by the Chinese University of Hong Kong so that our teachers understood the essence and operation of school self-evaluation."* Regrettably the evaluation report generated from SSE must be verified by the quality assurance officer from EDB and the implementation of SSE is top-down demand from EDB, but not originated from the school itself (Pang, 2006). These two drawbacks thus frightened most of the responding teachers to regard monitoring SSE as a useful role of the IMC. Teachers H and L ended this question with a little regret, *"Besides filling questionnaires, it was found that no parent and student representatives were invited by the IMC or our principal to participate in the SSE process as to increase the transparency of school management and enhance the commitment of different stakeholders to school development."*

14. Strengthening school's ties among families, the community and tertiary institutions

As the school has promoted its transparency, it is more easily infiltrated by parents, the community and tertiary institutions. Even so, only three respondents E, G and J (occupying 15% of the total population) said that their schools' IMCs had ever discussed about how to build relationships with and make the best of the contribution from external parties, viewing the establishment of IMC as an opportunity to acquire more

external supports. Vice-principal E further explained, *“Our school had joined the University-School Partnership for Quality Education Project. We were pleased to form a partnership with the Chinese University of Hong Kong. In the past, we had seldom received supports from parents and resources from the community. The project helped our school reach out to acquire community resource for quality education. Furthermore, through the school-based professional support, we had developed a self-improving process and an evidence-based inquiry mechanism.”* Vice-principal G said, *“My school had created flexible schedules for parents to make significant contributions to our environment and helped our students to obtain services offered by other volunteer agencies in the community such as healthcare and cultural events.”* Another vice-principal said, *“I know that a good intention of the SBM policy is to strengthen community involvement in education so as to gain a fountain of resources for the school in terms of funding and free labour, but there is a vagueness in who can join our IMC as the independent manager(s) to provide different views on school and educational issues from a broad community perspective. Generally, sponsoring body managers and independent managers are handpicked by the school supervisor who preserves his/her own power without sharing it with others.”*

15. Improving students’ learning outcomes

It should be reminded again that the ultimate aim of implementing SBM policy in Hong Kong is to improve the standards of teaching and students’ learning outcomes (ACSMB, 2000; SBM Section 2014). Since there is lack of local evidence to determine how SBM related to teaching and learning, two educators with particularly high reputation had filled this research gap by conducting an empirical study, revealing that the more effective is a school’s SBM policy, the more likely is its students to demonstrate

positive learning attitudes, adopt various learning methods, acquire effective learning and express satisfaction with their school life (Cheng & Mok, 2007). Nevertheless, only three respondents (occupying 15% of the sample) in the current qualitative survey answered positively. Vice-principal A said, ***“I agree with the statement that SBM can really enhance the quality of education in Hong Kong because of the various advantages brought by implementing this innovative policy in my school. Actually, my school had carried out the School Management Initiative Scheme as a way to practice the spirit of SBM for more than ten years”***. The impact of SBM on quality is undoubtedly a core and contentious issues, with some educators claiming that SBM is the panacea for quality improvement, while others argue that its introduction has led to deterioration especially in the weakest schools (De Grauwe, 2005). Gaziel (2008; 1998) also argues that SBM was not very effective to improve students’ achievement. Vice-principal I had also given a slightly negative view on the net effect of SBM. He said, ***“My school has developed toxic cultures such as focused on negative values, infected by anti-student sentiments, etc. over the years. SBM failed to improve students’ learning outcomes because it had not shaped the positive cultures and changed the dynamics of my school before.”*** Three other vice-principals D, E and G said, ***“SBM can improve students’ achievement and enhance the quality of education in my school only if it is implemented properly, but unfortunately it was not functioned well. The motive behind the Government is to tighten its control in the aided school sector.”*** Respondents O, P and S confirmed that SBM was good for a school to reform management, but it was not directly related with students’ learning outcomes which were mainly based on principal’s instructional leadership, and teachers’ instructions and enthusiasm for education.

Table 4

Advantages Gained in Implementing the SBM Policy

Advantages gained in implementing SBM:	Teachers who consent to this advantage:
1. The Education Bureau has decentralized the decision-making power in managing finance and resources to my school.	A, B, C, D, E, F, G, H, I, J, L, M, N, O, Q, S. (Accounting for 80%)
2. The Education Bureau has devolved upon my school the responsibility of the approval of teachers' employment, promotion and resignation.	A, B, C, E, F, G, H, I, J, O, Q, R, S, T. (Accounting for 70%)
3. Enhancing transparency and accountability of school governance.	A, B, D, E, F, G, H, I, J, M, N, Q, R, T. (Accounting for 70%)
4. Teacher, parent, alumni and independent managers have the right to participate in school decision-making.	A, B, D, E, F, H, I, K, M, P, R, T. (Accounting for 60%)
5. Setting up effective communication channel for teachers and all school managers, including the principal.	A, B, D, G, H, N, Q, R, S. (Accounting for 45%)
6. Strengthening teachers' leadership and enabling them to make decision in school policies as well as acquiring a say in allocating resources.	A, B, E, G, H, J, N. (Accounting for 35%)
7. Establishing a fair and an open staff appraisal system to facilitate the continuing professional development of teachers.	A, C, D, F, G, H, Q. (Accounting for 35%)
8. Devoted to develop quality education with my school's own culture and characteristics.	A, F, G, J, R, S. (Accounting for 30%)
9. Developing school-based curriculum as to cater for learning diverse.	A, C, G, H, N, P. (Accounting for 30%)
10. The principal is able to continually improve managerial and leadership skills, becoming an intensified leader.	A, C, F, G, I. (Accounting for 25%)
11. The IMC has formulated my school's short-term and long-term development strategies in accordance with the vision and mission set by the school sponsoring body.	A, E, F, H, J. (Accounting for 25%)
12. The IMC is responsible for vetting and approving my school's three-year school development plan and annual school plan.	A, E, J, N, S. (Accounting for 25%)
13. The IMC has established the self-evaluation mechanism for my school and monitored its implementation.	A, C, F, H. (Accounting for 20%)
14. The IMC has strengthened my school ties among families, the community and tertiary institutions so as to pool their efforts in enhancing teaching effectiveness.	E, G, J (Accounting for 15%)
15. Achieving the ultimate aim of improving students' learning outcomes.	A, C, J. (Accounting for 15%)

4.1.1.4 Shortcomings Discovered in Implementing the SBM Policy

Under SBM, schools enjoy higher education autonomy and greater flexibility in managing their operations and resources, and planning for school development (SBM Section, 2014). However, this is not the holistic picture. The *quid pro quo* for IMC schools to have additional autonomy is that these schools must be regulated by the Education Ordinance to include different stakeholders to participate in school management, thus leaving a lot of problems to fix.

1. Parent and alumnus managers do not understand Education Ordinances

Up to 65% of the respondents doubted about the capacity and fitness of the parent and alumnus managers in making administrative and decisions to enhance the quality of the school. Teacher E who was also a teacher manager even claimed that parent managers did not know thoroughly the Education (Amendment) Bill 2002 and their legal responsibilities. It would be wholly impossible for parents to monitor the performance of the principal and the school. Parents should better stay at home to educate their child. Some school sponsoring bodies, especially the church bodies had ever expressed their worries for finding a large group of committed and idealistic parents and community members who could take part in the work of the IMC (Kungkaopo, 2003).

2. Power is more concentrated in the hands of the principal than before

Power was crucial to the implementation of SBM. It was very important to clarify who always makes the final decision. Eight respondents considered that decision-making power had not yet been delegated to various stakeholders other than the principal.

Teacher E regarded “*power is more concentrated in the principal and school*

supervisor at the top than before”, as one of the disadvantages about implementing SBM. Teacher O expressed similar concern and said, *“I perceive my principal as too autocratic that every teacher in my school is robbed of his/her own sense of ownership.”* On the other hand, teacher manager D made the following comment, *“I think my school is basically bureaucratic in nature. I am rather disappointed of myself because as a representative sitting in for teachers and possessing a decision-making role, I am totally incapable to convert the management method of my school’s IMC in a more democratic way by which people are willing to share power for the common good.”* The way in which the bureaucratic management mode of an IMC influenced the SBM policy was not only depended on the open-mindedness of the principal but also on the institutions and practices in a school. Actually, teacher involvement in the decision-making process caused relative uncertainties in IMC as to replace the relative certainty of bureaucracy where uncertainty was one of the major features of postmodernism.

3. The principal is reluctant to devolve upon decision-making power to teachers

The success and failure of implementing SBM policy becomes a matter of how well the principals (ex-officio manager of the IMC) exercise the redistribution of authority within the IMC and also among the staff of the school. Nonetheless, many school principals do not willing to live with the loss of his superior position that sharing power will bring. There will be certainly deterioration in the relationship between principals and teacher managers. It was not surprising that teacher T supposed *“my principal exhibits more intensified leadership and is reluctant to devolve upon decision-making power to teachers”* was an obstacle to effectively implement SBM in his school. This result had robustly violated the aim of SBM policy as to devolve more responsibilities to

various stakeholders of a school. M added that although his school was mainly run in SBM mode, the strong modernist tendencies for a top-down, executive mode of decision-making had retained and been kept in this principal's office. Meanwhile, there existed only a weak voice from other stakeholders who claimed for decentralization, and encouraged the plurality of postmodernism and flexible decision-making.

4. Parents do not have interest in managing school

Parents are only interested in the school matters concerning their children, such as choosing school uniform, deciding the supplier of students' lunch and selecting the venue for the school picnic. Their representatives, the parent managers also do not want to interfere in what does not concern students' learning during the IMC meeting.

Vice-principal F still further criticized that *there would exist role conflict of parents as well as teachers in managing the school.*

5. SBM has no significant effect on students' achievement

In this study, the shifts in the new ways of governing schools were characterized as postmodernity. Most interviewees' schools might have been given new responsibilities for institutional personnel and finance, but had lost ground in shaping positive learning climate. In despite of devolving new powers for governance, no respondents reported that their schools had done more to improve students' academic achievement, thus forming a pessimistic version of postmodernity. The notions of "centralization" and "passivism", far from being eradicated by SBM, were displayed and exploited. There were a number of unanswered questions in regard to SBM; indeed, SBM was not a panacea for healing of all educational illnesses. It could be quite indifferent to improve

school effectiveness and student learning (Murphy & Beck, 1995), and to raise the level of intelligence and technology for education (Cheng, 2005).

6. To broaden participation in the decision-making process leads to confusion

Teacher G felt a strong antipathy towards his involvement in nonsense decision-making. She said, *“There is no need for my school to undergo such great revolutionary change in school governance. It is found that the attempt to broaden participation in the decision-making process actually leads to confusion about the operating principles of the organizational structure. What I have to do in most meetings that I need to do a lot of voting.”* Teacher manager S gave a related quote to illustrate his discontent caused by SBM. He said, *“I dislike SBM and I don’t think better decisions are made through SBM. I dare not criticize or make suggestion on any agenda in IMC. If I don’t like the decision of any agenda, I have no one else to blame because I myself have a voice in the decision making process. It limits my opportunity to blame or to accuse the administration.”*

7. Teachers are not familiar with SBM policy

In the new governance system, teachers needed to assume more management responsibilities while they were always lack of experiences and capabilities to deal with budget, personnel and policy matters. Furthermore, most middle management had devoid of the expertise and skills necessary to carry out their new roles. Traditionally, they were required only to support or facilitate so that they were not conversant with negotiation and consensus-building techniques. Teacher O said, *“My school was founded in 1930 that it is a traditional school in a lot of ways. Almost all teachers are strange to the innovative SBM policy because the teacher handbook delivered by the*

school does not mention anything related to SBM and none of the three teacher professional development day seminars organized annually deal with SBM.”

8. Most school managers are lack of experience in dealing with administrative tasks

The major worry about the implementation of SBM was the lack of enough qualified school managers (Pang, 2008) and this seemed to be a barrier to promoting quality education. Despite the perceived benefits of establishing IMC to comprise managers from different sectors and backgrounds for bringing about different perspectives and experiences, teacher J worried of the additional workload and work pressure generated from IMC that it was difficult to encourage suitable candidates to stand for electing as school managers.

9. The Education Bureau only provides the rationale behind SBM and some simple instructions, but no valuable support

In recent years, Hong Kong Government has adopted a postmodern perspective to consider schooling as to eliminate the hegemonic forces and institutional obstacles that limit our knowledge, reinforce our prejudices, and disconnect us from the global community (Slattery, 2006). Schools are encouraged to carry out the SBM policy for promoting quality education and meeting students’ needs. Vice-principal D insisted that EDB should provide more support to the schools with newly formed IMCs and organize more training programmes for all kinds of school managers to help them grasp various duties in IMC. He also boldly suggested to recruit a substitute teacher for the formal teacher manager as to release his/her teaching load so that the teacher manager could help the principal handle all additional workload aroused from SBM.



10. Power and political struggles are drawn into school level

In the postmodern world, some progressive teachers can rejoice. They are going to be detached from the control of the school sponsoring body and are thus free to do whatever they want. It pays to be chaotic (Brafman & Beckstrom, 2006). The frame of chaos holds a great heuristic power for the development of SBM, which may be a passing fad only. Chaos is envisioned as the antithesis of the traditional school sponsoring bodies which still want to complete control of the schools that are 100% funded by public money. Teacher M said, ***“I was worried about severe political struggle might be happened in my school because some members of our school sponsoring body would like to have a stronger say by placing their assigned representatives, including the parent, alumnus and the community managers, in IMC, even violating the regulations set by the Government about the formation of an IMC. Of course such political struggle would bring disaster to our school.”***

11. SBM is quite time consuming

Vice-principal B complained for the tremendous amount of administrative workload and paper work brought to him due to increase transparency. He said, ***“SBM seems to be quite time consuming and demanding. It requires a strong commitment from both principal and teachers. My time had already spent on SBM issues other than directly instructions. I have been almost isolated from students.”*** Similarly, teacher S claimed that the new SBM policy appeared to bring increasing workloads to her. Although she was only the panel of Biology, she was uneasy about most of the new management role such as doing the annual school plan and three-year school development plan and posting them in the internet.

12. Due to the implementation of SBM, the school may deviate from the original vision of the school sponsoring body in running the school
13. The continuing debate between the Hong Kong Catholic Diocese and Education Bureau about the Education Bill had hindered the implementation of SBM

Since Hong Kong Government subventions to primary and secondary schools amount to about \$22,000,000 and \$38,000,000 per school per year respectively (SBM Section, 2007), it must be necessary to enhance the transparency and accountability of aided schools by which the community is capable to realize their performance and proper use of funds. Obviously, this seems to be the main reason and purpose to replace the school sponsoring body by a more participative IMC through the implementation of SBM. Since 1991, the introduction of SBM as a good way to raise the quality of education for every Hong Kong student has been contentious because the main motive behind the government's decentralization reform was to strengthen its control, rather than empower school's key stakeholders, especially the sponsoring bodies in the aided-school sector (Leung, 2003; Pang, 2008). Many church bodies became the major opposition to the Education (Amendment) Bill 2002 (Pang, 2008) because they worried that they would be no longer to actualize their original school visions and missions in the new school governing mode and were thus "drafted" into a political dispute with the Government (Leung, 2001). Former Bishop Zen (2005) claimed that there was no problem for most school sponsoring bodies to deploy public funds that the implementation of SBM did not need a bill. Vice-principal D said, *"The sponsoring body of my school is De La Salle Brothers whose aim is to give a human and Christian education to the young, especially the poor. In the school year 2003/04, I was glad to help the sponsoring body to establish the IMC so that our school would have full autonomy and more flexibility to implement SBM and help poor students, but we had to obey the Catholic Diocese of Hong Kong which strongly disagreed to implement SBM by solely setting up IMC."*



Therefore the establishment process was suspended. After the Court of Final Appeal rejected the diocese's appeal in February, 2010, we could start again and our school was registered as an IMC in September 2011" The respondents L, M, P, S and T regarded the debate as nonsense, even though they knew that the SBM reform was a conspiracy in which *"The Government had not ever devolved power upon schools and what it had actually performed was "recentralization" through "decentralization"*

14. The implementation of SBM had lessened principals' influence in decision-making
The bulk of the additional workload all fell on principals. Vice-principal D said, *"As a result of implementing SBM policy, I know our principal's work is changing. He needs to rest school visions, develop strategic plans, and work on budget and personnel issues. He has spent more time than before on school management, at the expense of providing instructional leadership and engaging in related activities that brought him into more directly with students. I, as well as the other vice-principal complained that he had shifted in the nature of principal's work away from teaching and learning. We suspect that SBM has not yet contributed to the effectiveness of teaching and learning."*

Implementing SBM through legislation has indeed brought the school positive benefits as well as negative aspects. Providentially, numerous advantages such as increasing the transparency and accountability of schools have not been overshadowed by a few drawbacks such as generating more teachers' workload of non-teaching duties. Finally, teachers' existing culture of resisting changes is a nearly inevitable obstacle of implementing SBM that must be overcome by all means.



Table 5

Shortcomings Discovered in Implementing the SBM Policy

Shortcomings discovered or barriers encountered:	Teachers who perceived this:
1. The parent and alumnus managers do not understand the content of the 2004 Education (Amendment) Ordinance, especially about the legal responsibilities that they need to be borne.	D, E, F, H, I, J, K, L, M, N, O, P, S. (Accounting for 65%)
2. Power is more concentrated in the hands of a tiny minority (the principal or supervisor) than before.	E, H, J, K, L, O, Q, T. (Accounting for 40%)
3. The principal is reluctant to devolve upon decision-making power to other school managers and teachers.	L, M, O, Q, R, T. (Accounting for 30%)
4. Parents do not have interest in managing school other than knowledge of their own children.	F, J, L, M, P, S. (Accounting for 30%)
5. The introduction of the SBM policy received lukewarm support from schools because no existed researches indicate that SBM has a positive effect on the achievement of students.	A, D, F, I, M, T. (Accounting for 30%)
6. To broaden participation in the decision-making process leads to confusion about the operating principles of the organizational structure.	C, D, G, O, Q, S. (Accounting for 30%)
7. Most teachers are not familiar with the innovative SBM policy.	K, L, O, T. (Accounting for 20%)
8. Most school managers, including teacher managers are lack of experience in dealing with administrative tasks.	J, L, M, S. (Accounting for 20%)
9. The Education Bureau only provides the rationale behind SBM and some simple instructions, but no valuable support.	D, K, M, P. (Accounting for 20%)
10. Power and political struggles are inevitably drawn into school level.	M, O, T. (Accounting for 15%)
11. SBM is quite time consuming and demanding that it requires a strong commitment from those involved.	B, R, S. (Accounting for 15%)
12. Due to the implementation of SBM, the school may deviate from the original vision of the school sponsoring body in running the school.	L, M, T. (Accounting for 15%)
13. Although the debate of the Education (Amendment) Bill 2002 shared among Hong Kong's biggest school sponsoring body (the Hong Kong Catholic Diocese) and Education Bureau had put an end after the Court of Final Appeal rejected the diocese's appeal, it would hinder the implementation of SBM.	D, P, S. (Accounting for 15%)
14. The principal is proficient in management but the implementation of SBM would probably lessen his/her influence in decision-making.	D, K. (Accounting for 10%)

4.1.2 The Relationship between IMC and Quality School Education

Since 1991, Hong Kong has adopted a blend of the Administrative Control Model and the Balanced Power Model (Yu, 2010) to implement SBM (SBM Section, 2014). The Education Ordinance stipulates that when an IMC has been established in respect of an aided school, the school shall be managed by the IMC to control over finance and manpower resources, and to establish a sound management system for providing students with quality education (School Development Division, 2010). In spite of reaping a lot of benefits from establishing IMC to implement SBM, only three respondents A, C and J (occupying 15% of the sample) affirmed that their IMC schools had sustained improvement and enhanced the effectiveness of learning and teaching. The importance of a competent IMC to a successful school is significant in many ways, but sadly, too few schools have strong governing bodies (Taylor & Ryan, 2005).

Vice-principal A recognized the competence of his school's IMC. He said, *“Our IMC’s administrative leadership is very strong that it really takes the roles of leadership and supervision. It determines the direction of school development according to the vision and mission set by the school sponsoring body (SSB) and taking into account students’ learning needs. It also reviews school policies to ensure that they are in line with the curriculum development of the school, and creates an environment conducive to learning. Most importantly, it has established our own self-evaluation mechanism and always monitors its implementation, supports teachers’ professional development, and frequently examines students’ effectiveness in learning. Last but not least, it would be better if our IMC could put more stress on our principal’s continuing professional development plans and the corresponding reports.”*

In response to Hong Kong Government's advocate 'a fiduciary and committed team of IMC managers is the keystone for success in delivering quality school education', vice-principal M said, *"I don't think so. I have great reservation in involving a group of outsiders making decisions in the IMC. The two parent managers and our alumni manager are probably lack of an education or a professional background. Additionally, most of our 'SSB managers' are bankers and merchants. All these three kinds of managers do not have education ideas and would not understand what long-term strategies will bring benefits to our school. The inclusion of representatives from different parties is undoubtedly a good will, but this arrangement may certainly lower the efficiency of the school administration and lessen our principal's influence in decision-making."*

Vice-principal G provided his expert opinion, *"The enhancement of quality school education depends mainly on teachers' enthusiasm for education, core knowledge of their specified subjects and professional development. If teachers and most school managers are not at the same frontier, they will avoid each other or care for their own benefits instead so that the quality of our education cannot be improved. A competent IMC supervises the principal, helps guarantee the quality of the teacher team and provides an effective communication channel for various school managers, but unable to promote students' academic achievement directly."*

Vice-principal B expressed his religious point of view, *"As a Christian, I query why the EDB is so eager to promote the SBM policy and utilize IMCs to replace or lessen most religious SSBs' control over their schools. That hints the possibility of de-Christianity and has definitely some other ulterior motives. So I don't suppose SBM a policy*



implemented for quality education and what significant change our IMC will bring is just in school administration.”

Teacher P came out with extremely negative comments. He said, *“My school’s IMC is only an administration used to improve management, handle financial affairs, and deal with many legal affairs and complaints. All these tasks are exhaustive and time-consuming that our IMC seldom puts forward countermeasures for enhancing students’ learning outcomes and stimulating teachers’ professional development. It is seen as a rubber stamp for decisions of the principal.”*

In essence more than half of the responding teachers were optimistic of gaining the benefits of IMC on their aided secondary schools, yet the most urgent task was to promote the quality of all kinds of school managers through attending the training programmes organized by EDB so that they could know how to perform their respective roles in IMC.

4.1.3 Five Prerequisites of Successful (Good) Schools

Successful (Good) schools tend to have some common characteristics. Since I had discussed a lot about SBM which was one of the essential prerequisites for creating a good school, this subsection would mainly elaborate what the 20 experienced senior teachers mentioned about the other four, namely school culture, principal’s leadership style, promoting students’ all-round development and teacher’s job performance.

4.1.3.1 Positive School Culture

School culture is very complicated and often elusive, yet we need to tear off its mask and interpret its invisible characters because researchers recently found that if a school is to be effective, it must emphasize on developing and maintaining a positive organizational culture (Snowden & Gorton, 2012). In this study, I honoured ‘sustaining positive school culture’ as one of the imperatives of a successful school.

School’s vision, mission, values and goals

All respondents selected at least one item from the foundational components: clear vision, good mission, core values and strong goals, as the ingredient(s) contributing to school’s success. Vice-principal A said, *“A clear vision depicts the bright future of what our school can become. Our school’s shared vision guides the collective direction of its stakeholders as well as all our efforts in the days and years ahead.”* Teacher J illustrated with an example to show how his school had kept the school’s mission in the public eye. He said, *“Adhering to the mission statement is difficult that such task must be finished by everyone in our school. Once our high-performing principal developed a mission statement ‘We could reach academic excellence!’ and articulated it at every opportunity. The rationale behind the statement included ‘The mission of our school is to educate all students and enable them to attain high levels of academic achievement’, ‘All students should have their own individualized challenging learning programme’, and ‘All teachers are well-prepared for the students to perform at mastery level on the aims of every subject’. The slogan of the main mission statement posted everywhere. We, the teaching team made commitments to succeed in improving the school culture through collaboration. We*

learned how to succeed, step by step, and we celebrated for success at the end of the academic year.” Vision and mission give generalized guidance to what the staff of a school work towards a daily and weekly basis while the core values of a school has a special contribution to make in capturing the symbolic glue that holds a school together (Deal & Peterson, 2009). Teacher R was the second youngest respondent of the sample who had some ideas about democracy. She said, *“Issues involving politics have influenced our students since the return of Hong Kong to China in 1997. I believe that our school not only has the obligation to guide our students into becoming high academic achievers but also to help them to judge wisely in matters of life and conduct. The critical problem for our school is to decide which core values should be taught our students within the diversity of today’s society. I guess the following virtues should be agreed upon by all: honest, acting responsibly, respectful, caring, self-disciplined, gregarious and demanding equality. Moreover, the greatest impact of our school on students is its positive school culture from which virtues are learned by example. It is very unfortunate that our new principal who has no notion of what a successful school would look like will not be able to create policies for leading our school in the right direction.”* All schools need goals which can form the basis for the evaluation of schools’ performance, and are the short-term meagre targets that we aim for along the way (Blankstein, 2013). If a school is desirous to be successful, it must have specific, measurable and achievable goals that are accepted by its teaching staff (Gorton, Alston & Snowden, 2012). Vice-principal C said, *“In the early stage of creating our school, we needed short-term successes to help us to gain a strong reputation. We abandoned the vague goal ‘Help our graduates become lifelong learners’ and focused at the good goal ‘We intend to increase the pass percentage of our DSE graduates’ English public examination by*



10% this academic year'. This goal was well chosen. We designed celebrations for all teaching staff, not only one celebration with English teachers that could alienate a majority of our teaching team."

Creating Harmonious Working Atmosphere and an Environment of Collegiality

About half of the respondents introduced the importance of an environment of collaboration and the spirit of collegiality within a school. Central to the success of high-performing schools is indeed a collaborative culture focused on learning and teaching (Barth, 2001; Hargreaves & Fullan, 1998). On the other hand, there is growing evidence that principals who value collegiality can help a school move forwards. Collegiality is nice, but has never been treated as the solution to most school problems and is perhaps risky (Barth, 1990). Teacher N also worried to indicate that his school was not suitable for nurturing collegiality but he insisted that he would work continuously with his colleagues as a way to improve teaching strategies and better manage classrooms. It must be a good beginning to create positive school culture because if teacher N and his colleagues had really worked interdependently towards a common goal which, in turn, supported the larger school vision and was aligned with the school's mission and values (Blankstein, 2013)

Encouraging all teaching staff to pursue professional development activities

The continual professional development of teachers is closely related to school success. Barth (1990) convinced that great untapped opportunities for the professional development of teachers reside within the school and that the principal can be a catalyst assisting teacher growth. Most woefully, too many schools operate in a model which does not pay attention to the professional development of all staff, even though



the principal allows of no exception. Vice-principal F introduced a strange observation. He said, *“I found that staff development was least effective if it was planned by me and the workshop was run by me or the principal. On the other hand, I perceived that effective professional development most likely to occur as a consequence of teachers and three principals receive training together. This practice suggested that we principals can become learners and can be extraordinarily effective in stimulating and promoting the professional development of our teaching staff, and it is possible for our school to convert to a learning community.”* In this study, four respondents A, F, J, P and S had asserted that all teaching staff (including the principal) should pursue continual professional development activities as a way to shape positive school culture.

Other positive school cultures

Just one or two respondents had also discussed about the following school cultures and treated them as the imperatives of a successful school:

- Most real problems can be solved through the frank and rational discussions at staff meetings.
- The school offers a welcoming environment and a caring atmosphere for each member in this warm and big family.
- All staff are willing to cater to students’ individual learning differences.
- Constantly stressing that student should be perseverance and never give up towards learning.
- The school discipline policy encourages personal growth and the development of social emotional skills rather than focusing on compliance and punishment.

- Concerning for justice, equity, and free of harassment, hate, violence and stereotyping.
- Innovative pedagogical practice are promoted and encouraged.

4.1.3.2 A Competent IMC Implementing Effective SBM

Vice-principal A's and teacher J's school had just conducted the External School Review in the 2014/15 school year. They gave an earnest reminder, ***“Every school should bring the spirit of SBM into full play as to involve collective participation of all key stakeholders in school management and facilitate school’s continuous development and improvement, ensuring the proper use of public funds and the development of quality school education with its own characteristics*** (School Development Division, 2010; SBM Section, 2014)”. Since their IMC had supervised the school in carrying out self-improvement and promoting a positive self-evaluation culture, their schools were all rated the level of excellent performance in the areas of “School Management” and “Professional Leadership”.

4.1.3.3 High-performing Principal’s Leadership

In this study, I firmly believed that ‘Schools with outstanding principals are normally good schools’ and ‘A high-performing principal is the prerequisite of a successful school’. Similarly, Blase, Blase and Phillips (2010) also claimed that high-performing principals helped create high-performing schools and undertook school improvement through both administrative leadership and instructional leadership. Three key problems were thus triggered. What most high-performing principals had done to lead

their schools to success? What personal characteristics could be used to identify a high-performing principal? What happens when a good school loses its good principal? Although not all three questions had been answered, the stories of these 20 responding teachers were so interesting that I would treasure them more. They had provided invaluable insight into and the first-hand knowledge of high-performing principals' leadership styles after SBM policy had been carried out in their schools.

Providing effective guidance to arouse school's vision, mission, values and goals

Vision, mission, values and goals shaped what a school hoped to accomplish and most importantly, all stakeholders shared them of what this school wished to realize (Deal & Peterson, 2009). All 20 veteran teachers mentioned their principals' leadership had or had not focused on defining school's shared vision, clear mission, core values and short-term goals. They provided the following arguments:

- Our principal was a visionary leader who used vision to guide the whole school on a long-term basis.
- Mission was not easy to define, yet my principal explained and applied this vague term to trigger intangible forces that inspired us teachers to teach and pupils to learn. He frequently said, *"I had learnt from some scholars several years ago that my most important leadership role is to define the school's mission and communicate it widely to all staff who must remember the only clear mission of our school: Just to focus on students' academic progress (Hallinger, Wang & Chen, 2012)."*
- Our principal established a set of core values contributing to the school's success. They represented commitments we made regarding how we would behave on a daily basis in order to become the school we want to be (Blankstein, 2013).

- My principal was not clear about what the school should stand for and should be aspiring towards. I boldly affirmed that such a principal who was unfamiliar with the school's goal could not lead it to success.

Retaining school's original underlying norms and shaping new positive school culture

At the hub of a school's culture are its vision, mission and values (Deal & Peterson, 2009). A high-performing principal will employ simple statements and prevailing slogans to propagate school's original norms or build new school's culture created by him/her, for undergoing school improvement or promoting the effectiveness of learning and teaching. Several respondents repeated what their influential principals had said:

- *I notice that too many of our students ignore school's original culture and dare disrespect our traditions. You are all appreciated and I will always seek to gain the backing of you, but I would like to remind you students. We have traditions that we should value and highly esteem. It gives us a foundation to weather challenges and difficulties.*
- *I treat most people with respect and I hope you students do the same, yet the tremendous challenge to us is how we can treat the people around us with respect every day. Let us take maximum effort to do it well. Reinvigorate such culture and symbolize it to insiders and outsiders alike.*
- *I am the principal and also an architect who shapes positive school culture and creates good learning environment. I wish you all could enjoy them.*
- *I am a new principal. I am getting to recognize the traditions and the original culture rather than immediately reshaping the culture. I have to learn from the existing culture, not one to overwhelm or overtake it.*

Conducting the instructional team towards a proper orientation

Vice-principals A, D and F both reflected that their principals had set ‘learning and teaching’ the top priority among all. It had to be something that the entire teaching staff buys into this school policy. If not, that became the weak link and the principal had to invest more time putting out fires that could have been prevented.

Besides, the following principal’s leadership styles were also regarded as important factors contributing to school success:

- Passing down the decision-making authority to middle management and teachers to share the principal’s leadership role.
- Employing professional knowledge and technology to lead instruction and manage school’s finance and resources for attaining educational quality.
- Supporting all teachers to foster professional development as a way to promote the effectiveness of the teacher team.
- Establishing a two-way communication and regular meeting times between the principal himself/herself and teachers for creating school culture as a collaborative one.
- Hiring outstanding novice teachers at every opportunity and promoting incumbent teachers’ ability as to ensure the quality of the teacher team.
- Putting particular emphasis on students’ real learning problems but not the public examination result.
- Maintaining an academic learning climate and an orderly atmosphere within the school as to improve student learning outcomes.
- Building a workable agenda for each staff meeting and following it as to eliminate meetings that accomplish nothing.

4.1.3.4 Promoting Students' All-round Development

There are many books describing precisely how a school had changed for the better due to the principal or the teacher team, but seldom talking about students' roles in building a reputation for the school (Holcomb, 2007). Ideal students are indeed the greatest asset and the key to school's success. In this subsection, 20 experienced senior teachers had expressed their opinions on all kinds of good students.

Diligence, Perseverance and other Virtues

Vice-principal G has been teaching in the same school for more than 35 years. During this period, she had taken many different measures to cultivate students' good traits and develop their innovative talents. Her views on good students was, ***“Although I teach Mathematics and loves smart and motivated students as a matter of personal preference, what trait good students must possess is not clever, but definitely diligent (studious). Diligence is our top students' most outstanding attribute and all our diligent students help promote the quality of a school.”*** Perseverance could be found in good students who would work hard and never give up. Perseverant students stick to something and keep trying until it is finished. Five responding teachers said that their school had made “Perseverance” as one of the themes of their annual school plan, encouraging students to apply perseverance to overcome all difficulties and organizing campaigns to interpret ‘Nothing is impossible to a willing mind’, ‘To work with perseverance’ and ‘Striving to improve rest’. The interviewees also mentioned that a successful school should effectively help students cultivate the virtues of honest, trustworthy, punctual, polite, respectful, caring, gregarious, self-disciplined, self-motivated, acting responsibly, and demanding equality.

Academic Skills

Contemporary young teachers received rather different teachers' training from their predecessors and as so they might unveil very innovative ideas. Two young respondents R and T claimed that good students should acquire academic skills to read comprehensively, write effectively, speak fluently and communicate clearly as well as possess three 'high-traits': high motivation, high participation and high expectation.

Lifelong Learning Skills

The youngest interviewee S insisted that schools in the post-modern era should equip their students with the ability to widely apply information technology in learning and daily life. Starting from the 2014/15 school year, public sector schools operating classes at senior secondary levels will be provided with an additional annual recurrent cash grant to foster students' self-understanding, personal planning, goal setting, reflective thinking and articulation to progression pathways (Permanent Secretary for Education, 2014b). The career masters C, K and O in the sample also considered a successful school should equip their students with the knowledge, skills and attitude to make wise choices in whole-person development and life-long learning, according to their own interests, abilities, orientations and academic aspirations.

National Education

Since 2007, Hong Kong Government has sought to introduce "Moral and National Education (MNE)" into school curriculum, aimed at strengthening students' "national identity awareness" and nurturing patriotism towards China. This issue was particularly controversial for praising the communist and nationalist ideology of China's government. The promotion of MNE curriculum was in the face of massive

protests in 2012 by opponents who saw it as a brainwashing attempt by the Chinese Communist Party to suppress dissent. The Government has eventually backed down from implementing an originally planned 2015 deadline to introduce MNE in all primary and secondary schools. Nearly half of the respondents supported the need to implement MNE. Vice-principals A and E expressed similar views, *“I understand that some educators are worried about the possibility of brainwashing education, but I have the confident to encourage our school-sponsoring body to develop our own school-based MNE curriculum and to explore the best way to implement it.”* Vice-principal C and teacher J were willing to accept such arduous responsibility. They said, *“As a successful school, we need to implement the MNE Curriculum as an effective way for cultivating students' capacity so that they can distinguish right from wrong and think independently. We should not avoid discussing controversial issues.”* Chinese History teachers N and T held the same opinions, *“I think MNE could be introduced in our school with an emphasis on Chinese History and culture, but not on ideology. We need it to educate students' core values such as the rights of every citizen, freedom and democracy.”* H, the vice-principal of a patriotic school, agreed to Wu (2009)'s suggestion of providing National Education for students to learn the HK Basic Law in order to recognize ‘one country (China), two systems (democracy, communism)’. She claimed that a successful school should lead its staff and students achieving this goal. She explained, *“Singapore's school appraisal system indicates that one of the performance indicators for checking primary school, secondary school and junior college's end product is ‘Love Singapore’, ‘Know and believe in Singapore’ and ‘Understand what it takes to lead Singapore’” respectively.* I totally accepted these respondents' views on politics because I admired the postmodern feature: plurality and difference. Suddenly an idea came into my mind, *“Students are*

aware of a school's success most but they are least integrated into decision-making and participated in shaping school plans. How can the problem be solved?"

4.1.3.5 Great Teacher's Personality Traits and Job Performance

I aimed to be an honoured secondary teacher because I thought I could produce at least some positive impact on students' educational experiences during the period of schooling between 12 and 17 and possibly afterwards, while under the concrete condition that I committed to offer this dedicated service without giving up much money. I supposed I had won only for a very short time and always considered myself as a loser even though I had placed students on the top priority and equipped myself with enough ability to analyze the pedagogical implications of all the lessons. It had been a pleasure communicating with 20 veteran teachers in this survey. As we strived for every school to be a successful school, it was the teachers' continuing professional development (CPD) that was at the heart of their response. I acknowledged of applying their valuable perspectives to revisit my experiences of the past teaching career. I recognized that engaging in CPD was central to all teachers' success.

Pursuing Teachers' CPD to Enhance Personal Capacity

Teacher quality, which is critical to promote student learning and development, demands that teachers should strive in every way for any improvement in order to fulfil society expectations of profession (ACTEQ, 2009). All respondents endorsed that teachers' CPD would contribute to a school's success, but a portion of them complained that they had not obtained adequate support from the IMC and the principal. On the other hand, vice-principals D, E, G and H who were also the

academic dean of their school told a different story, *“I encourage all teaching staff to be lifelong learners and systematically employ various means to enhance teachers’ CPD in my school. My school’s goal is to arrange all the teachers older than 40 to go back to schools by joining refresher courses or even taking a one-year full time master’s degree programme. Remarkably, just as I encourage teachers to pursue CPD, I am myself an active learner.”* Vice-principal A gave an additional thought, *“I am willing to contribute to colleagues’ CPD activities. I know I can have a positive effect. As a school administrator, I regard nothing is more important to me than trying to vigorously enhance my colleagues’ CPD and enable them to refresh their subject matter knowledge. Nonetheless, one young teacher told me that she favours the principal most who intrude on her classroom least and don’t trouble her with any teachers’ CPD activities because she thought she was indeed a capable teacher.”*

Adopting Diversified Teaching Methods and School-based Curriculum

In a knowledge-based society, if teachers always do their instructions just in the way they are accustomed to do, they will only get what they have always got. No innovation, no significant breakthrough! Teacher Q had been assigned to be the mentor of the novice teachers of his school. He said, *“Teachers are of crucial importance in planning lessons for the students and expecting the outcomes attained by them after learning. Active and diversified approaches enable students to think and explore more in the lesson than a passive and direct instruction method is employed by the teacher. An effective teacher can hold students spellbound, delivering valuable knowledge in an interesting way. I have been in a poor teacher’s class. It is terrible!”*

The key for every school becoming great is to undergo ‘a system-wide cultural change’ so that the teachers there are willing and capable to tailor the central curriculum and

modify their teaching strategies to meet the needs of every individual student with great success for many years (Hopkins, 2007). Although Hong Kong Government had set out mandatory programmes of study in all subjects, with schools generally free to adapt central curricula and decide the teaching approaches, no respondents teaching in ‘band 1 schools’ reported that they had substantially designed school-based curriculum and employed diversified teaching methods while the respondents teaching in ‘band 2 or 3 schools’ indicated that their IMCs had seldom carried out the responsibilities of setting the direction for school-based curriculum development, supporting teachers’ professional development and enhancing their leadership in teaching.

Demonstrating Strong Ability to Professionally Manage Students

Four respondents in the sample were discipline masters or in charge of school’s discipline. They were so familiar with classroom management that they introduced the most important skill or the first strategy was to set the classroom rules and convey these rules to students (and parents) immediately. Great teachers’ single role for setting classroom rules was to avoid misbehaves from happening (or happening again) where the classroom rules outlined the accepted and the unaccepted behaviours as well as penalties for those students who had broken the rules (Whitaker, 2012). Furthermore, novice teachers were strongly recommended to observe how experienced teachers manage classrooms and lessons (Leach, 2006). It was my pleasure to hear from the 20 interviewees the legends of various great teachers. What great teachers had done differently were interesting and enriched the study much. For example,

- make a strong commitment to school vision, mission, values and goals,
- establish trusting relationship with the principal,
- ensure everything is well planned and serves a clear purpose,

- frequently participate in decision making,
- respect collegiality and assisting administrators to cultivate a caring climate,
- are willingly to conduct sharing and “peer observation” with colleagues.

4.1.4 Generating the 5-P Model for Successful Schools

My written interview with 20 experienced senior teachers was almost complete. I applied the rationale of SBM and the roles of IMC to lift the mask of a successful aided secondary school. Most respondents’ oral accounts revealed the positive impacts gained in implementing SBM. However, a few respondents suspected the real motive behind SBM policy was to undertake managerial reform rather than to help improve school’s effectiveness or to enhance students’ learning outcomes. Seeing from another angle, there might be other key factors contributing to school success. It was clear that SBM was not the sole imperative of a successful school. Actually, I had guided the interviewees, with some appropriate semi-structured questions, to elaborate on other drivers, including positive school culture, a high-performing principal, promoting students’ all-round development and great teachers. This was not the whole story since some influential external factors constituting a successful school had not been covered. After embarking on the long journey around successful schools, I became familiar with their structure and internal operation. I proposed the theoretical but practical 5-P model to deal with many concepts, depict an ideal school and realize my vision. What was now needed was a framework to help deduce my argument. In Figure 7, four rectangular boxes lying on the left hand side plus the student box located in the centre were the five key enablers. Community, parents and tertiary institutions were three external factors, but were less important in creating a successful school.



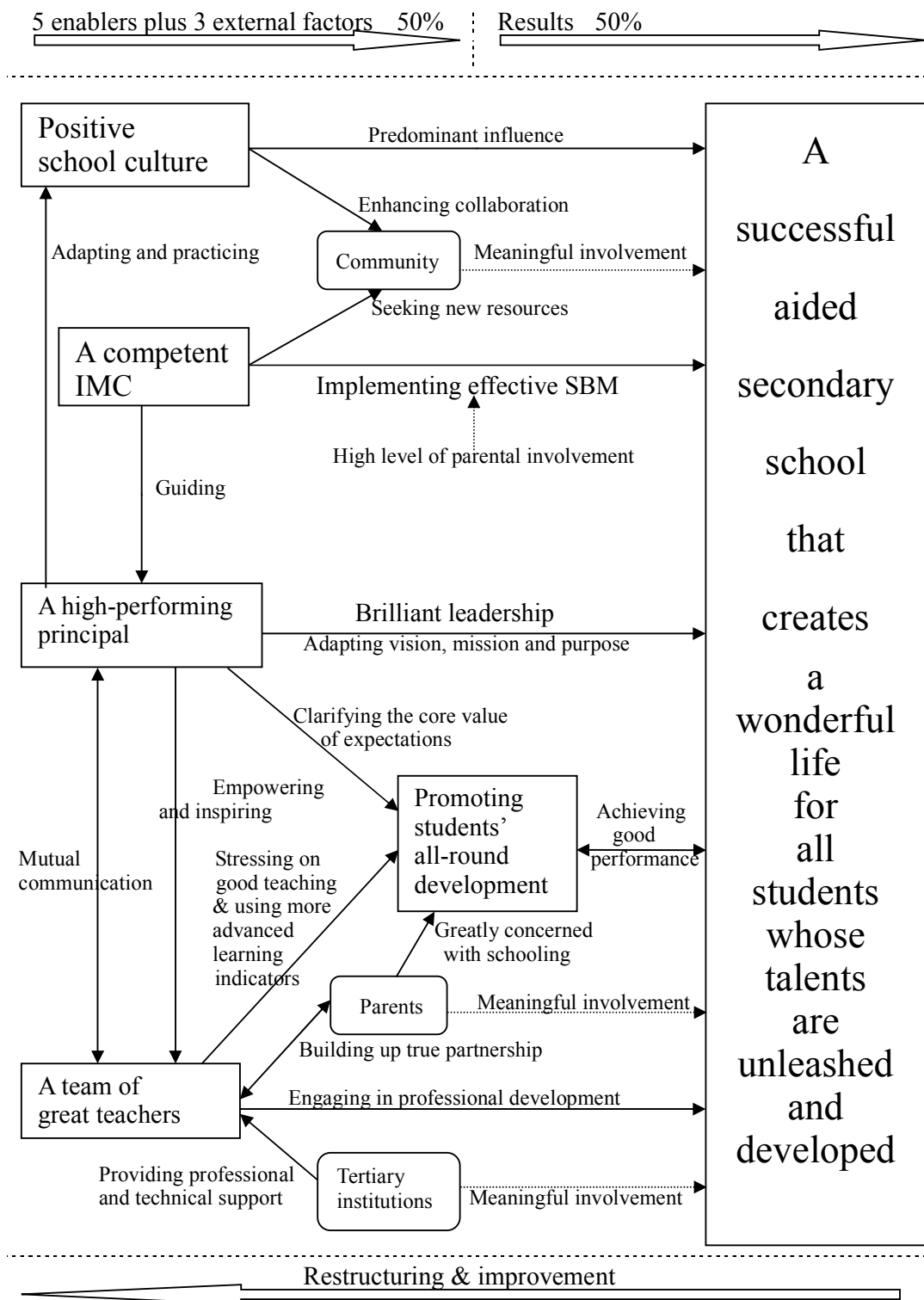


Figure 7 The 5-P Model for Creating a Successful Aided Secondary School

4.2 Designing a Questionnaire in Phase Two

The analysis for Phase One served to answer the first six research questions concerning the important impacts found in implementing SBM and the distinguishing features detected in a successful school. I identified and categorized all interviewees' perceptions of a successful school into a few groups. I completed this process in several iterations. First, I took note of the printed transcriptions to obtain an overall impression of twenty senior experienced teachers' responses. Next to each paragraph, I gave a brief summary and generated an individual label. From these labels, I developed the general category of the characteristics of a successful school.

Second, I began to nominate themes by sorting out various scraps of conversation and their corresponding labels into a miscellaneous concrete category and five sub-categories. The categorization enabled me to calculate the percentage or frequency of responses. At least one-fourth of the interviewees had to identify any theme or initial item for it to be included in the questionnaire. Next, I listened afresh to the tape carefully and reread the transcript to uncover some more gold. I looked for those frequently occurring perceptions that provided a typical evidence of all interviewees' ideal schools. I categorized their perceptions into several themes: a competent IMC, positive school culture, a high-performing principal, promoting students' all-round development and a team of great teachers (see the mind map in Appendix G).

Third, I developed these themes to determine how they might contribute to quality education. During this process, I applied two important decision criteria: Did the interviewees' responses offer new insights into the creation of a successful school and

what did they want their ideal schools to be like? Meanwhile, I realized there were no short cuts to achieving educational excellence, but to trust teachers, the ones who were closest to students and foster their personal visions. Finally, I reworded each response and categorized it into a particular subscale to ensure goodness of fit. After these steps, I determined that the resulting main scale and five subscales adequately reflected these 20 senior experienced teachers' perceptions of a successful school (see Table 9).

Table 6

Brief Information about the Quantitative Questionnaire

Category	Sub-total	No.	Sample item
Main scale: Generalization	22	1E	A successful secondary school must possess a team of professional great teachers.
Subscale 1: School-based management	22	3H	The IMC ensures that the principal's decision-making power is gradually being devolved upon other school managers and ordinary teachers.
Subscale 2: School culture	10	C11	All staff care for students and cater to their individual learning differences.
Subscale 3: Principal's leadership styles	10	P18A	The principal conducts administration section and instructional team towards a proper orientation.
Subscale 4: Students' all- round development	8	S28	Good students show great perseverance in confronting obstacles and frustrations, and never give up.
Subscale 5: Teachers' job performances	12	T35	Great teachers adopt new instructional strategies and diversified teaching methods to help raise effectiveness in "learning and teaching".
School's major concerns	15	2B	Reshaping school's positive culture.

Total items = 99

Table 7

Joint Display of Sub/Scale Development Process

Qualitative Findings	Designing Quantitative Questionnaire	
Themes and Quotes	Sub/Scale from Themes	Items ^a from Quotes and/or Extant Literatures
<u>Quality School Education</u> e.g. <i>To realize the spirit of SBM and lead my school to a self-managing as well as an effective school.</i> e.g. <i>Building a team spirit is difficult and takes a long time, yet the holistic support of the Quality School Improvement Project organized by the Chinese University of Hong Kong has facilitated establishing a shared vision and a culture of collaboration among the whole staff.</i>	Main Scale	<u>Item 1A</u> Establishing Incorporated Management Committee to implement effective school-based management. <u>Item 1V</u> Working closely with tertiary institutions as to bring about improvement. <u>Literature Review for Item 1V</u> <i>Various tertiary education institutions have developed partnership programmes with schools as to help schools identify the strategies that led to improvement and promote pupil progress, development and achievement (Stoll & Fink, 1996).</i>
<u>Impacts and Advantages of SBM</u> e.g. <i>After implementing SBM, the purchasing procedure has revised that we can have a large number of high-quality apparatus, as far as the IMC of our school gives its consent.</i> e.g. <i>I feel really good about the opportunity to voice my opinion.</i>	SBM Subscale	<u>Item 3B</u> Managing government and non-government funds to ensure appropriate use of resources. <u>Item 3D</u> Teacher, parent, alumni and independent managers have the right to participate in school decision-making as to meet the needs of students.

(to be continued)

Table 7 (continued)
Joint Display of Sub/Scale Development Process

Qualitative Findings	Designing Quantitative Questionnaire	
Themes and Quotes	Sub/Scale from Themes	Items ^a from Quotes or Extant Literatures
<u>Positive School Culture</u> e.g. <i>A clear vision depicts the bright future of what our school can become.</i>	Culture Subscale	<u>Item 6</u> The principal and teaching staff have commitment to realize school's vision, mission, values and goals. <u>Literature Review for Item 6</u> School leaders should create a new paradigm or vision, and have common foci on expectations and goals (Kruse & Louis, 2009).
<u>Principal's Leadership Styles</u> e.g. <i>Our principal was a visionary leader who used vision to guide the whole school on a long-term basis.</i> e.g. <i>My principal explained mission and applied it to trigger intangible forces that inspired us teachers to teach and pupils to learn.</i> e.g. <i>Our principal established a set of core values contributing to the school's success.</i>	Principal Subscale	<u>Item 16B</u> My principal provides effective guidance to the continuous development of the school, arousing school's vision, mission, values and goals. <u>Literature Review for Item 16B</u> My principal provides a clear vision of what our school is all about (Maher, 2000). A high-performing principal <ul style="list-style-type: none"> • is an "envisioner" who can articulate visions and make them happen . • facilitates the development of core values (McEwan, 2003). My principal communicates a strong and challenging vision, enhances sense of mission, and sets specific and measurable goals (Penix, 2009).

Table 7 (continued)
Joint Display of Sub/Scale Development Process

Qualitative Findings	Designing Quantitative Questionnaire	
Themes and Quotes	Sub/Scale from Themes	Items ^a from Quotes or Extant Literatures
<u>Principal's Leadership Styles</u> e.g. <i>Reinvigorate such culture and symbolize it to insiders and outsiders alike.</i>	Principal Subscale	<u>Item 17B</u> My principal retains the original underlying norms, values and beliefs, and is capable to shape new positive school culture. <u>Literature Review for Item 17B</u> A high-performing principal is a culture builder who appreciates the power of culture and builds positive cultures (McEwan, 2003).
<u>Students' All-round Development</u> e.g. <i>What trait good students must possess is not clever, but definitely diligent.</i>	Student Subscale	<u>Item 26</u> Good students are studious and have high learning motivation.
<u>Great Teachers</u> e.g. <i>I encourage all teaching staff to be lifelong learners and systematically employ various means to enhance teachers' CPD in my school.</i> e.g. <i>As a school administrator, I regard nothing is more important to me than trying to vigorously enhance my colleagues' CPD and enable them to refresh their subject matter knowledge.</i>	Teacher Subscale	<u>Item 34</u> Great teachers understand the goal of teachers' CPD, and apply it to improve their own ability and make themselves become life-long learners. <u>Item 36</u> Great teachers possess solid and extensive knowledge in the main subject for which they teach in. <u>Literature Review for Item 36</u> Great teachers should have solid subject matter knowledge in the subject they teach (Lustick & Xue, 2006).

^a A panel would review with and give feedback to each item, a focus group would judge the appropriateness of the translation, and a pilot study was conducted to assess the reliability of the main scale and various subscales.

4.3 Analysis of the Quantitative Data Collected in Phase Three

Two self-administered questionnaires with stamped addressed envelope were delivered to the two teacher managers (normally one is an alternate teacher manager) of each of the 200 randomly selected aided secondary schools (Appendix H). Finally, 103 questionnaires were collected from 96 different schools. The responses of 103 teacher managers to the main 99 items were recorded on a Likert 5-point agree/disagree scale. The rank and teaching experience of each respondent as well as the banding of his/her school were identifiable through the survey coding system. All data were entered into the SPSS software to generate descriptive statistics. The data drawn from five subscales of 62 items were exported to the ACER ConQuest programme for performing Rasch model analyses (Adams, Wu & Wilson, 2012) and exploratory factor analyses were applied to the Main Scale and the SBM Subscale.

4.3.1 Descriptive Statistics

This subsection provided simple summaries of the respondents' demographics (Table 8) as well as their perceptions of the overall results obtained by implementing SBM in their own school, and the quality of performance of their IMC, principal, teacher team and students (see Tables 9 – 11 and Figure 8).

4.3.1.1 Demographics of the Respondents

The subjects of the Phase Three survey were teacher managers. In Hong Kong, the two teacher managers of each school were elected from the teaching staff. They were

expected to share their experiences in and advise on curriculum development, classroom instruction, student activities and educational enrichment; provide professional expertise for the improvement of student learning; and serve as an important link between the IMC and the staff of the school (ACSBM, 2000; School Development Division, 2010). Because of such fearful hard work and heavy teaching duties, most teachers were reluctant to offer themselves as candidates for teacher managers. In fact, only senior teachers who had already been promoted to vice-principals (with rank PGM), department heads or panel chairpersons (with rank SGM/SAM) and had lighter teaching loads were willing to accept this big challenge. Besides, the minimum requirements for teachers to promote to Principal Graduated Master (PGM), Senior Graduated Master (SGM) and Senior Assistant Master (SAM) were to fulfill many complex conditions and teach in the same school for more than two decades. As a result, nearly 71% of the teacher managers participating in this survey were PGM and SGM, and 65% of the respondents had more than 20 teaching experience (see Table 8).

Table 8
Sample Demographics of the Quantitative Survey

Rank	No.	Teaching experience	No.	School*	No.
CM	6	1 – 5 years	2	Band 1	30 (occupied 29.1%)
AM	0	6 – 10 years	11	Band 2	41 (occupied 39.8%)
SAM	2	11 – 20 years	23	Band 3	32 (occupied 31.1%)
GM	21	Over 20 years	67	Total = 103	
SGM	50	Total = 103			
PGM	23	*Band 1 school is normally an English as Medium of Instruction			
Others	1	School with good public examination results.			
Total = 103		*Band 3 school is normally a Chinese as Medium of Instruction			
		School with a lot of students' learning difficulties.			

4.3.1.2 Declaration of the Ultimate Aim of the SBM Policy

Since 1999, the Government has delegated more power and responsibilities to schools in personnel management, financial matters and curriculum development as to provide quality education with their own characteristics (SBM Section, 2014). As shown in Table 9, most respondents of the current survey asserted the effectiveness of the new personnel and financial management policy that only 24.3% and 11.7% of the respondents had expressed their dissatisfaction with these two policies respectively.

The implications of a postmodern perspective for education and curriculum are enormous. As postmodernism is a continuation of modernism and its transcendence, and is a movement to encourage and expand pluralism, its challenge to education is to design a curriculum that both accommodates and stretches, and should be multifaceted. A postmodern curriculum should be free of past domination but is still in need of the roots of history to grow and develop, or to transform to a completely new one. Postmodernists posit that there is not only one way to interpret or theorize about the curriculum (Ornstein & Hunkins, 2004). The Curriculum Development Council (CDC, 2002) also stated that the concept of “one-size fits all” central curriculum did not work. In recent years, Hong Kong Government has adopted a postmodern perspective to consider curriculum development as to eliminate the hegemonic forces and institutional obstacles that limit our knowledge, reinforce our prejudices, and disconnect us from the global community (Slattery, 2013). The SBM Section (2006) gave more autonomy for schools, according to the individual differences between students’ abilities, needs and characteristics, to adapt the central curriculum under the SBM policy. Schools were encouraged to make references to some frameworks and develop their own

student-centered teaching and learning programs with different degrees and their own assessment policy. In this study, the shifts in the new ways of governing schools and devising school-based curriculum were characterized as postmodernity. Nonetheless, most respondents' schools had lost ground in school-based curriculum development. In Table 9, only 24 teacher managers (accounting for 23.3%) were in favour of the effort their schools had really put to devise new school-based curriculum and corresponding assessment policy after the formation of IMC, thus forming a pessimistic version of postmodernity. No one would deny the establishment of IMC to implement SBM as a means to improve students' academic achievement, yet just a very small percentage (16.5%) of the survey sample agreed that the ultimate aim of SBM: "to improve the standards of teaching and students' learning outcomes" had been achieved. The notions of "centralization" and "passivism", far from being eradicated by implementing SBM, were displayed and exploited.

Table 9

Responses to Question 4 of the Questionnaire

Teacher managers' perceptions of the overall results obtained by implementing SBM and establishing incorporated management committee in their schools.						
VD: Very dissatisfied D: Dissatisfied HH: Half-half S: Satisfied VS: Very satisfied		VD	D	HH	S	VS
A	Improve the effectiveness of personnel management.	4 (3.9%)	21 (20.4%)	38 (36.9%)	37 (35.9%)	3 (2.9%)
B	Deploy resources more flexibly for long-term strategic planning.	4 (3.9%)	8 (7.8%)	35 (34.0%)	47 (45.6%)	9 (8.7%)
C	Design school-based curriculum as to cater learning diversity.	4 (3.9%)	42 (40.8%)	33 (32.0%)	20 (19.4%)	4 (3.9%)
D	Achieve the end vision of enhancing students' learning outcome.	5 (4.9%)	27 (26.2%)	54 (52.4%)	14 (13.6%)	3 (2.9%)

4.3.1.3 Judging the Quality of Performance of an IMC

In Table 10, four SGM and three GM teachers gave a grade A (the best grade) to denote the quality of performance of their school's IMC, but an extreme assessment of a failing grade F was given by one PGM, four SGM and two GM teachers to denote the poor performance of their school's IMC. Altogether 85 teacher managers (accounting for 82.5%) gave C or above grades to praise their IMC's good performance. The Contingency Coefficient shown at the bottom of Table 8 was 0.451 (originally representing "Moderate Correlation"), but as $p = 0.393 > 0.05$, this crosstab analysis revealed that teacher managers' ranks were not significantly related to the grades given by them to denote the performance of their school's IMC. Since the approximate significant figures concerning principal, teacher team and whole school were respectively 0.573, 0.447 and 0.204 which were all greater than 0.05, there was no correlation existed between teacher manager's rank and quality of performance of the principal/teacher team/whole school.

4.3.1.4 Judging the Quality of Performance of the School Principal

In Figure 8, ten teacher managers seemed very disappointedly that they gave grade D (a minimal passing level) to denote the quality of performances of their school's principal and another nine teacher managers even flunked (judging with a failing grade F) the principal for his/her remarkable low-performance. Under the implementation of SBM, how the principals had executed changes in leadership such as fully empowering others, flexibly deploying resources, etc. were crucial to school success. These issues should be elaborated in detail.

Table 10

Cross Tabulation of Responding Teachers' Rank and IMC's Performance

Rank of the responding teacher:		PGM	SGM	GM	SAM	CM	Others
The best Grade A	Count	0	4	3	0	0	0
	% within Q5A	.0%	57.1%	42.9%	.0%	.0%	.0%
	% within Rank	.0%	8.0%	14.3%	.0%	.0%	.0%
	% of Total	.0%	3.9%	2.9%	.0%	.0%	.0%
Better than almost all Grade A-	Count	7	5	1	0	2	0
	% within Q5A	46.7%	33.3%	6.7%	.0%	13.3%	.0%
	% within Rank	30.4%	10.0%	4.8%	.0%	33.3%	.0%
	% of Total	6.8%	4.9%	1.0%	.0%	1.9%	.0%
Good Grade B	Count	9	15	6	1	0	0
	% within Q5A	29.0%	48.4%	19.4%	3.2%	.0%	.0%
	% within Rank	39.1%	30.0%	28.6%	50.0%	.0%	.0%
	% of Total	8.7%	14.6%	5.8%	1.0%	.0%	.0%
Fairly good Grade C	Count	6	17	4	1	3	1
	% within Q5A	18.8%	53.1%	12.5%	3.1%	9.4%	3.1%
	% within Rank	26.1%	34.0%	19.0%	50.0%	50.0%	100.0%
	% of Total	5.8%	16.5%	3.9%	1.0%	2.9%	1.0%
Bare pass Grade D	Count	0	5	5	0	1	0
	% within Q5A	.0%	45.5%	45.5%	.0%	9.1%	.0%
	% within Rank	.0%	10.0%	23.8%	.0%	16.7%	.0%
	% of Total	.0%	4.9%	4.9%	.0%	1.0%	.0%
Fail Grade F	Count	1	4	2	0	0	0
	% within Q5A	14.3%	57.1%	28.6%	.0%	.0%	.0%
	% within Rank	4.3%	8.0%	9.5%	.0%	.0%	.0%
	% of Total	1.0%	3.9%	1.9%	.0%	.0%	.0%
				Value	Approx. Sig.		
Nominal by Nominal	Contingency Coefficient			.451	.393		
N of Valid Cases				103			



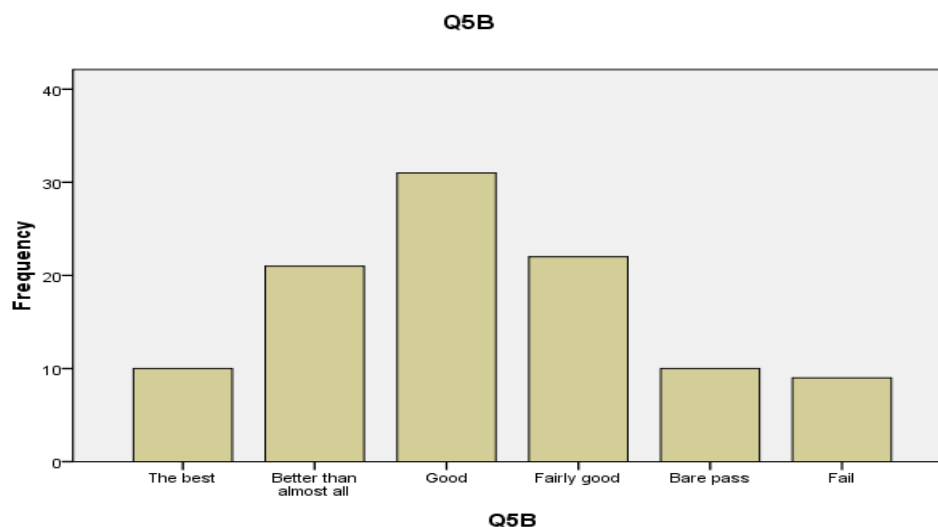


Figure 8 The Bar Chart Displaying Principals' Quality of Performance

4.3.1.5 Judging the Quality of Performance of Students

With reference to Table 11, 96 teacher managers, accounting for 93.2% of the sample, gave a grade C or higher grades to praise the good performance of their students. The Contingency Coefficient at the bottom was 0.540 with $p=0.016<0.05$, revealing that teacher managers' ranks were moderately related to the grades given by them to denote students' quality of performance. The group composing of vice-principals (with the highest rank PGM) and department heads/panel chairpersons (with the second highest rank S) praised for their students' good performances. Eight members of this group gave grade A or A- to their students and 63 other members gave grade B or C to their students, while only three ordinary teachers (with lower rank GM or CM) gave grade A or A- to their students. However, if vice-principals and middle management overestimated the quality of performance and capability of students, they would probably put forward inappropriate school policies or proposals that did not met students' real needs.

Table 11

Cross Tabulation of Responding Teachers' Ranks and Students' Performance

Rank of the responding teacher:		PGM	SGM	GM	SAM	CM	Others
The best	Count	1	1	1	0	1	0
Grade A	% within Q5D	25.0%	25.0%	25.0%	.0%	25.0%	.0%
The best	% within Rank	4.3%	2.0%	4.8%	.0%	16.7%	.0%
The best	% of Total	1.0%	1.0%	1.0%	.0%	1.0%	.0%
Better than almost all	Count	4	2	1	0	0	0
	% within Q5D	57.1%	28.6%	14.3%	.0%	.0%	.0%
Grade A-	% within Rank	17.4%	4.0%	4.8%	.0%	.0%	.0%
Better than	% of Total	3.9%	1.9%	1.0%	.0%	.0%	.0%
Good	Count	13	21	9	0	1	0
Grade B	% within Q5D	29.5%	47.7%	20.5%	.0%	2.3%	.0%
Good	% within Rank	56.5%	42.0%	42.9%	.0%	16.7%	.0%
Good	% of Total	12.6%	20.4%	8.7%	.0%	1.0%	.0%
Fairly good	Count	5	24	6	2	3	1
Grade C	% within Q5D	12.2%	58.5%	14.6%	4.9%	7.3%	2.4%
Fairly good	% within Rank	21.7%	48.0%	28.6%	100.0%	50.0%	100.0%
Fairly good	% of Total	4.9%	23.3%	5.8%	1.9%	2.9%	1.0%
Bare pass	Count	0	2	4	0	0	0
Grade D	% within Q5D	.0%	33.3%	66.7%	.0%	.0%	.0%
Bare pass	% within Rank	.0%	4.0%	19.0%	.0%	.0%	.0%
Bare pass	% of Total	.0%	1.9%	3.9%	.0%	.0%	.0%
Fail	Count	0	0	0	0	1	0
Grade F	% within Q5D	.0%	.0%	.0%	.0%	100.0%	.0%
Fail	% within Rank	.0%	.0%	.0%	.0%	16.7%	.0%
Fail	% of Total	.0%	.0%	.0%	.0%	1.0%	.0%
		Value			Approx. Sig.		
Nominal by Nominal	Contingency Coefficient	.540			.016		
		N of Valid Cases			103		

4.3.1.6 The Quality of Performances of Five Prerequisites

A school's culture is embedded in a particular school's history and characterized by deeply rooted traditions, values, and beliefs (Kruse & Louis, 2009). Because school culture is very difficult to detect and lack of a quick test, I simply used "My school's overall performance" to represent "The performance of my school's culture" in designing the quantitative questionnaire. Although most school will be benefit from running the SBM mode, many principals are still struggle when asked to share their authority with school managers and teachers, particularly when the IMC chairman, that is, the school supervisor has not developed a real coordinating SBM team to "lead together". In Table 12, it should be noted that about one-fifth of the responding teacher managers flunked both their IMC and principal for the low quality of performance.

Table 12

Descriptive Statistics of the Performances of 5 Prerequisites

Prerequisite for a successful school	A	A-	B	C	D	F
<i>My school</i>	2	11	41	40	6	3
<i>(School culture)</i>	1.9%	1.9%	1.9%	1.9%	1.9%	1.9%
<i>The IMC of my school</i>	7	15	31	32	11	7
	6.8%	14.6%	30.1%	31.1%	10.7%	7%
<i>My principal</i>	10	21	31	22	10	9
	9.7%	20.4%	30.1%	21.4%	9.7%	8.7%
<i>Promoting students'</i>	4	7	44	41	6	1
<i>all-round development</i>	3.9%	6.8%	42.7%	39.8%	5.8%	1.0%
<i>My school's teacher team</i>	5	25	44	24	5	0
	4.9%	24.3%	42.7%	23.3%	4.9%	0%

Grade description: A(the best), A- (better than almost all), B(good), C(fairly good), D(bare pass), F(fail)

4.3.2 Analyzing the Main Scale Using SPSS Software

After creating the five categories: *culture*, *SBM/IMC*, *principal*, *student and teacher*, with respect to the most notable findings of the Phase One survey, it was found that some ingredients/characteristics of a successful school such as involving local communities, working with tertiary institutions, etc., had not been inserted into any categories because of their own peculiarity. These essential elements as well as those discovered in literatures but not yet investigated in Phase One were then combined together to form a Main Scale of 22 items. For example, Item 1L “Encouraging innovative pedagogical practices with high quality” could not be classified into any categories and so was put into the Main Scale. It should also be noted that the first five items were simply the positive depictions of the themes of the five categories. In the final scale development stage, exploratory factor analysis was conducted to identify the valid items and factors of the Main Scale.

4.3.2.1 KMO and Bartlett's Test

The appropriateness of correlation matrices to items in factor analysis was tested with Kaiser-Meyer-Olkin and Bartlett tests. The Kaiser-Meyer-Olkin value was $0.533 < 0.6$, revealing that it was not so suitable to perform factor analysis (Jung, 2009), yet Bartlett's Test of Sphericity was significant (with chi-square = 492.241, $p < 0.001$), indicating that common factors existed. Even if there was a contradiction between these results, I still decided to go ahead of applying the Exploratory Factor Analysis but would elaborate the output with much more caution.

4.3.2.2 *Determining the Number of Factors*

Some criteria were proposed to decide the number of factors, including “a factor was retained when its eigenvalue ≥ 1 in accordance with Guttman-Kaiser Rule (Timmerman & Lorenzo-Seva, 2011)”, “the factor information revealed on the steep portion of the scree plot should be highly regarded”, and “factors with only one item would be treated as unsuitable”. An exploratory factor analysis (EFA) using principal components extraction with a varimax rotation was performed to explore the present Main Scale’s underlying factor structure. According to the “Eigenvalue greater than one” criterion and the scree plot shown in Figure 9, a ten-factor solution was formed (see Appendix M). Since two factors constituted of a single item and some of the rest factors were not interpretable, I preferred to construct a new five-factor solution which could possibly match with my original research objectives, such that, its items might be suitably inserted into the five subscales that would be discussed later. Then I repeated the EFA with a fixed factor number of five. Factor loadings of all 22 items varied between 0.323 and 0.835, and the five factors accounted for 46.583% of total variance. An item would be eliminated if its factor loading < 0.32 or it possessed a loading size > 0.35 in over one factor (Pett, Lackey & Sullivan, 2003; Tabachnick & Fidell, 2001). As a result, Item Q1D (with a loading size = 0.390) and Item Q1U (with a loading size = 0.389) were found to possess cross-loading on other component so that they would be removed from the scale (Table 13). After that, EPA was once again repeated on the remaining 20 well-behaved items. All these five factors were found to be interpretable and were labeled with appropriate names (Table 13).

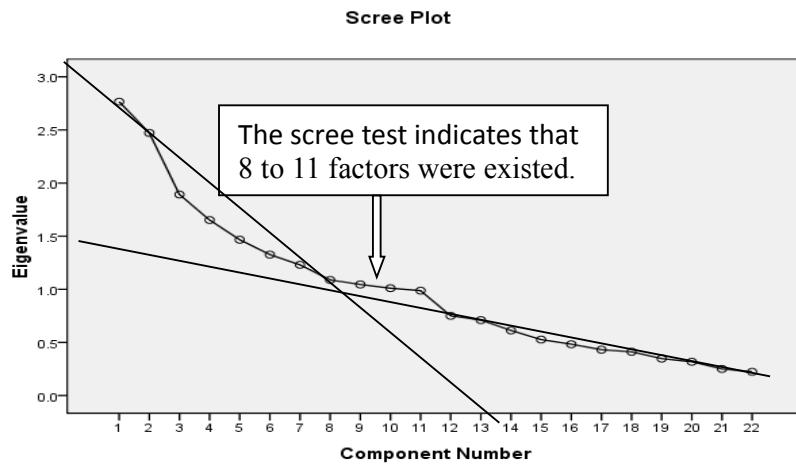


Figure 9 The Scree Plot Showing All Eigenvalues in Decreasing Order

4.3.2.3 Examining the Reliability of the Newly Formed Main Scale

The internal consistency of an instrument addresses the issue of whether this instrument will produce similar results each time regardless of who administers it and regardless of which forms are used. This item reliability index, indicating that all items within the instrument measure the same construct (thing), is usually measured by Cronbach's alpha. The closer the alpha is to 1.00, the greater is the internal consistency of items in the instrument being assessed. As a rule of thumb, an alpha at 0.7 is accepted while alpha ≥ 0.8 demonstrates high reliability (George & Mallery, 2010). The Cronbach's alpha coefficients for the new Main Scale was 0.604, and for the five dimensions were 0.556 (Culture), 0.296 (IMC's Roles), 0.573 (Teaching Team), 0.133 (Learning Community) and 0.579 (Students' Learning), showing that the Main Scale's internal consistency was questionable, and the "IMC's Roles" and "Learning Community" dimensions with alpha < 0.3 were regarded as unacceptable and in need of substantial changes.

Table 13

The Rotated Component Matrix of the Main Scale with 5 Factors

22 items of the Main Scale are:	Component				
	1	2	3	4	5
<u>Regulating Students' Learning</u>					
Q1R: Students' learning progress	.676	.201	.246	-.054	-.226
Q1S: Caring and productive students	.660	-.058	-.043	.213	.093
Q1Q: Measurable performance indicators	.581	.311	.273	.019	-.021
Q1P: Individualized learning programmes	.472	-.147	.294	-.275	.118
<u>Creating Quality Teaching Team</u>					
Q1M: Assuring the importance of teachers	.179	.770	.159	-.043	-.101
Q1E: A team of great teachers	-.474	.670	.050	.139	.182
Q1L: Innovative pedagogical practices	-.013	.659	.300	-.102	-.015
Q1K: Establishing a climate of collaboration	.098	.323	-.078	.098	.095
<u>Learning Communities</u>					
Q1H: Become a "learning school"	.043	.150	.566	.013	.096
Q1O: Students' broad performance	.129	-.001	.494	.018	-.034
Q1V: Working with tertiary institutions	.116	.196	.446	.001	-.025
<u>Q1D: Persevering students</u>	.325	.214	-.419	-.254	.390
Q1N: Holding high expectations on students	.333	.183	-.390	-.284	.249
<u>Strengthening IMC's Roles</u>					
Q1B: Competent IMC and effective SBM	-.035	-.035	.126	.616	.185
Q1J: With mechanism to handle complaints	.243	-.103	.028	.588	.122
Q1I: Emphasizing "learning and teaching"	-.110	.227	.278	.540	-.002
<u>Q1U: Involving local communities</u>	.257	.002	.389	-.536	.029
Q1T: Full support from the parents	-.123	-.185	.322	-.508	.264
<u>Shaping School Culture</u>					
Q1F: Clear vision and shared mission	.000	-.027	-.006	.159	.835
Q1A: Consistent school culture	-.033	.023	-.048	-.015	.697
Q1C: A high-performing principal	-.304	.212	.340	.271	.450
Q1G: Informing all school stakeholders	.215	.064	.328	.016	.340

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.



4.3.2.4 The Resulting Main Scale

With respect to Tables 13-15, items Q1G and Q1K (with low loading) as well as items Q1C and Q1B (to increase the internal consistency reliability) were deleted. Since the resulting factors namely Culture (2 items), Teaching Team (2 items), and Students' Learning (4 items) seemed to be overlapped with other subscales, and the Cronbach's alpha coefficients for IMC and Learning Community Dimensions were too low (respectively 0.296 and 0.133) to be accepted, the creation of these five factors became far more problematic than expected.

Table 14
Reliability & Item Statistics of the Main Scale

Culture		IMC		Teaching Team		Learning Community		Students' Learning	
Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items
.556	4	.296	4	.573	4	.133	4	.579	4
Culture		IMC		Teaching Team		Learning Community		Students' Learning	
Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted
Q1A	.506	Q1B	-.119 ^a	Q1E	.497	Q1H	.079	Q1P	.572
Q1C	.547	Q1I	.266	Q1K	.664	Q1N	.264	Q1Q	.491
Q1F	.251	Q1J	.092	Q1L	.418	Q1O	.128	Q1R	.431
Q1G ^b	.590	Q1T	.501	Q3M	.336	Q1V	-.122 ^a	Q1S	.540

a. The value is negative due to a negative average covariance among items.

b. Items to be deleted are squared

Table 15
Reliability Statistics of Three Dimensions of the Main Scale

Culture		Teaching Team		Students' Learning	
Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items
.590	3	.664	3	.579	4
.639	2	.700	2	Items: 1P, 1Q, 1R & 1S	
Items: 1A & 1F		Items: 1L & 1M			

4.3.3 Rasch Analyses about the Other Five Subscales

The purpose of this quantitative survey was to investigate the extent of the responding teacher managers agree with each item (an essential element of a successful school), and to construct a suitable instrument of five subscales for measuring school success. The ACER ConQuest programme which could read SPSS system files directly (Adams, Wu & Wilson, 2012) was used to generate for each subscale, the mean square (MNSQ) fit statistic for checking the fit of the data to the expectations of the Rasch Rating Scale model, and revealing the disparity between the observed data and the model expectation. In the Rasch model, item MNSQ values of 1.0 were ideal (Lee, Grossman & Krishnan, 2008) where an item with an infit or outfit MNSQ value greater than 1.0 was regarded as underfit (“unmodeled”) and that less than 1.0 was overfit (redundant). In practice, it is common that some items do not have a good fit and these unfitted items need to undergo follow-up investigation (Wang, 2010) such as rewording or requesting the test-takers to refill the questionnaire (if possible). Most teacher managers’ responses, as required by the Rasch model, were converted to logits (the units on an interval scale) so that the differences between any two successive logits had the same value (Bond & Fox, 2007). One more benefits of Rasch model was that the “person free” and “item free” measures were formed and could be applied to make reliable comparisons.

4.3.3.1 School Culture Subscale and Principals’ Leadership Styles Subscale

This sub-section applied the estimated fit statistics and the generated displays to demonstrate how well data drawn from the “School Culture Subscale” and the “Principal’s Leadership Styles Subscale” fitted the Rasch model.

Model-data fit

The item statistics from a Rasch analysis of dichotomous data were shown in Table 16. The item difficulty estimate and error estimate (all measured in logits) of each item were displayed. Large difficulty estimate value indicated an item with great difference between how the item should have performed (i.e., Rasch model expectations) and how it actually performed (i.e., when the teacher manager answered the questionnaire). The infit and outfit statistics were both adopted to assess an item's fit to the Rasch model, but users of the Rasch model routinely paid more attention to infit values than to outfit values because aberrant infit scores usually caused more concern than large outfit statistics (Bond & Fox, 2007). The items of these two subscales were determined to fit the Rasch model well because the values of infit and outfit MNSQ statistics were lying between 0.6 and 1.4 (Bond & Fox, 2007; Smith, 2004) except Item P23A of the "Principal Subscale" with an infit MNSQ value $1.43 > 1.40$ (Table 16). There are many reasons for a poor item fit (Wang, 2010). The detailed information of the only "misfit item" was provided in Table 17. Except careless filling up, the misfit might be caused by four experienced teachers (outliers) who were lack of confidence in novice teachers' competences and had thus made "Unimportant" as the option to this item. My guess was: they had accidentally forgotten that outstanding novice teachers would bring infinite positive energy and inject extraordinary vigour into the school, thus convincing the older teachers to overcome a weary sense and rebuilding their enthusiasm for teaching (Taylor & Ryan, 2005). This poor-fit item would be retained in the subscale because of the above assumption and also its high level of endorsement (see Table 17). Lastly, since all standard errors were slightly larger than 0.1, the "item difficulty estimate" was a little bit dubious.

Table 16

Item Difficulty Estimates, Standard Errors and Infit/Outfit Statistics

School Culture Subscale					Principal's Leadership Styles Subscale				
Item	Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ	Item	Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ
C6	-0.066	0.150	0.69	0.67	P16A	-0.332	0.161	0.78	0.79
C7	0.765	0.146	0.73	0.73	P17A	0.701	0.148	1.31	1.32
C8	0.220	0.147	1.09	1.08	P18A	-0.567	0.166	0.75	0.77
C9	-0.273	0.152	1.28	1.20	P19A	0.353	0.150	0.85	0.86
C10	-0.073	0.150	1.09	1.02	P20A	0.495	0.149	0.70	0.71
C11	-0.753	0.161	0.96	0.94	P21A	0.022	0.154	0.76	0.76
C12	-1.009	0.168	1.38	1.32	P22A	0.252	0.151	1.00	1.01
C13	0.198	0.147	1.07	1.03	P23A	-0.510	0.164	1.43	1.36
C14	-0.773	0.162	1.16	1.16	P24A	-0.194	0.158	1.31	1.34
C15	1.763*	0.163	0.93	0.94	P25A	-0.221*	0.158	0.92	0.91

Table 17

Details of the Misfit Item

Principal's Leadership Styles Subscale														
Item P23A and its content:				Options*			Difficulty	Error	Infit	Outfit				
				SU#	U	N	I	SI	Estimate	Estimate	MNSQ	MNSQ		
				0	4	8	42	49	-0.510	0.164	1.43	1.36		
The principal hires outstanding novice teachers at every opportunity and promotes incumbent teachers' ability as to ensure the quality of the teacher team.				*Strongly Unimportant (SU)						Unimportant (U)				
				Neutral (N)			Important (I)			Very Important (VI)				
				# Nobody had answered "Strongly Unimportant (SU)" in this item.										
Below was the information about the respondents whose option to item P23A was U:														
Code	Rank	Teaching experience	School band	16A	17A	18A	19A	20A	21A	22A	23A	24A	25A	
14	GM	20 years	one	VI	VI	VI	N	I	I	N	U	VI	VI	
26	SGM	20 years	one	N	N	I	VI	N	U	N	U	I	VI	
33	SGM	20 years	two	N	U	N	U	I	I	U	U	N	I	
51	SGM	20 years	two	I	I	I	I	I	I	N	U	VI	I	

Wright Maps for Culture Subscale and Principal Subscale

The initial Rasch analysis had produced a clear and meaningful item-person map for estimating the difficulty the items presented to the subjects of a survey (Bond & Fox, 2007). This delightful picture (Figure 10) was called a Wright map where a central line was marked out in logits (a common interval scale for respondent's total score and item difficulty). Respondents' total affirmative scores were measured in logits as were the item difficulties. The respondent location and item location were plotted on the left- and right-hand side of the line (Leong & Qiu, 2013). The Wright maps for Culture Subscale and Principal's Subscale were placed together in which respondents were denoted by cross (×) symbols where each '×' represented 0.7 or 0.8 cases, and the item marked with C or P indicated this item belonging to the Culture or the Principal Subscale respectively. It was found that Item C12 (or P18A) was the easiest-to-endorse item in its subscale whereas Item C15 (or P17A) was the hardest-to-endorse item in its subscale. Besides, there were respondents at the bottom of the culture spectrum that were not covered by the subscale. Two aspects of the graphic evidence demonstrated that these two subscales needed amendments or further administration. First, the respondents' bulk was not located opposite the bulk of the items. Second, most items were located far below the persons. Meads & Bentall (2008) argued that these two subscales might consist of too many leading or biased (redundant) items for which the respondents were too "easy" to give the answer "strongly agree" or "agree" and got very high total scores. Since one of the purposes of the study was to find out as many as possible the ingredients of a successful school, the findings enabled me to put all these item (except Item C15) as indicators for checking a successful school's positive culture and principal leadership. Actually, an overall review of all items would be available in the next chapter.



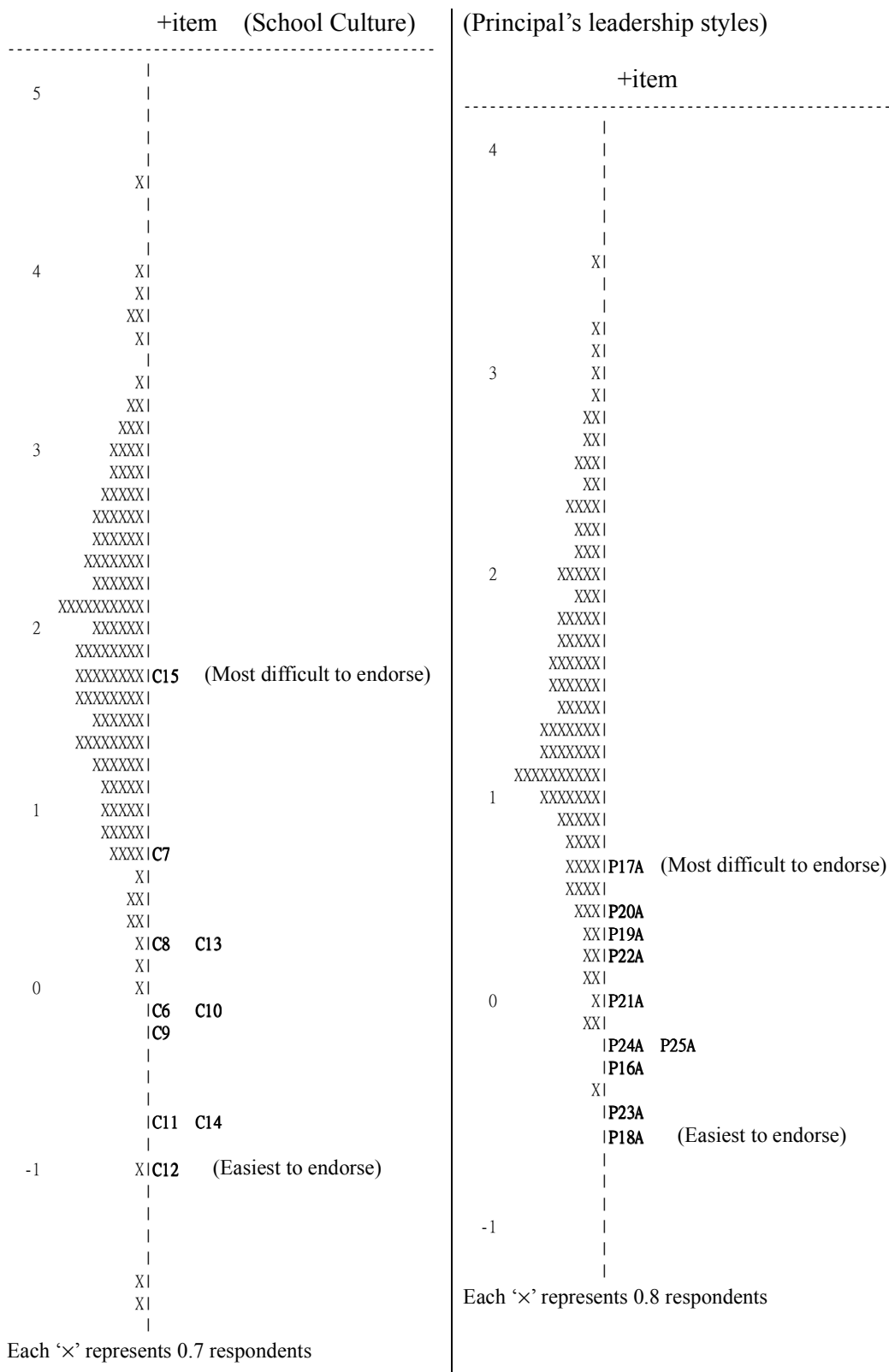


Figure 10 Wright Maps for the Culture Subscale and Principal's Subscale

Reliabilities of Culture Subscale and Principal Subscale

Person separation reliability estimates for results on the Culture and Principal Subscales were 0.927 and 0.882 respectively, revealing that both values were above the 0.80 acceptable threshold. A reliability estimate measured the degree to which a scale's scores differentiated persons on the measured variables (Lee, Grossman & Krishnan, 2008). The internal consistency is another typical measurement examining the extent to which all the items of a scale measure the same construct (Leong & Qiu, 2013). The reliability of the item difficulty estimates is a very high 0.94 on a 0 to 1 scale while item reliability can be interpreted on this 0 to 1 scale, much in the same way as Cronbach's alpha is interpreted. The Cronbach's alpha for the Culture Subscale was 0.858 and that for the Principal Subscale was 0.791 where one was greater than 0.8 and the other was nearly equal to 0.8 so that all these two subscales had demonstrated high reliability and was confident to place in the replicability of item placement across other samples (Bond & Fox, 2007).

4.3.3.2 Student Subscale and Teacher Subscale

The purpose of this sub-section was to assess whether or not the 8 items in the Student Subscale and the 12 items in the Teacher Subscale fitted the Rasch model. A specified technique was to calibrate the items in terms of teacher managers' degree of endorsement with the items. Rasch analysis then assessed these two subscales for unidimensionality and person-item-fit. Item difficulty estimates based on 103 teacher managers' responses to the items were created so that the redundant or problematic items in the subscales with poor "infit statistics" would be found (Tan & Yates, 2007).

Model-data fit

The great majority of the items in these two subscales fitted the unidimensionality with expected values falling in the range of 0.60-1.40, with the exception Item S33. This “misfit item” did not fit the Rasch model because the infit and outfit MNSQ was 1.56 and 1.53 respectively, that were all greater than the criterion 1.4 (Table 18). Additional information about this “misfit item” was given in Table 19 for reference.

Wright Maps for Student Subscale and Teacher Subscale

The present Rasch analysis software produced two Wright (item-person) maps which were placed side by side as shown in Figure 11. The Wright map for Student Subscale revealed that most teacher managers (as represented by ‘×’) agreed or strongly agreed with three-quarters of the items, affirming that the gateway for their schools to succeed was to nurture good students possessing the traits or abilities as mentioned in these six items (S26, S27, S28, S30, S31 and S33). Since only 28.2% and 39.8% of the respondents regarded Items S29 and S32 as two essential elements of a successful school respectively (Figure 12), these two items would be replaced by another two suitable items (with high level of endorsement) in Section A of the questionnaire (see Appendix M) or efficiently reworded so as to fit the final measurement model. In the other Wright map concerning teachers’ traits and job performance (Figure 11), it was found that nearly all respondents agreed or strongly agreed with more than 80% of the items in the Teacher Subscale. So this subscale as well as other subscales that consisted of many “high-level of endorsement items” would be presented in much more user-friendly new packages, helping respondents to save time in answering the questionnaire.

Table 18

Item Difficulty Estimates, Standard Errors and Infit/Outfit Statistics

Good Students' Traits Subscale					Great Teachers' Traits Subscale				
Item	Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ	Item	Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ
S26	-1.589	0.208	0.90	0.97	T34	0.134	0.160	0.89	0.87
S27	-2.492	0.271	1.02	1.30	T35	-1.116	0.183	1.13	1.13
S28	-0.231	0.155	0.72	0.73	T36	-1.218	0.186	0.82	0.85
S29	2.224	0.191	0.77	0.77	T37	1.383	0.158	1.11	1.15
S30	0.391	0.148	0.72	0.72	T38	0.937	0.156	1.20	1.22
S31	-0.037	0.152	0.95	0.97	T39	-0.500	0.169	0.82	0.83
S32	1.979	0.181	1.13	1.12	T40	-0.407	0.167	1.31	1.29
S33	-0.245*	0.156	1.56	1.53	T41	1.450	0.159	0.91	0.89
					T42	0.813	0.156	0.95	0.96
					T43	0.533	0.157	0.88	0.90
					T44	-1.225	0.186	0.88	0.92
					T45	-0.784*	0.175	0.83	0.84

Table 19

Details of the Misfit Item

Students' traits and abilities Subscale												
Item S33 and its content:			Options*				Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ		
			SD#	D	N	S					SA	
			0	3	13	37	50	-0.245*	0.156	1.56	1.53	
The gateway for my school to succeed is to nurture good students who know how to make career planning and develop lifelong learning skills.			*Strongly Disagree (SD)				Disagree (D)					
			Neutral (N)				Agree (A)		Strongly Agree (SA)			
			#Nobody had answered “Strongly Disagree (SD)” in this item.									
Below was the information about the respondents whose option to item S33 was D:												
Code	Rank	Teaching experience	School band	S26	S27	S28	S29	S30	S31	S32	S33	
76	GM	20 years	three	SA	SA	A	N	SA	A	A	D	
80	SGM	11-20 years	three	A	SA	SA	N	SA	N	N	D	
81	GM	20 years	three	SA	SA	A	N	N	A	A	D	

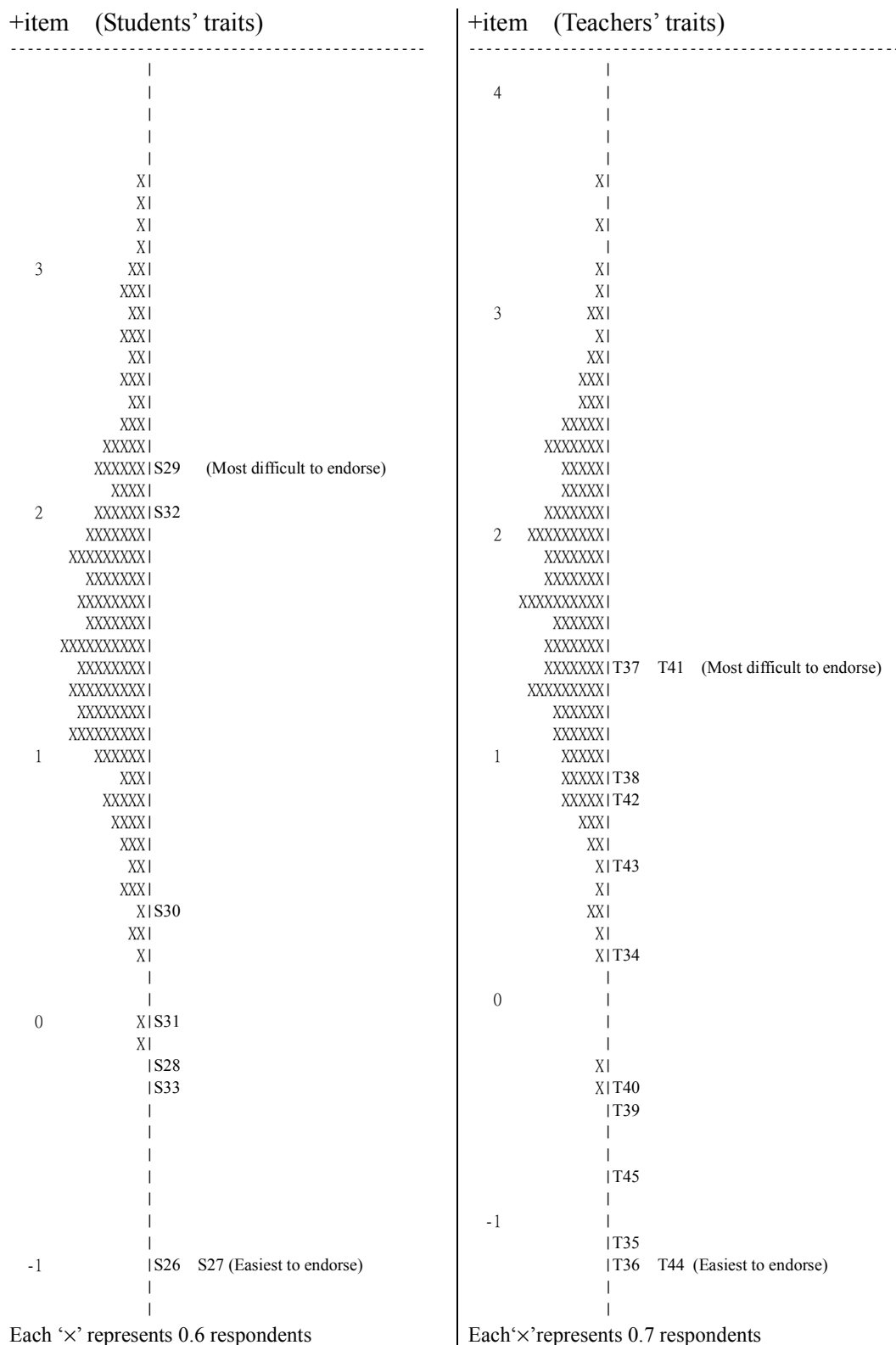


Figure 11 Wright Maps for Student Subscale and Teacher Subscale

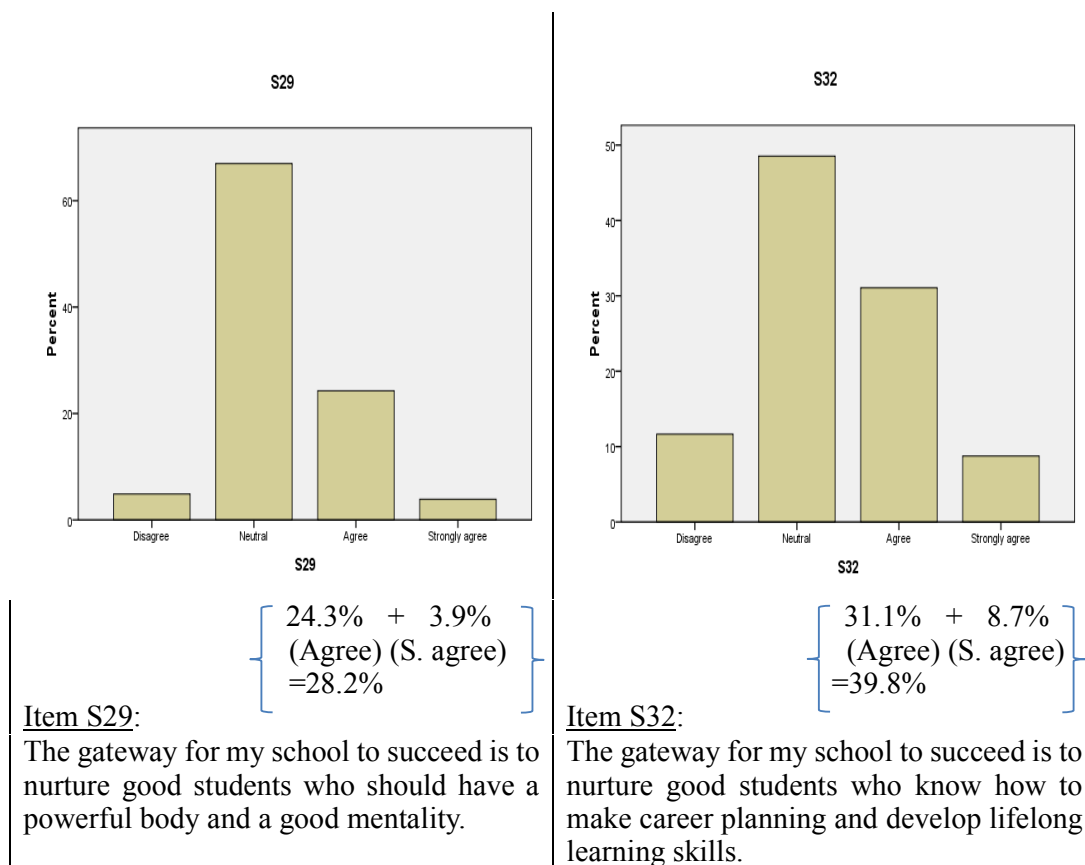


Figure 12 Bar Charts for Item S29 and S32

Reliabilities for Student Subscale and Teacher Subscale

Person separation reliability estimates for results on the Student and Teacher Subscales were 0.988 and 0.973 respectively, indicating excellent separation between respondents (Lee, Grossman & Krishnan, 2008). The Cronbach's alpha for Student Subscale and Teacher Subscale was 0.688 and 0.697 respectively. These item reliability indices of the two subscales were not very high because most items were too easy to endorse so that these subscales could not be replicable to give to another sample of the same size and behaving the same way (Bond & Fox, 2007). However, these two subscales were acceptable and needed no reconstruction for a general rule of thumb was that the lower bound of Cronbach's alpha was within the range $0.6 \leq \alpha < 0.7$.

4.3.3.3 Applying Rasch Model to Analyze the SBM Subscale

Since the theme of this study was to understand the rationale of SBM, it was natural that the SBM Subscale was the largest amongst all other four and contained the maximum number of test items. It might take much time to interpret the outputs generated from Rasch analysis and the SPSS exploratory factor analysis.

Model-data Fit According to Rasch Model

In Table 20, the statistics of 103 teacher managers' responses to the 22 items of the SBM Subscale (Appendix M, Q3A – Q3V) were reported. Item 3D and 3K fitted the Rasch model very well because their Infit and Outfit Mean Square values were all close to 1. Conversely, Item 3E, 3F, 3H and 3R were misfit items for which their infit and outfit MNSQ values were all greater than the criterion 1.40. These misfit items might measure different constructs (traits), revealing that they were lack of homogeneity with other items (Linacre, 2014). And besides, 3G and 3I were redundant items which had unacceptable infit and outfit values (less than 0.6). It should be noted that items with poor fit statistics should be considered for removal from the instrument (Yu & Yates, 2007). Theoretically, Item 3F was the easiest one in comparison with the others and it had an extremely small difficulty estimate -3.117 while Item 3U was the most difficult item with the biggest difficulty estimate 1.496 . In a more professional and evidence based expression, 100 teacher managers (accounting for 97.1%), the biggest number endorsed (agreed or strongly agreed) Item 3F to be a vital factor contributing to the success of their schools while only 18 teacher managers (accounting for 17.5%), the smallest number endorsed (agreed or strongly agreed) Item 3U. If a particular respondent “strongly disagreed (or agreed) with all items”, this extreme case did not

provide sufficient information to locate the respondent accurately on the logit scale. So an ideal instrument (test bank) would be neither too difficult nor too easy (to endorse) for the targeted persons (Phillipson & Tse, 2007). Detailed information for four misfit items as well as the easiest and the hardest items was shown in Table 21.

Table 20

Item Difficulty Estimates, Standard Errors and Infit/Outfit Statistics

School-based Management Subscale					
Item	Difficulty Estimate	Error Estimate	Infit MNSQ	Outfit MNSQ	Remarks
3A	-0.204	0.123	0.94	0.94	
3B	-0.314	0.126	1.14	1.14	
3C	-0.280	0.125	1.27	1.31	
3D	0.249	0.112	$0.97 \approx 1$	0.98	Fitted item
3E	-0.499	0.132	$1.81 > 1.4$	1.76	Misfit item
3F	-3.117	0.340	$2.11 > 1.4$	1.81	Misfit/Easiest item
3G	0.134	0.114	$0.52 < 0.6$	0.49	Redundant item
3H	-0.259	0.125	$1.54 > 1.4$	1.54	Misfit item
3I	0.213	0.113	$0.47 < 0.6$	0.46	Redundant item
3J	0.186	0.113	0.74	0.72	
3K	-0.033	0.118	$1.05 \approx 1$	1.04	Fitted item
3L	0.289	0.112	0.77	0.77	
3M	0.413	0.110	0.89	0.89	
3N	1.263	0.112	1.37	1.39	
3O	1.450	0.116	0.65	0.65	
3P	-0.024	0.118	0.70	0.71	
3Q	0.589	0.109	1.08	1.09	
3R	-0.695	0.140	$1.69 > 1.4$	1.63	Misfit/Hardest item
3S	-0.025	0.118	0.73	0.74	
3T	-0.675	0.139	0.84	0.83	
3U	1.496	0.118	0.95	0.94	
3V	-0.158*	0.122	1.06	1.05	

Table 21

The Number of Respondents Answered the Misfit, Easiest and Hardest Items

Please put a ✓ to indicate you agree or disagree, that the given SBM benefit, SBM measure or IMC role is vital to the success of your school.		SD	D	N	A	SA
SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
<u>Six misfit items and their contents:</u>						
3E	Enabling all kinds of school managers to have a better understanding of school's policies and organizational structure.	0	12 11.7%	9 8.7%	24 23.3%	58 56.3%
3F	Ensuring that those SBM participants (especially teachers) need not spend so much time.	0	1 1.0%	2 1.9%	1 1.0%	99 96.1%
3G	Ensuring that broadening the participation in decision-making process will not lead to confusion about the operating principles of the organizational structure.	0	8 7.8%	7 6.8%	81 78.6%	7 6.8%
3H	The IMC ensures that the principal's decision-making power is gradually being devolved upon other school managers and ordinary teachers.	0	7 6.8%	23 22.3%	25 24.3%	48 46.6%
3I	The IMC must avoid drawing power and political struggles into school level.	1 1.0%	3 2.9%	19 18.4%	74 71.8%	6 5.8%
3R	Assisting teachers to master the SBM policy and its related managerial skills.	0	7 6.8%	13 12.6%	21 20.4%	62 60.2%
<u>The easiest item and its content:</u>		SD	D	N	A	SA
3F	Ensuring that those SBM participants (especially teachers) need not spend so much time.	0	1 1.0%	2 1.9%	1 1.0%	99 96.1%
<u>The hardest item and its content:</u>		SD	D	N	A	SA
3U	Developing school-based curriculum to cater learning diversity.	2 1.9%	49 47.6%	34 33.0%	12 11.7%	6 5.8%

Wright Map for School-based Management Subscale

The respondents and items map for the SBM Subscale was found in Figure 13. The respondents' scores (Strongly Agree = 5 marks, Agree = 4 marks, Neutral = 3 marks, Disagree = 2 marks and SD = 1 mark) were represented by those '×' where each '×' stood for 0.6 cases and the items were indicated by 22 different notations from 3A to 3V.

Both respondent's latent trait and item difficulty were arranged from highest to lowest. The respondents who strongly agreed or agreed with almost all items were in the top left corner of the map. Those "difficult" items were represented with item numbers and situated in the top right corner of the map. Since the bulk of the respondents was not located opposite the bulk of the items (at the bottom of the right-hand side of the central line marked out in logits), indicating that these 22 items had not accurately assessed the responding teacher managers' various opinions and thus did not bring any valuable information to the contribution of SBM upon school success. Actually, the majority of items were too easy (to endorse) for a sample like this. If this was the usual sort of target group for the SBM Subscale, the subscale needed some more items of greater difficulty (Bond & Fox, 2007) as to precisely draw conclusions from the perceptions of the targeted persons.

Reliability for School-based Management Subscale

The separation reliability as derived from the Rasch model was 0.978 which was very close to ideal. This high value reflected that the item difficulties and person measures were well separated along the scale (Cavanagh & Romanoski, 2006; Martin, March, Debus & Malmberg, 2008). Moreover, the SBM Subscale was sensitive enough to distinguish between the upper and the lower levels of responding teacher managers' perceptions of the contribution of SBM to school success (Leong & Qiu, 2013). The internal consistency reliability for the SBM subscale, as estimated from Cronbach's alpha was 0.697 which was not so high (as it was not closed to one), indicating that this subscale was not suitable for high stakes testing (Bond & Fox, 2007) and needed further refinement to improve its reliability.

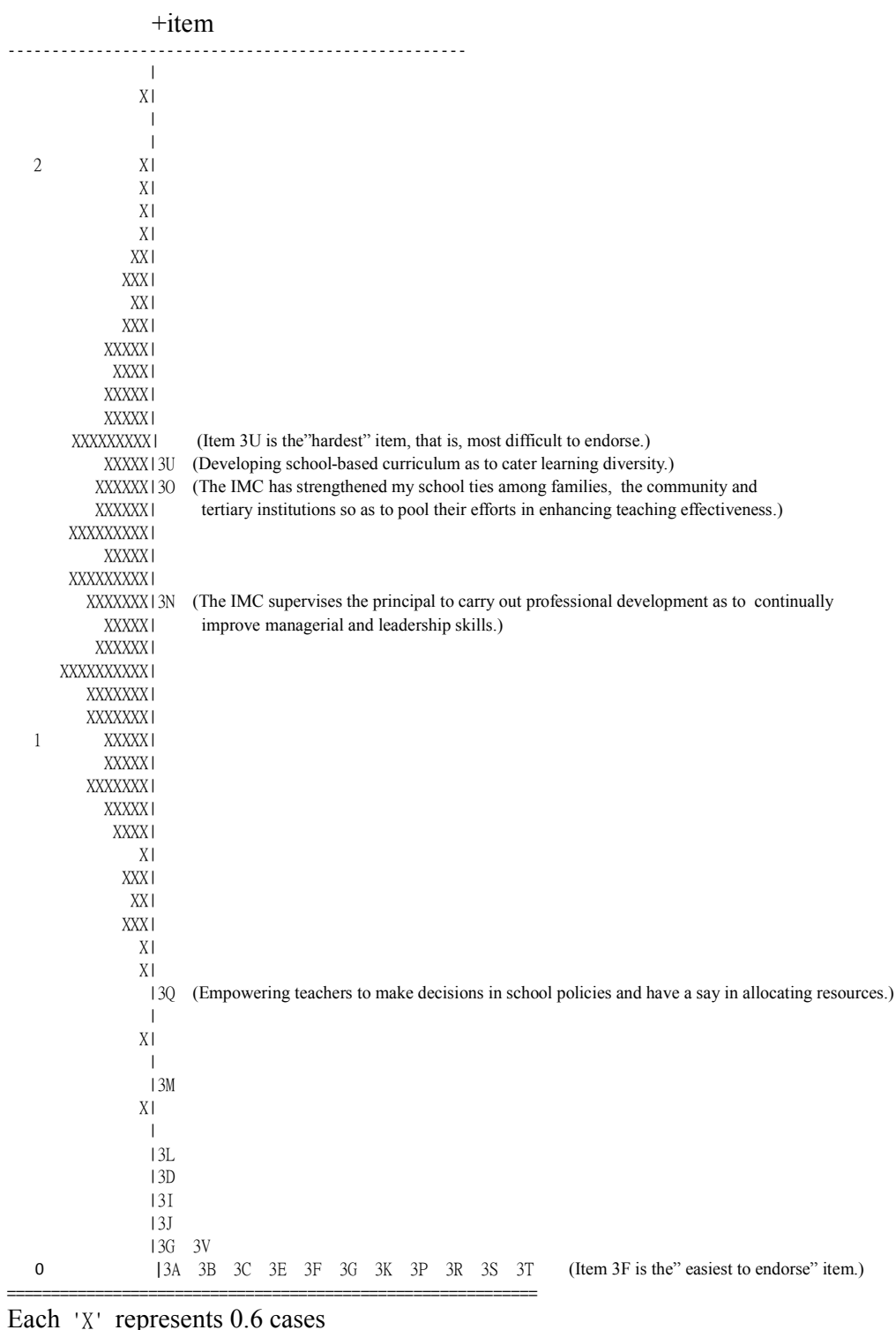


Figure 13 Wright Maps for School-based Management Subscale

To remedy the SBM Subscale

Nearly all respondents were targeted by only four items, namely 3N, 3O, 3Q and 3U. As the only designer of this subscale which revealed such a mistake, I was a little bit disappointed with the result. But if I changed to think of this situation, I had accidentally found 16 indicators for predicting a successful school. That was just what I expected to obtain. Of course, in the long run, the best remedy was to redesign or overhaul the present SBM Subscale and all other subscales that had too many “easy (to endorse) items”. Nevertheless, instead of inserting much more difficult items, an immediate effective remedy for the problem of the SBM Subscale was to convert the format and reword all the items and the concrete procedures would be discussed in the next chapter. As an example, two very easy items 3A “The Education Bureau has devolved upon my school the responsibility of the approval of teachers’ employment, promotion and resignation” and 3B “The Education Bureau has decentralized the decision-making power to my school for managing finance and resources” could be reworded in the way shown in Table 22. Finally, I decided to validate statistically the six problematic items as identified by Rasch model would also be distinguished by the other powerful software, the SPSS package.

Table 22

Rewording Two Very Easy Items

3. Please put a ✓ to indicate you agree or disagree, that your school or your school’s IMC has implemented this SBM measure to promote your school’s education quality and contribute to your school’s success.								
SD: Strongly Disagree	D: Disagree	N: Neutral	SD	D	N	A	SA	
A: Agree	SA: Strongly Agree							
3A	<i>Formulating school-based criteria and procedures for approval teachers’ appointment, promotion and succession.</i>							
3B	<i>Managing government and non-government funds to ensure appropriate use of resources.</i>							

4.3.3.4 Refining SBM Subscale by combining Rasch Analysis with SPSS Analysis

An exploratory factor analysis (EFA) using principal components extraction with a varimax rotation was performed to explore the underlying factor structure of the SBM Subscale. The Kaiser-Meyer-Olkin value was $0.524 < 0.6$, revealing that the condition for performing factor analysis was insufficient (Jung, 2009; Tabachnick & Fidell, 2001), yet Bartlett's Test of Sphericity was significant (with chi-square = 399.150, $p < 0.001$), indicating that common factors existed and factor analysis was available (Table 23).

Table 23
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.524
Bartlett's Test of Sphericity	Approx. Chi-Square	399.150
	df	231
	df	.000

A nine-factor solution and its component matrix were formed. The output was not appropriate because in the matrix, three components constituted only a single item (Appendix N). Hence a new four-factor solution in accordance with the scree plot shown in Figure 14 was constructed.

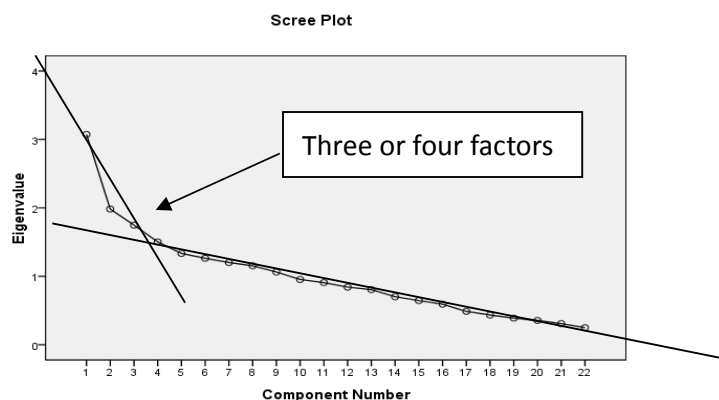


Figure 14 The Scree Plot for the SBM Subscale of 22 Items

Table 24

Rotated Component Matrix^a of the Original SBM Subscale

	Factors of the SBM Subscale ^b				Suggested names of the factors
	1	2	3	4	
3I	<u>.720</u>	.024	.100	.018	Responsibilities and powers of an IMC
3G	<u>.603</u>	.085	-.046	.120	
3E	<u>.550</u>	-.031	-.140	.085	
3J	<u>.532</u>	.221	.001	.071	
3T	<u>.481</u>	-.142	-.098	-.051	
3D	<u>.438</u>	.187	-.095	-.197	
3L	<u>.378</u>	.372	.252	.169	
3K	<u>.325</u>	.083	-.055	.205	
3U	<u>.322</u>	-.025	.299	-.109	
3Q	.003	<u>.674</u>	.051	.184	Key elements of SBM
3P	-.105	<u>.638</u>	-.089	-.169	
3M	.231	<u>.507</u>	-.022	.129	
3N	-.278	.204	<u>.639</u>	-.165	Principles of SBM
3C	.199	.124	<u>-.631</u>	-.251	
3A	.151	.280	<u>-.520</u>	-.058	
3H	.126	.060	<u>.488</u>	.056	
3B	.211	.435	<u>-.453</u>	.014	
3O	.095	.342	<u>.419</u>	-.384	Ultimate aim of SBM
3R^c	.068	.405	-.101	<u>.618</u>	
3F	.195	-.141	-.027	<u>.569</u>	
3V	-.223	.245	.067	<u>.560</u>	
3S	.118	.006	.226	<u>.383</u>	

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

b. The corresponding rotated component matrix and these four factors accounted for 83.1% of total variance.

c. Item 3E, 3F, 3G, 3H, 3I and 3R were identified as misfit items by the Rasch model where only Item 3R was the one with double evidence to be deleted.

Refining the SBM Subscale with four factors

My first impression of the new SBM Subscale with four factors was that Item 3L, 3B, 3O and 3R might delete from the subscale because they had factor loadings exceeding 0.30 on more than one factor (Table 24). Moreover, with reference to Tables 25 and 26, Item 3U in Factor 1, 3M in Factor 2, 3C, 3H and 3N in Factor 3 and 3S in Factor 4 were considered to be deleted as to increase the internal consistency reliability coefficient (Cronbach's alpha) of the measuring subscale. Item 3R should be deleted first and Item 3H was removed in the second step because they were unfitted items as identified in the previous Rasch analysis.

Table 25
Reliability Statistics

Factor 1		Factor 2		Factor 3		Factor 4	
Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items
.620	9	.474	3	.089	6	.436	4

Table 26
Item Statistics (the item to be deleted is squared)

Factor 1		Factor 2		Factor 3		Factor 4	
Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted
3D	.589	3M	.528	3A	-.065 ^a	3F	.420
3E	.585	3P	.410	3B	-.086 ^a	3R	.206
3G	.576	3Q	.088	3C	.211	3S	.466
3I	.556			3H	.102	3V	.289
3J	.570			3N	.241		
3K	.612			3O	-.012 ^a		
3L	.609						
3T	.598						
3U	.629						

a. The value is negative due to a negative average covariance among items.
This violates reliability model assumptions. You may want to check item codings.

Determining the Items to be Further Deleted from the SBM Subscale

After deleting Item 3H and 3R and conducting fresh exploratory analyses (Principal components extraction, Varimax rotation) on the remaining 20 items, a new rotated component matrix and the corresponding scree plot (Figure 15) were formed. Surprisingly, the items needed to be removed from the subscale were Item 3B, 3C and 3L (Appendix M) which were completely different from what had just been specified (Items 3E, 3F, 3G and 3I) in the previous paragraph. Since I was deeply convinced that the combination of Rasch item analysis and exploratory factor analysis continued to provide a great deal of valuable information, I decided to perform a fresh EFA with three fixed factors (Figure 15) and deleted the items 3E, 3F, 3G and 3I as recommended in the Rasch analysis outcome.

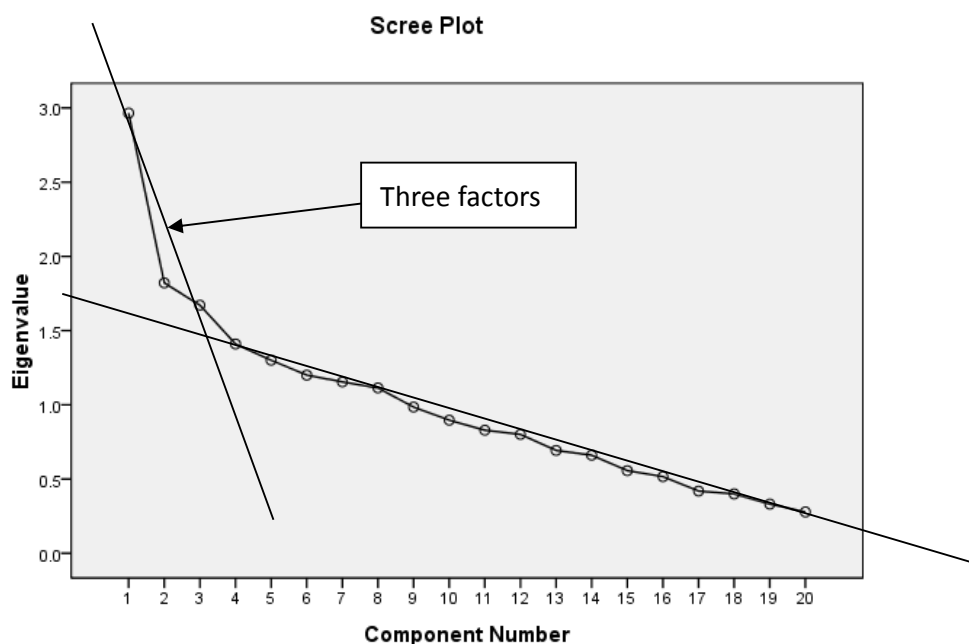


Figure 15 The Scree Plot for the SBM Subscale of 20 Items

Optimizing the Resulting SBM Subscale

The result was pretty good that only Item 3O with loadings greater than 0.3 in two factors must be removed (Table 27). After deleting Item 3O, alpha coefficients of the three factors were calculated for checking their internal consistency reliabilities. Item 3U in Factor 1 and 3V in Factor 3 should be removed from its corresponding factor as to increase the internal consistency reliability (Tables 28 and 29).

Table 27

Rotated Component Matrix^a of the SBM Subscale with 16 Items

	Factor			
	1	2	3	Suggested names of the factors
3M	.634	.055	.227	Responsibilities and powers of an IMC
3J	.610	.065	-.037	
3L	.579	-.142	.197	
3T	.525	.104	-.392	
3U	.403	-.281	-.237	
3D	.395	.190	.028	
3K	.313	.155	.075	Key elements and principles of SBM
3A	.129	.635	.118	
3N	-.038	-.635	.273	
3C	.119	.612	-.094	
3B	.321	.610	.209	
3O	.148	-.307	.304	
3S	.201	-.248	.034	Effective Learning and Teaching
3P	-.019	.215	.730	
3Q	.278	-.004	.674	
3V	-.007	-.129	.358	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Now the Cronbach's alpha coefficients of factor 1 (consisting of six items) and factor 3 (consisting of two items) were slightly increased to 0.530 and 0.528 respectively. Since I preferred accepting moderate reliability coefficients below 0.7 for retaining more items in the early stage of creating a scale (Ozturk & Ficici, 2014), I ceased to go on refining these factors. The Cronbach's alpha coefficient for Factor 2 was as small as 0.154 that when both items 3N and 3S were deleted, the alpha coefficient could only be increase to 0.344, indicating that Factor 2 had very bad internal consistency and needed to undergo a drastic change. If the item bank of the SBM Subscale had been enriched and improved substantially, all items measuring the same trait could perform the split-half test, other than solely calculate the alpha value, to reflect the great internal consistency of the instrument.

Table 28

Reliability Statistics

Factor 1		Factor 2		Factor 3	
Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items
.526	7	.154	5	.433	3

Table 29

Item Statistics (the item to be deleted is squared)

Factor 1		Factor 2		Factor 3	
Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted	Item	Cronbach's Alpha if Item Deleted
3D	.492	3A	.041	3P	.239
3J	.441	3B	.120	3Q	.181
3K	.511	3C	.138	3V	.528
3L	.483	3N	.195		
3M	.459	3S	.145		
3T	.491				
3U	.530				

Final version of the SBM Subscale

In refining the SBM Subscale, Item 3S was resuscitated and inserted in the subscale. Fresh exploratory analyses were conducted on these 12 items to form a new rotated component matrix of three factors. After rewording all the items and extracting Item 3S from Factor 2 to Factor 3 in accordance with my conceptual design, the final version of the SBM Subscale was determined and had provided 106 teacher managers' perceptions of implementing SBM in their school based on factual findings (Table 30).

Table 30

Final Version of the SBM Subscale

Item	Effective School-based Management Index (Disagree =2, Neutral=3, Agree=4, Strongly Agree=5) (Mean score)	Factor Loading
<u>Resulting Advantages of Implementing SBM:</u>		
3A	My school has taken responsibility for the approval of teachers' employment, promotion and resignation. (4.07)	0.681
3B	My school is empowered to properly manage finance and resources. (4.14)	0.610
3C	My school has enhanced the transparency and accountability of governance. (4.12)	0.649
3D	Teacher, parent, alumni and independent managers had participated in school decision-making as to meet the needs of students. (3.76)	0.335
<u>Responsibilities and Powers of an IMC:</u>		
3J	The IMC ensured that the school had not deviated from the original vision set by the school sponsoring body. (3.81)	0.571
3K	The IMC had formulated school development strategies as to accomplish school's mission and realize school's vision. (3.96)	0.378
3L	The IMC had vetted and approved my school's three-year school development plan and annual school plan. (3.73)	0.632
3M	The IMC had established the self-evaluation mechanism for my school and monitored its implementation. (3.63)	0.685
3T	The IMC had guided the school to develop quality education with school's own culture and characteristics. (4.33)	0.547
<u>Enhancing Teachers' Competence:</u>		
3P	Teachers' continuing professional development had been facilitated through a fair and an open system. (3.95)	0.782
3Q	Teachers had been empowered to make decisions in school policies and have a say in allocating resources. (3.49)	0.757
3S	The effective communication channel between teachers and all school managers had been established. (3.95)	0.128

4.4 Creating Successful Schools through Principals' Leadership

As SBM policy has been fully carried out in Hong Kong for more than a decade, most school principals have adapted their roles, responsibilities and tasks as to meet the changing needs of the 21st century, and cater the paradigm shift on leadership and decision-making. So it is a good time to find out school managers' perception of the degree of contribution that principals' leadership had made to school success.

4.4.1 Performing a Paired-samples *t* Test on School Principals' Leadership

Most of the 103 teacher managers participating in the questionnaire survey (Appendix M, N) considered that these ten principal's leadership styles were important factors contributing to school success because the mean was as high as $(=41.369/10) 4.1369^a$ while the same group of respondents determined the "mean score" of their principal's practical leadership style in the school was only $(=33.486/10) 3.3486$, with a difference of $(=7.883/10) 0.7883$ (see Tables 31 and 32). The means differed significantly at the $p=.000<.05$ level. Levene's test for Equality of Variances indicated variances for "important factor" and "practical application" differed significantly from each other. In other words, a large portion of this sample of senior teachers perceived that their principals had not played well the important roles of leading the school to success. As an example, take a look at Items P24A and P24B: "*The principal puts particular emphasis on students' real learning problems but not the public examination result*", where the mean score for "respondents' views of its importance" was 4.21, but that for "the principal's practical implementation" was 3.22. The difference was 0.99 which was the greatest among all (Table 33). Yet for Items P20A and P20B: "The principal

employs professional technology to manage school's finance and resources", the difference in mean score was (3.95-3.33) 0.62 which was the least among all, revealing that the respondents had not considered this principal's leadership style to be very important but had roughly treated this as their principals' leadership style. In short, the findings of this study concluded that these ten principal's leadership styles were good indicators (with high mean scores) of a successful school on the one hand, and most principals had not played well their leadership roles to help sustain or create successful schools on the other.

Table 31
Paired Samples Statistics

Principal's Leadership Style	Mean	N	Std. Deviation	Std. Error Mean
P_L_important	41.369	103	3.529	.3478
P_L_practice	33.486	103	7.368	.726

Table 32
Paired Samples Test

Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
P_L_important -				Lower	Upper			
P_L_practice	7.883	7.976	.7859	6.325	9.442	10.031	102	.000

Table 33
Difference in the Mean Score of Two Principal's Leadership Items

	P20A	P20B	P24A	P24B
Valid	103	103	103	103
Mean	3.95	3.33	4.21	3.22
Std. Deviation	.616	.954	.723	.816
Difference in mean	0.62		0.99	

4.4.2 Relationship between School Banding and Principal's Leadership Style

An analysis of variance was performed as to find whether or not significant difference existed between schools with different bandings in according to the ingredient: "Practical leadership styles contributing to school success". The descriptive statistics shown in Table 34 provided the "mean scores" for three kinds of schools with banding 1, 2 or 3 where the mean score (37.1333) of Band 1 EMI School was the greatest and that (30.4063) of Band 3 CMI School was the least. In Table 35, the outputs $F(2, 100) = 7.300$ and $p = .001 < .05$ revealed that there was a significant effect for school banding.

Table 34
Descriptive Statistics

Dependent Variable: Principal's Leadership as exercised in school

School banding	Mean	Std. Deviation	N
Band 1 EMI school	37.1333	5.48184	30
Band 2 school	33.2195	6.35418	41
Band 3 CMI school	30.4063	8.69876	32
Total	33.4854	7.36827	103

Table 35
Tests of Between-Subjects Effects

Dependent Variable: Principal's Leadership as exercised in school

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	705.518 ^a	2	352.759	7.300	.001	.127
Intercept	114105.734	1	114105.734	2361.357	.000	.959
Band	705.518	2	352.759	7.300	.001	.127
Error	4832.210	100	48.322			
Total	121029.000	103				
Corrected Total	5537.728	102				

a. R Squared = .127 (Adjusted R Squared = .110)

With reference to the Scheffe method for Post Hoc test, the asterisk adjacent to 6.7271 further confirmed that there was a significant difference between the mean scores of Band 1 EMI School and Band 3 CMI School (Table 36). More precisely, if the principal's leadership styles as demonstrated in Band 1 schools were "better than" (the proof was only "different from") that displayed in Band 3 schools and "quality leadership and management" was the most important key of a quality school, the ten items of this Principal's Leadership Styles Subscale should be treated as the golden rules for those low-performing schools to learn and copy. There is still an unsolved puzzle! Could we suppose the "better than" situation also existed in school culture, SBM strategies, teachers' job performances and students' learning modes?

Table 36

Principal's Leadership as Exercised in School

Scheffe		Multiple Comparisons				
(I) School banding	(J) School banding	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Band 1 EMI school	Band 2 school	3.9138	1.67013	.069	-.2362	8.0639
	Band 3 CMI school	6.7271*	1.76658	.001	2.3374	11.1168
Band 2 school	Band 1 EMI school	-3.9138	1.67013	.069	-8.0639	.2362
	Band 3 CMI school	2.8133	1.63971	.234	-1.2612	6.8877
Band 3 CMI school	Band 1 EMI school	-6.7271*	1.76658	.001	-11.1168	-2.3374
	Band 2 school	-2.8133	1.63971	.234	-6.8877	1.2612

Based on observed means.

The error term is Mean Square(Error) = 48.322.

* The mean difference is significant at the .05 level.

4.5 Discussion of Quantitative Findings

The EFA and Rasch Model facilitated the development of a main scale and five subscales. Given that these two approaches yielded different results for analyzing the SBM subscale. I made a deliberate decision that EFA was applied to the Main Scale and the SBM Subscale with more items while Rasch model was employed in Culture, Principal, Student and Teacher Subscale with 8 to 12 items only.

4.5.1 Disintegrating the Main Scale

When various EFA were applied on refining the Main Scale, the final output was composed of three factors (Culture, Teaching team and Students' Learning) and 8 items. When the revised Main Scale was employed to measure a school's degree of success, these three factors (dimensions) should be differentiated from each other. Even though this scale had provided some significant information about the characteristics of a good school and was valid to initially understand teacher managers' views towards these features, it had not filled a gap and substantively reached its aims. I eventually decided to disintegrate the Main Scale so that the final eight items as well as some of the items in the IMC and Learning Community Dimensions could be released to "enrich" other subscales. For example, Items 1A and 1F were allocated to the Culture Subscale, Items 1L and 1M to the Teacher Subscale, Items 1O, 1P, 1Q, 1R and 1S to the Student subscale, Items 1B and 1J to the SBM Subscale (Table 37). Anyhow, the area of teacher managers' perceptions of the prerequisites for developing a successful school holds much potential for future researches.

Table 37

The Reallocation of the Items in the Main Scale

No.	Factor Name and Item Content	Treatment
<u>Shaping School Culture</u> : My school		
1A	has a consistent culture of deeply internalized value.	Culture
1C	possesses a high-performing principal who equips with brilliant leadership and management skills.	Principal
1F	has a clear vision and shared mission.	Redundant
1G	explicitly informs all school stakeholders about school's vision, mission, core values and goals in a systematic and regular way.	IMC
<u>Strengthening IMC's Roles</u> : My school's IMC		
1B	implement effective school-based management (SBM).	Redundant
1I	emphasizes that "learning and teaching" should be put at the forefront.	IMC
1J	has established a fair and reasonable mechanism to handle complaints.	IMC
<u>Creating Quality Teaching Team</u> : My school		
1E	possesses a team of professional great teachers.	Redundant
1K	has established a climate of collaboration, mutual support and respect among the teaching staff.	Redundant
1L	encourages innovative pedagogical practices with high quality.	Redundant
1M	assures the importance of teachers, provides them with appropriate opportunities for promotion and development.	Redundant
<u>Regulating Students' Learning</u> : My school		
1P	has designed individualized (personalized) learning programmes in response to all students' learning needs and capacities.	Student
1Q	has established measurable performance indicators and detailed criteria for success for each student.	Student
1R	regularly informs students of their learning progress, and areas of strength and weakness.	Student
1S	nurtures all students to become caring, contributing, productive and responsible citizens.	Student
<u>Learning Community</u> :		
1H	My school has constructed itself to become a "learning school".	Culture
1O	My school's principal and teaching staffs hold high expectations on students' attitudes and academic achievements.	Student
1V	My school works closely with tertiary institutions as to bring about improvement.	IMC

4.5.2 Validating Five Subscales

According to the aim of the quantitative questionnaire survey: Develop and validate an instrument to measure the degree of success (in terms of total scores) achieved by a successful aided secondary school, the five subscales were undergone item identification and reduction in the previous subsections. After that, some items were deleted, 18 items were needed to refine and reword, and the most difficult/easiest items in each subscale were identified for performing further studies. It was glad that some sound results were drawn, partly because most of the responding teacher managers were vice-principals or veteran teachers who were professional in filling the questionnaire and had endorsed more than 50 items, and partly due to the great help given by my two thesis supervisors who foresaw all problems and instructed me to design a good questionnaire. Finally, five sets of core performance indicators concerning the culture, SBM, principal, student and teacher dimensions were combined to produce a reliable instrument for measuring school success and providing as a marvelous antidote to the failing schools with low performance.

4.6 Synthesizing the Qualitative and the Quantitative Data

The fifth stage as shown in Figure 4 was to combine the inspirational success stories told by the experienced senior teachers in Phase One and the statistics gathered in Phase Three for creating an index (see Table 38 and Appendix R). In this study, the three-phase exploratory sequential approach enabled me to collect data from veteran teachers, and to acquire precious experiences in designing questionnaire, selecting respondents and analyzing quantitative data. More importantly, mixing qualitative

interviews with a quantitative questionnaire survey allowed for a more integrated analysis which produced a tremendous depth and insight into the factors contributing to school success. The integration of mixed methods data seems too challenging to me, as well as most researchers!

Table 38

Joint Display: Confirming Qualitative Findings in Quantitative Survey

Qualitative Findings	Subscale (Reliability)	Quantitative Findings	Comparisons (Final Decision)
Research Question 1: How do Hong Kong teachers perceive implementing SBM and establishing IMC in aided secondary schools?			
The implementation of SBM and establishment of IMC in aided secondary schools were most likely to produce positive impacts on/have a lot of advantages to schools.	SBM Subscale of 22 items ($\alpha=0.697$, not reliable)	Most of the responding teacher managers agreed or strongly agreed that SBM had brought many benefits to their schools as shown in the Wright map in Figure 11.	Consistent.
Interview question 2(d)			
➤ 18 teachers, occupying 90% of the sample perceived that their schools have deployed resources more flexibly since SBM policy has been implemented.		➤ Item 3B Managing government and non-government funds to ensure appropriate use of resources (77.7% respondents agreed or strongly agreed).	Confirmed (Item 3B was accepted)
➤ <i>After implementing SBM, the purchasing procedure had been revised ... The SBM policy really provides greater flexibility to school in deploying resources.</i> (Quote from vice-principal I.)			
SBM had no significant impact on students' academic performance.	SBM Subscale of 22 items ($\alpha=0.697$, not reliable)	Item 3V ➤ Implementing SBM in my school had achieved the ultimate aim of improving students' learning outcomes (82.5% teacher managers agreed or strongly agreed).	Inconsistent.
Interview question 2(f)			
➤ Only 4 teachers regarded SBM had positive impact on students' academic performance.			Although qualitative results were not confirmed in quantitative phase, yet Item 3V was still accepted.
➤ <i>SBM will not directly affect the educational outcomes of my school because it relates mainly administration and management matters.</i> (Quote from 5 teachers.)		Item 4D ➤ Only 17 teacher managers, occupying 16.5% of the sample satisfied or very satisfied that implementing SBM in their schools had achieved the end vision of enhancing students' learning outcome.	
Interview question 3			
➤ Only 3 teachers, occupying 15% of the sample perceived that SBM had achieved the ultimate aim of improving students' learning outcomes.			

Table 38 (continued)

Joint Display: Confirming Qualitative Findings in Quantitative Survey

Qualitative Findings	Subscale (Reliability)	Quantitative Findings	Comparisons (Final Decision)
Research Question 2: What are the essential prerequisites for creating a successful aided secondary school in Hong Kong?			
Sustaining positive school culture was one of the imperatives of a successful school.	School Culture Subscale of 10 items ($\alpha=0.858$, high reliability)	The Wright map shown in Figure 8 indicated that most of the responding teacher managers agreed or strongly agreed that	Consistent.
<u>Interview question 6</u> ➤ All respondents selected at least one from “clear vision, good mission, core values, strong goals” as the ingredient(s) contributing to school’s success. ➤ <i>The critical problem for our school is to decide which core values should be taught our students within the diversity of today’s society. I guess the following virtues should be agreed upon by all: honest, acting responsibly, respectful, caring, self-disciplined, gregarious and demanding equality.</i> (Quote from teacher R.)		<u>Item C6:</u> ➤ The principal and all teaching staff have commitment to realize vision, mission, values and aim.	Confirmed (Item C6 was accepted)
“Paid attention to students’ all-round development” was an imperative of a successful school.	Student Subscale of 8 items ($\alpha=0.688$, not reliable)	<u>Item S29</u> ➤ The gateway for my school to succeed is to nurture good students who should recognize HK Basic Law and “one country, two systems”. ➤ Actually only 28.2% teacher managers agreed or strongly agreed with this item.	Inconsistent. Refuted (The qualitative result was not confirmed in quantitative phase so that Item S29 was rejected .)
<u>Interview question 8</u> ➤ Many experienced senior teachers supported the need to implement Moral and National Education. ➤ <i>I have the confidence to encourage our school-sponsoring body to develop our own school-based MNE curriculum and to explore the best way to implement it.</i> (Quote from vice-principals A and E.) ➤ <i>As a successful school, we need to implement the MNE Curriculum as an effective way for cultivating students’ capacity to distinguish right from wrong and to think independently.</i> (Quote from vice-principal C and teacher J.)			

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

In this study, all grand conclusions were drawn from research findings (factual evidence). I had cautiously selected representative research samples, conducted in-depth, semi-structured interviews and large quantitative questionnaire surveys, and undertaken various analyses, with the intention of avoiding over-estimation and excessive speculation, and enhancing the objectivity, such that, reducing the impacts of human's surjective factors (Wang, et al., 2004). This chapter consists of six parts. The first section had focused on discussing SBM as well as the other prerequisites for creating a successful school. The mighty "5-P Good School Model" was discussed in the second section. Then came to us the implications and limitations of the study, and the last part provided some suggestions for further studies on successful schools.

5.1 Summary of Findings

This study unveiled a group of 123 veteran teachers' perceptions of SBM and the five prerequisites of a successful aided secondary school. The research findings were based on the in-depth interviews of 20 experienced senior teachers and the questionnaires completed by 103 teacher managers, and could be treated as the preliminary but really worthwhile source to tell the Government, educators and the public about teachers' perspectives of SBM and the characteristics of the ideal school in their minds. This section displayed the relationship between the major research findings and the seven research questions listed in Chapter One.



5.1.1 Teachers' Opinions of Implementing SBM

Both findings in the qualitative and quantitative surveys showed a positive picture of developing SBM in Hong Kong. Most respondents reflected that SBM restructured schools' finance and management, increased delegation of authority, and enhanced schools' transparency and accountability.

5.1.1.1 Benefits Acquired in Implementing SBM

Since the 20 experienced senior teachers understood SBM and IMC to a large extent (Table 2), their ideas were believable and trustworthy. The qualitative approach had indeed provided a close examination of the positive/negative impacts brought and the advantages gained/disadvantages provoked in implementing SBM and establishing IMC. While the other 103 responding teacher managers enabled me to be more objective about the findings, analyze the data and construct a valid SBM Scale. Collectively, four tangible positive impacts were noted:

- Schools are more flexible to deploy finance and resources according to the needs of their students (80%^a; 4.14, 77.7%^b).

(^a In Table 4, pp. 112, 80% of the interviewees endorsed this indicator.)

(^b In Table 30, pp. 182, the mean score was as high as 4.14, revealing that an overwhelming majority [77.7%] of the teacher managers participating in the quantitative questionnaire survey agreed or strongly agreed with this SBM item.)

- Schools are empowered to approve teachers' employment, promotion and resignation (70%^a; 4.07, 78.6%^b).

- Enhancing transparency and collective accountability in school governance and the use of public funds, for the betterment of the school and reducing corruption (70%^a; 4.12, 74.8%^b).
- Teacher, parent, alumni and independent managers, in acting as the representatives of the key stakeholders of a school, have the right to participate in school decision-making (60%^a; 3.76, 62.1%^b).

5.1.1.2 The Ultimate Aim of SBM

In this research, the ultimate aim of implementing SBM policy in Hong Kong's aided secondary school to improve students' learning outcomes had not been achieved (15%^a; 4.04, 82.5%). There were only three interviewees (out of 20) confirmed that their IMCs had helped improve the standards of teaching and learning. It is no doubt that SBM has caused positive impacts on some variables. Nevertheless, the particular SBM reform can increase student achievement only if it is implemented properly (Muhammad, 2009) and each IMC has brought the education function into full play, such as providing students with quality education to facilitate their development, ensuring public funds are used appropriately to cater students' educational needs, and creating an environment conducive to learning (School Development Division, 2010). Moreover, genuine SBM need to take eight years of implementation to produce significant effect on students' test scores (Barrera-Orsorio, et al., 2009), but these 20 selected schools have established their IMCs and implemented the SBM policy for an average duration of 4.45 years only (Table 1, pp.71). To conclude, SBM must be one of the prerequisites for developing a successful aided secondary school but cannot be treated as the sole factor conducive to school success.

5.1.2 The Prerequisites for Creating Successful Schools

The first prerequisite is positive school culture. The experienced senior teachers participating in the interviews described only school culture could integrate into the daily school life. A school's vision, mission, core values and goals which trigger intangible forces that inspire the principal to lead and manage the school, teachers to accomplish their professional jobs, students to learn attentively, and parents to offer support, served as bedrock of its culture. To a certain extent, individual schools have their own characteristics conducive to school success; yet among them, positive school culture must be one common characteristic of all successful schools.

The second prerequisite is a competent IMC that ensures effective SBM. The SBM policy allows all key stakeholders to participate in school management and to help promote quality education by increasing the transparency and accountability of school governance and contributing more to effective school operation. Through SBM, schools have more autonomy to develop its own characteristics, establish its culture, improve teaching and learning, seek self-improvement and pursue excellence (SBM Section, 2014; School Development Division, 2010).

The third one is a high-performing principal, the most important prerequisite of a successful school (Taylor & Ryan, 2005). I think exactly the same way. The principal is in charge of the administration and supervises the daily operation. No other school post is more vital than the principal who is the spirit of the school and has great potential to create a successful school with excellent reputation, positive culture, broad curriculum, a team of great teachers, and a lot of diligent and preserving students.

The fourth prerequisite is “the promotion of students’ all-round development”. The utmost important achievement of any school is to cultivate a group of diligent and persevering students who are in turn its great asset. Students of good traits and talent are the real protagonist of a successful school, but their valuable contribution to sustain the good reputation and positive culture has always been ignored.

Last but not the least, a team of great teachers contributes remarkably to school success. Being a teacher to impart knowledge and wisdom to students is a tough job which deserves praise and honour, but in reality even the great teachers with exceptional performance go unrewarded. In contrast, teachers, whether they are willing to or not, dedicate their lifetime and full efforts to cultivate students to become useful persons. The great teachers within a successful school pay respect to their own occupational stability, demonstrate outstanding performance in teaching, possess good characters and correct moral traits, and engage in continuing professional development.

Yet, notwithstanding several vice-principals participating in Phase One regarded “parental involvement” and “collaboration with tertiary institutions” as two external agents conducive to school success, the analyses conducted in Phase Three rejected the items concerning parents, the community and tertiary institutions, revealing that most responding teacher managers preferred to isolate themselves as well as their schools for strengthening self-protection and avoiding any unnecessary criticism. In so doing, schools will have built barriers against potential partners that students are being cut off to get external supports, and in marked contrast to this is the fact that schools are now more permeable and transparent. My final and irrevocable decision was to include the external factors: parents, community and tertiary institutions in my 5-P Model.



5.1.3 Principals' Leadership Styles

Since the initiation of SBM in the 1990s, Hong Kong teachers have been given more opportunities to be involved in participatory decision-making in the managerial domain. Principals' substantial support and especially their attitude in devolving power to all school stakeholders are significant positive predictors for teachers' actual participation. However, after years of practicing the self-managing system in schools, some teachers have turned to dismay and stopped to make supplication for empowerment because they gradually find that even the most competent IMC cannot persuade an autocratic principal or the one who was afraid of losing power, to pass down the decision-making authority to middle management and teachers to share his/her leadership. As reflected in the interview report, only one-fourth of the respondents perceived their principals had continuously improved the managerial and leadership skills. A few interviewees even commented their principals had not demonstrated transformational leadership by creating a shared vision and mission, drawing up a good development plan with long-term targets, and building up a school culture that emphasizes self-reflection.

By applying the SPSS software to analyze 103 teacher managers' responses towards principals' leadership styles as shown in Section C of the quantitative questionnaire, the following interesting and potentially valuable conclusions were drawn:

- These ten principals' leadership styles could be treated as influential factors contributing to school success.
- Band 1 EMI schools' principals had generally displayed these ten leadership styles while Band 3 CMI schools' principals had displayed less frequently.

Even though the strategy of “Copying Band 1 EMI schools’ management system and principal’s leadership styles as well as imitating their culture, teachers’ job performances and students’ learning modes” is a highly effective way for improving Band 3 schools’ quality and a ready-made panacea for curing those “bad quality” schools, the topic is too sensitive to follow and the whole plan of salvation is too embarrassed to mention in Hong Kong, a rather conservative Chinese community. The rescue mission is sound in principle, but indeed is very difficult to fulfill.

5.1.4 Reconstructing Five New Scales for Measuring Successful Schools

The findings of Phase One revealed that SBM was not the sole imperative for providing quality education and identified four more ingredients of a successful aided secondary school. The Main Scale’s and the five subscales’ construct validity were made obvious by performing in-depth interviews with 20 experienced senior teachers. After that, the leading actor and the first appearance of the 5-P Model were created. In Phase Two, a questionnaire based on the interviewees’ responses and literatures was designed. In Phase Three, the SPSS software and the Rasch model were employed to run the exploratory factor analysis and Rasch analysis respectively. The outputs provided empirical support for the five ingredients. These analyses constituted enough evidence of content validity of the items in the Main Scale and the five subscales.

5.2 The 5-P Model and the Successful School Index

In order to create a successful school model, the most important procedure is to investigate all the essential elements that compose a good (high-performing) school.

An effective way to understand the great myths of such schools is to talk to and acquire information from the in-service teachers. After collecting the qualitative and the quantitative data in Phase One and Three respectively, these two kind of data were merged together to form a true and holistic picture of the 5-P Model as shown in Figure 16. This model is driven by the critical force “school-based management” and equipped with the best strategy “establishing and enforcing high expectations for students” to ensure success in school. It is composed of five necessary prerequisites: positive school culture (C), a competent IMC (M), a high-performing principal (P), promoting students’ all-round development (S) and a team of great teachers (T). The constituents of these five ingredients had already been discussed, and were summarized and refined after finishing the questionnaire survey. In order to optimize the 5-P Model (which is also called the CMPST Model), three external forces — conscientious parents, cooperative community and helpful tertiary institutions which are treated as mediating factors are inserted. The model clearly reveals particular effects that are less obvious in the previous textual descriptions. For example, the interrelationships among some of these eight ingredients are indicated with paths of one-direction or two-direction arrow as to establish a new school governance structure and meet the demand for increased transparency and accountability. A high-performing principal is of paramount importance because the corresponding box in the upper-left corner is related to six components and next in importance is a team of great teachers. Yet the absence of paths between particular boxes cannot be assumed as evidence of no relation. In a nutshell, the 5-P Model is the basic building block of all schools with an intention to transform into good schools and the Successful School Index is a very useful tool for determining a school’s degree of success in terms of scores by treating never = 1, seldom = 2, sometimes = 3, often = 4, always = 5 (see Appendix R).

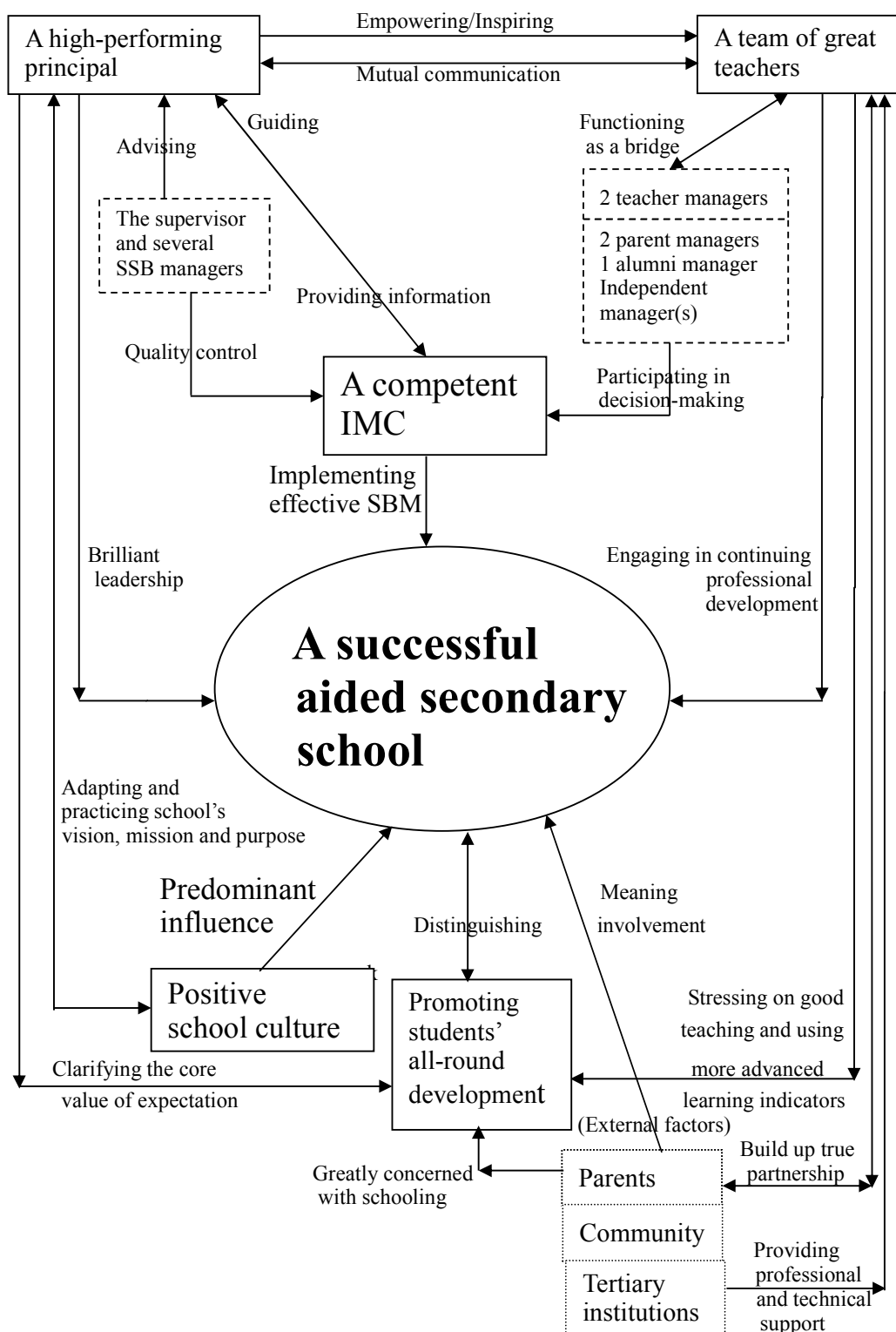


Figure 16 5-P Model's Multiple Operation Instruction

5.3 Implications

It is shocking that over a third of Hong Kong's secondary schools are Band 3 schools which are at a relatively low academic level. Quite a few of them are the failing schools that need to undergo radical reforms. Over the past thirty years, I had been working in a traditional school which is full of pertinacity and fogyism. "What is a good school?" is always a puzzle to me. I have an excellent school in my heart. Although not everyone regards my ideal school as a precious treasure, I insist upon revealing my vision and realizing it. I call it a successful school since it had achieved its vision, mission, core values and main goals, and most importantly, it has been successful in educating all its students. My dream school is effectively governed under school-based management and contains other four prerequisites: positive school culture, a high-performing principal, promoting students' all-round development and a team of great teachers.

Most of the 20 responding senior experienced teachers perceived that there was an urgent need for a valid instrument to identify a good school. Nonetheless, they confirmed the existence of good schools in Hong Kong, but without an index to evaluate their degree of success (or a tool to calculate their overall "successful scores"). Most of them had actually participated in the creation stage or heard about the origins and myths of many great schools. Vice-principal C's myth was very fascinating. For less than 15 years, he accompanying with the principal and another vice-principal created a Band 1 EMI school in the Hong Kong Island, a place that had already "studded" with many traditional good schools. They worked together to establish everything from the very beginning. Soon everyone shared out the school establishing tasks and cooperated with one another right way. Teacher J's story of his personal

experience was a little bit different from that of C. He was one of the members of his school's middle management. His principal, who was formerly a teacher of the same school, was responsible for dealing "external work" only and let the middle management of 10 dedicated veteran teachers including two vice-principals handle all "internal tasks". The principal and the middle management team worked with a due division of labour but were actually in cooperation to set up this "rural school" in Tuen Mun. Thirty-five years was not a short period. Within this period they received many awards of great distinction. After a long hard struggle were they able to taste the sweetness of the good reputation of their prestigious school. In September 2015, more than half of the Secondary Six graduates of this amazing school enrolled in one of Hong Kong's universities while one of them would major in law and three in medicine. It is a pity that some marvelous stories have not been included in this study.

What I discovered in Phase One and set as items to be examined in Phase Three were not merely in tokenism, but the valuable insights and expert knowledge of many experienced senior teachers. Becoming a successful school is an ideal and also the responsibility for all educational workers. Turning from a school of inferiority to a quality school is indeed very arduous. All success stories are miracles, and all successful schools deserve love and respect. "Every school a great school" is no longer a myth. Instead, there is a sense of entitlement for all weak schools to apply the spirits of the 5-P Model to acquire the five enablers (prerequisites): positive school culture, a competent IMC implementing SBM, a high performing principal, promoting students' all-round development, a team of great teachers, and to draw support from the three key external factors: high level of parental involvement, community engagement and cooperation with tertiary institutions, for undergoing a drastic change.



In 1999, Hong Kong had launched the Outstanding School Awards (OSA) and planned to develop an on-going quality school movement since then. Detailed and valuable information including the characteristics of good educational practices of many award-winning schools relating to different domains were found. Some educators and teachers were unsatisfied with such educational campaigns. They complained that the aims of OSA were too vague and seemed to miss the mark. Furthermore, the Education Bureau and many other official agencies were occasionally overcautious and fainthearted to introduce reforms that were always mired in bureaucracy. Anyway, 28 factors (with related rank order) contributing to school success from eight award-winning schools were determined where the first three were “Commitment and enthusiasm of teaching staff”, “Outstanding quality of leadership provided by headteacher”, and “Shared vision and goals for school development ...”, respectively (QEF, 2004). Alternatively, I had summarized the characteristics, factors and prerequisites of all good schools by reviewing the literatures in this decade. In order to improve the effect of OSA, those low-performing schools should be given a valid permit to copy completely and do exactly the same as the award-winning schools. Based on this, I had combined previous award-winning schools’ good educational practices, various good schools’ characteristics and, most importantly, my research findings to develop a successful school index (SSI) with related evidence. Failing schools can and do recover (Taylor & Ryan, 2005). As an ancient Chinese proverb say, “A journey of a thousand miles begins with the first step”, I sincerely hope that all failing schools should adopt an open-minded attitude to study the principles behind the 5-P Model and copy the measures described in the SSI. If a “stuck” school has not ever sought breakthrough, how it can heal itself through the strict supervision of its IMC.

5.4 Limitations of the Study

In-depth interview was the main research method employed in Phase One, yet I, as the interviewer would have some influence on the 20 interviewees (Bogdan & Biklen, 2007; Kvale & Brinkmann, 2009) because they were actually college classmates and former colleagues of me. I had already tried as objective as possible in describing their opinions. Hong Kong teachers were used to fill in questionnaires, but unaccustomed to be interviewed and shy to express their feeling. Fortunately, all 20 interviewees placed great trust in me that they had at last talked freely and openly about what they perceived to be essential during the conversation, so as to enrich my study.

Since parent was the most important external factor contributing to school success and has been acted as a key component in the final model of the thesis, nevertheless, parents had not been interviewed to share their opinions. It is because at least half of the parents are only interested in matters concerning their own children's study situation that they do not want to discuss the agenda with no direct relation to their children. So it is fruitlessly for parent managers or PTA's representatives to comment on the competence of the IMC and the performances of the principal. In fact, I could not overcome the limitation of obtaining access to the IMC's parent managers or the PTA's chairperson with required permissions from the school principals (or the supervisors) who would forbid researchers from non-official organizations to interview students as well as their parents for avoiding risk and harm.

There is another limitation as well. Unequal numbers of items in the five subscales is also an inadequacy of the study. For example, the Culture Subscale contains 10 items

and the SBM Subscale contains 22 items, so that the performances of a school in these two dimensions in terms of total scores cannot be compared directly, but can only be compared with mean scores or with the aid of advanced statistical software.

One limitation needed to be acknowledged is that the new successful school index (SSI) has not been tested for validity even though its content validity is rather good because its origin, the quantitative questionnaire was constructed in Phase Two of the Exploratory Sequential Design by using the qualitative results obtained in Phase One and also consulting with extant literatures. Whether or not the degree of success (in terms of total scores) of a low-performing school as measured by the new SSI actually supporting the interpretation has not been confirmed so that this kind of school can only be indirectly self-identified by observable characteristics (Perez & Socias, 2008) such as “burrowed principal”, low-quality teachers and low level of parental involvement. Furthermore, there are seldom existing valid tools created by Hong Kong educators that can be used to compare with or revise my newly invented instrument.

Once an unsuccessful school is identified and in need of undergoing a drastic change, there is a big limitation that no existing legislation to force a successful school to publicly display its management system, principal’s leadership styles, teachers’ job performance, etc. for a strange school to copy and imitate, unless they are partner schools or have a close friendship with one another.

Lastly, the newly created 5-P Model with its instrument was only examined in Hong Kong. It might not work as well for other countries such as China because self-management and SBM are not yet prevalent in it and its secondary schools are too

much emphasized on public examination result that all policies and rules are distorted. If the new 5-P Model as well as the SSI cannot be tested in other countries, their applications are only limited in the context of Western cultures.

5.5 Recommendations for Further Studies

In Hong Kong, there is no holistic school model and corresponding instrument to delineate the prerequisites for developing a successful school. The current study had adapted many extant scales to form one main scale and five subscales. Both Exploratory Factor Analysis and Rasch model were applied separately in the Main scale and each subscale for item reduction and identification, yet the overall results were not so good as expected, revealing that the preparation work for designing the quantitative questionnaire in Phase Two was not adequate. Future researches can continue to test the newly invented Successful School Index in other populations and also primary schools. Despite taking much time and plenty of resources, “the convergent design” is suggested to apply on gaining multiple pictures of a successful school from several angles. But it should be noted that the skills required for conducting mixed methods research are rather difficult to master, and merging text based data and numeric data is vague to some researchers.

In addition, the Culture and the Teacher Subscale may employ the same format as now being applied to the Principal Subscale so that whether or not schools with different banding demonstrating significantly different school culture and different teachers’ job performance will be found. Since some items had been removed, this modification would probably not make the questionnaire too complex and verbose.

This study had not included government schools and DSS schools because the formation of their IMCs is slightly different from that in aided schools. Future studies should increase the sample size by including these two kinds of schools by adjusting the interview questions and the quantitative questionnaire. Then the 5-P Model with its new instrument, the SSI index would be applicable to these two kinds of schools.

The subject of the Phase Three questionnaire survey was restricted to registered teacher manager whose name and term of service could be found in EDB's website. It was unexpected that most teacher managers were male vice-principals or male senior teachers with more than 20 years teaching experiences. The fault was that they were very cautious not to yield any negative effects for the IMC and the principal in filling the questionnaire. So it is worthwhile to conduct a similar survey but adopt the stratified random sampling method for highlighting other specific group, for example, selecting teachers with 6-10 years teaching experience. This technique is useful that it ensures the presence of some typical respondents. A practical way is to invite the principal of any selected school to choose participating teachers with different sexes and specified teaching experience so that some novice teachers will be chosen.

Finally, the relationship between principals' leadership and teachers' job performance has always been a subject of controversy by researchers (Nwadian, 1998; Adeyemi, 2010). This issue is expected to figure importantly in future studies since no principal could manage a school effectively and create a successful school without the help of a teacher team. What a high-performing principal should do is to develop an environment of trust and collegiality that encourages teachers to participate in curriculum development and managerial decision-making, and rewards teachers for quality work.

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Appendices

Appendix A Detailed Award Criteria of the Outstanding School Award Scheme

1. Management and Organization

1.1 Planning and administration

- 1.1.1 **School vision and mission:** School vision and mission covering the aims of school education in Hong Kong, and the all-round development of students having regard to the school's unique conditions. School vision and mission is shared by staff and students.
- 1.1.2 **School development plan:** School-based plans with strategic targets meeting the needs of its students and their parents, and taking advantage of its strengths and minimizing its weaknesses. The plans should have clear and consistent targets in terms of promoting students' moral and ethical, intellectual, physical and emotional, social and aesthetic development. Teachers are involved in the development of school-based plans, and such plans are adequately communicated to stake-holders.

1.2 Staff development

- 1.2.1 **Staff co-ordination:** Sound communication channels. Active promotion of team work, sharing among staff and collective decision-making.
- 1.2.2 **Staff development and appraisal:** Plans and provides opportunities for staff development and an effective staff appraisal system to facilitate continuous staff professional development.

1.3 Deployment of resources in implementation

- 1.3.1 **Effective deployment of resources:** Stakeholders and resources of the school have been effectively involved/deployed in the implementation process. Effective support to teachers.

1.4 Evaluation and feedback mechanism

- 1.4.1 **Evaluation:** Regular and effective monitoring or assessment mechanism to evaluate the school's performance in achieving pre-set targets.
- 1.4.2 **Feedback and self-learning:** Proper channels to provide feedback to teachers, students and their parents to facilitate school learning.

2. Teaching and Learning

2.1 Curriculum

2.1.1 Curriculum management, planning and organization: Curriculum with clear goals, breadth and balance, relevance, continuity and coherence. An effective system to enable staff to participate in curriculum review, monitoring and development.

2.2 Class teaching and learning

2.2.1 Teaching strategies: Effective mechanism to ensure adoption of appropriate teaching methods and teaching styles to develop students' knowledge, higher order thinking, creativity, learning skills and attitudes.

2.2.2 Teaching skills: Monitoring and review system to provide feedback on teaching skills and to promote sharing among teaching staff on good presentation, interaction and classroom management skills.

2.2.3 Classroom climate: Clear school policy and support for teachers to promote positive expectation, cater for student differences, provide positive reinforcement, and create a democratic and liberal atmosphere conducive to effective learning.

2.3 Assessment

2.3.1 Assessment policy and system: Appropriate assessment policy and system meeting curricular goals. Expectation on students based on their needs and abilities.

2.3.2 Use of assessment information: Recording and reporting system to ensure effective feedback given to students and parents to support learning.

3. Support for Pupils and School Ethos

3.1 Pastoral care

3.1.1 Discipline, guidance and counselling: Effective whole-school approach in nurturing students' character.

3.2 Personal, social and cultural development

3.2.1 Extra-curricular activities: Strong support for a balanced range of extra-curricular activities covering all aspects of students' development.

3.2.2 Cross-curricular programmes: Well planned and adequate civic, moral, sex and environmental education programmes.

3.3 Support for students with special educational needs

3.3.1 Learning support programmes: Effective plans for remedial teaching for students with learning difficulties and enrichment and extended learning programmes for gifted students.



- 3.3.2 **Caring services:** Adequate support for disabled students or students with adjustment or family problems.
- 3.4 Links with parents and community**
- 3.4.1 **Home-school co-operation:** Well established communication channels and effective partnership with parents.
- 3.4.2 **Participation in community affairs:** Active in community affairs and creating links with other bodies in promoting student learning.
- 3.5 School climate**
- 3.5.1 **Morale:** Shared vision and beliefs, strong sense of identity and pride by teachers and students.
- 3.5.2 **Human relationship:** Teachers' love and care for students, good relationship among staff, between staff and students and among students. Evident collegial culture and strong alumni connections.

4. Students' Attainment and Achievement

School's contribution to students' attainment and achievement will be assessed in terms of the extent to which a school achieves its pre-set goals and targets in student development, including value-added improvements. In this connection, the school's ability in setting attainable goals based on its own unique conditions; the mechanism used to achieve these goals; and the effectiveness of monitoring and providing feedback will also be considered.

Whilst individual schools will be assessed against its own specific targets on student development, the following attributes of student attainment and achievement may serve as guidelines to schools in the longer term pursuit of all-round student development.

- 4.1 Moral and ethical development:** Good personal conduct: discipline and behaviour, appreciation of traditional moral values, awareness of social, political and civic duties; actively providing services to school and community; having high self-esteem, positive self-concept and strength of character to resist various temptations of the society.
- 4.2 Intellectual development:** Academic attainment: logical and independent thinking, inquiring and reasoning skills, and profile of examination results; language development: appropriate level of bi-literate and trilingual skills; life-long learning skills: ability and motivation in applying skills in technology, and setting attainable goals for continuous learning.
- 4.3 Physical and emotional development:** Positive health awareness; active participation in and organization of sports activities; positive disposition to engage in life-long physical activities; readiness for transition to adulthood:

students being prepared for the physical, emotional and mental transition to adulthood.

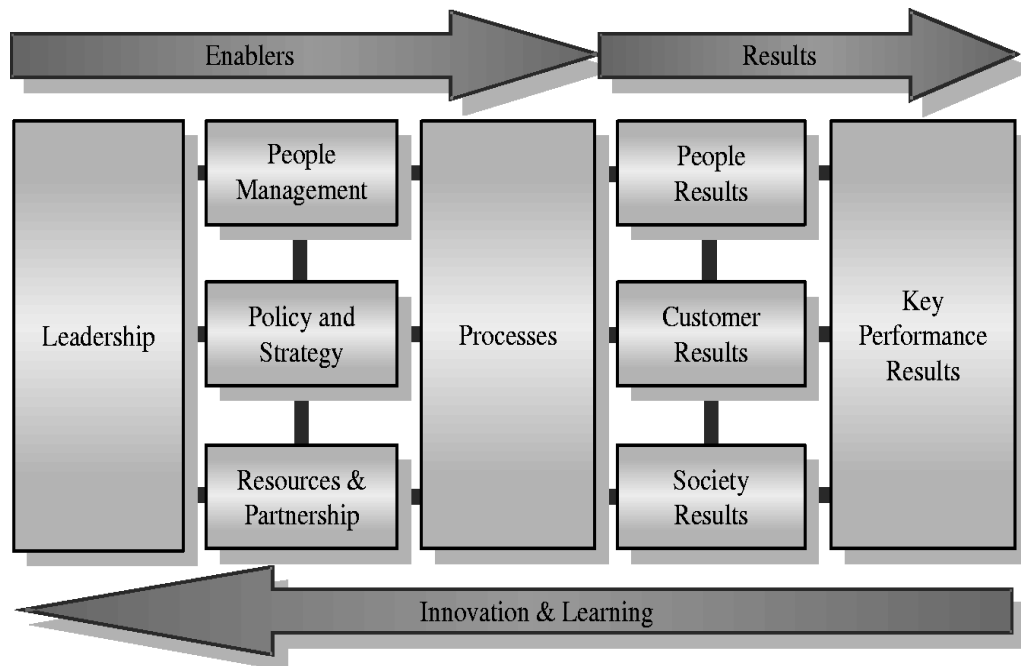
- 4.4 Social development:** Peer relationship: ability to co-operate, work in teams and share responsibilities; leadership and organization skills; skills for interpersonal relationship: good communication skills, respect for and acceptance of other people, appreciation of our own cultural heritage and other cultures.
- 4.5 Aesthetic development:** Active participation in intra or inter school arts or cultural activities; their creative abilities in the arts, music, drama and dance.

Assessment Guidelines

Grade	Performance	Description
A(+/-)	Excellent	current performance is excellent in most areas
B(+/-)	Good	most items performed by the school good results in areas examined
C(+/-)	Moderate	most items performed by the school but there are some weaknesses in performance acceptable results in areas examined



Appendix B European Foundation of Quality Management (EFQM) Model



What is excellence?

Excellence is about doing the best. By nurturing a culture of excellence within an organization, the path to success is opened. Excellent organizations achieve and sustain outstanding levels of performance that meet or exceed the expectations of all their stakeholders. In order to be excellent, organizations cannot focus their efforts in just one area. They have to optimize the use and effectiveness of all available resources within the organization. Every day new opportunities, tools and techniques appear, supporting the organization's development. Because excellent organizations never stand still; they are always looking for the next opportunity to learn and improve.

The Criteria for EFQM Model

In the left-hand side of the EFQM Model, there are five Enablers which are the things an organization needs to do to develop and implement its strategy. While on the right-hand side of the EFQM Model, there are four Results areas which are the results an organization achieves, in line with their strategic goals. The fundamental procedure is to develop a set of key performance indicators and related outcomes, as to determine the successful deployment of the strategies, based on the needs and expectations of the relevant stakeholders.

Appendix C Malcolm Baldrige National Quality Award (MBNQA) Model

BALDRIGE CRITERIA FOR PERFORMANCE EXCELLENCE FRAMEWORK A Systems Perspective

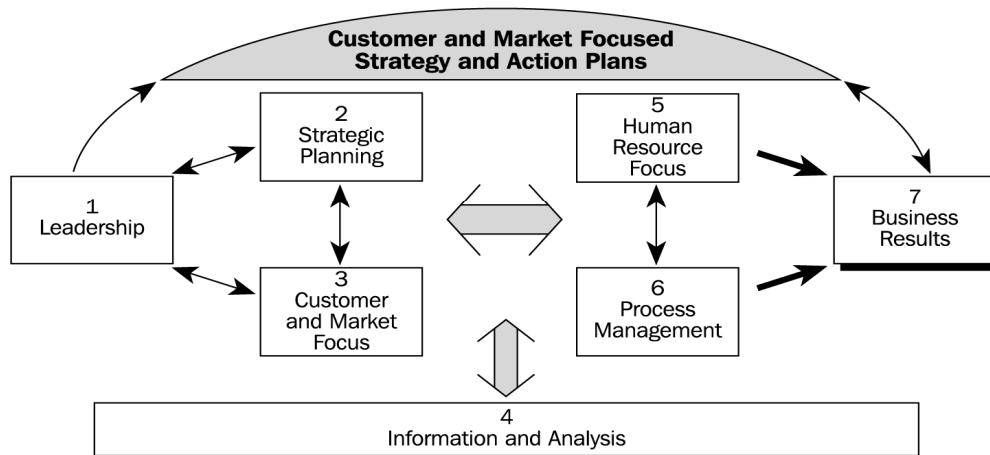
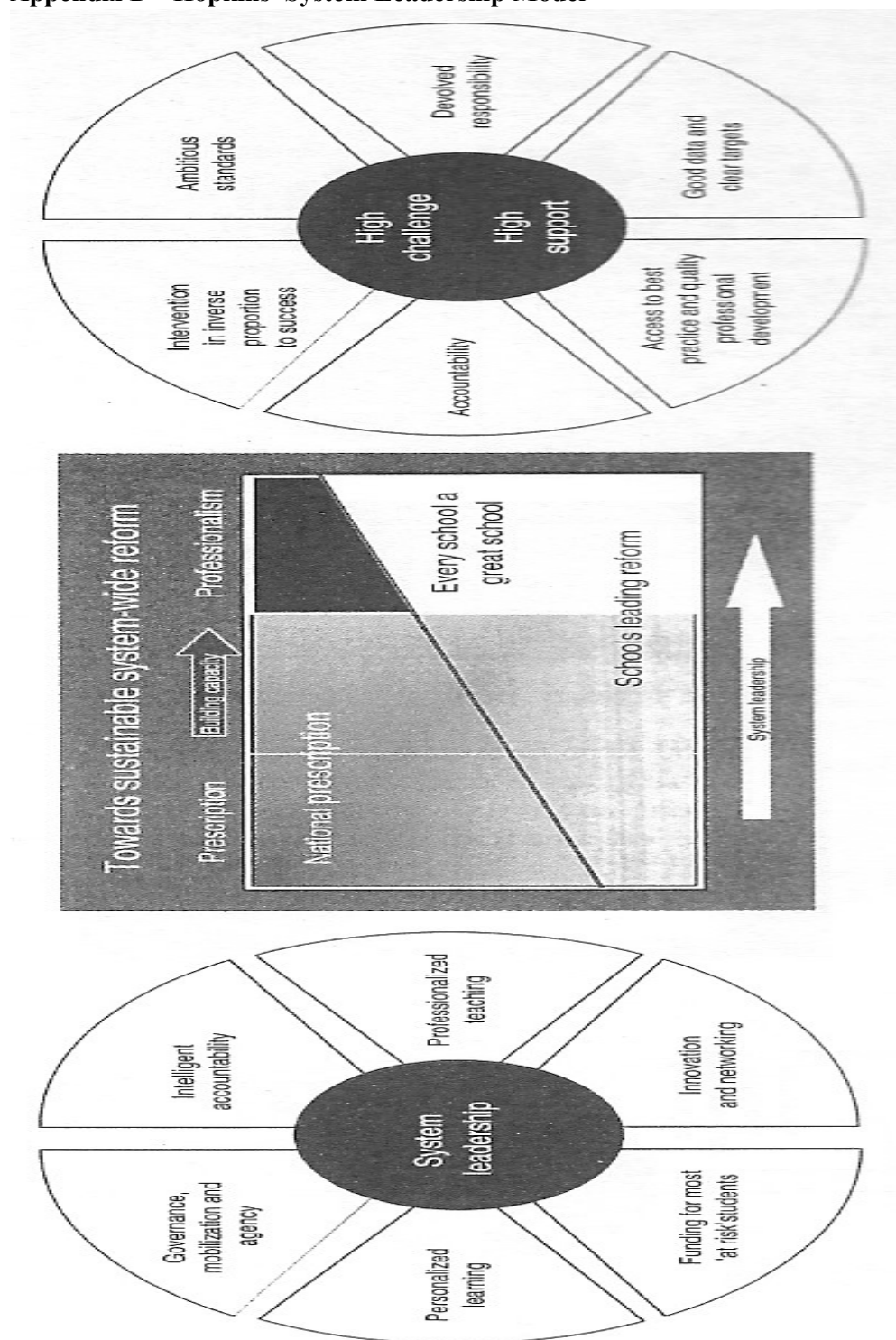


Table I The Malcolm Baldrige National Quality Award (MBNQA) self assessment tool

Key areas	Critical factors
1 Leadership	1.1 Senior executive leadership 1.2 Management for quality 1.3 Public responsibility and corporate citizenship
2 Information and analysis	2.1 Scope and management of quality and performance, data and information 2.2 Competitive comparisons and benchmarking 2.3 Analysis and uses of company-level data
3 Strategic quality planning	3.1 Strategic quality and company performance 3.2 Quality and performance plans
4 Human resource development and management	4.1 Human resource planning and management 4.2 Employee involvement 4.3 Employee education and training 4.4 Employee performance and recognition 4.5 Employee well-being and satisfaction
5 Management of process quality	5.1 Design and introduction of quality products and services 5.2 Process management: product and service production and delivery process 5.3 Process management: business and support service processes 5.4 Supplier quality 5.5 Quality assessment
6 Quality and operational results	6.1 Product and service quality results 6.2 Company operational results 6.3 Business and support service results 6.4 Supplier quality results
7 Customer focus and satisfaction	7.1 Customer expectations: current and future 7.2 Customer relationship management 7.3 Commitment to customers 7.4 Customer satisfaction determination 7.5 Customer satisfaction results 7.6 Customer satisfaction comparison

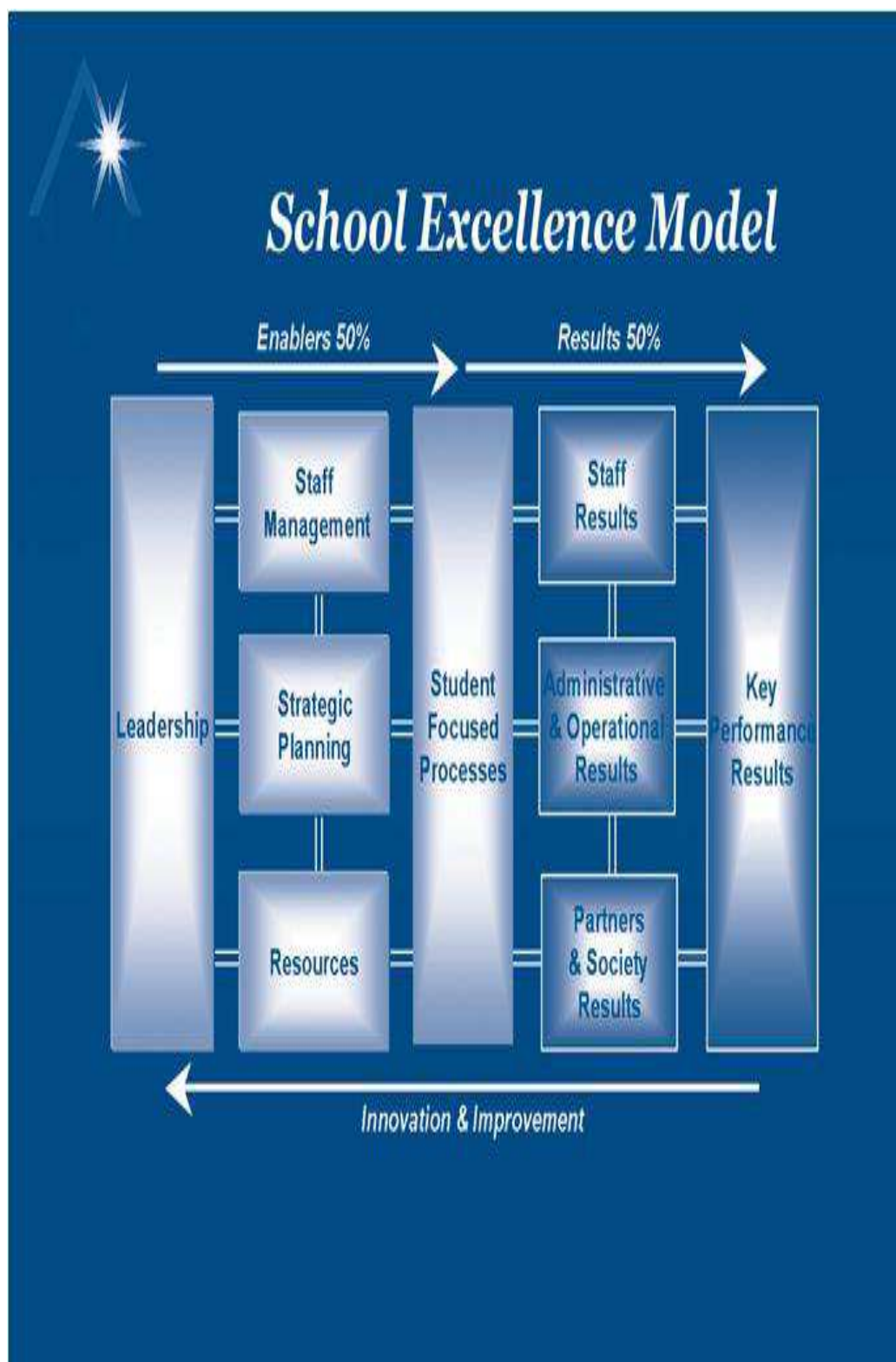
Appendix D Hopkins' System Leadership Model



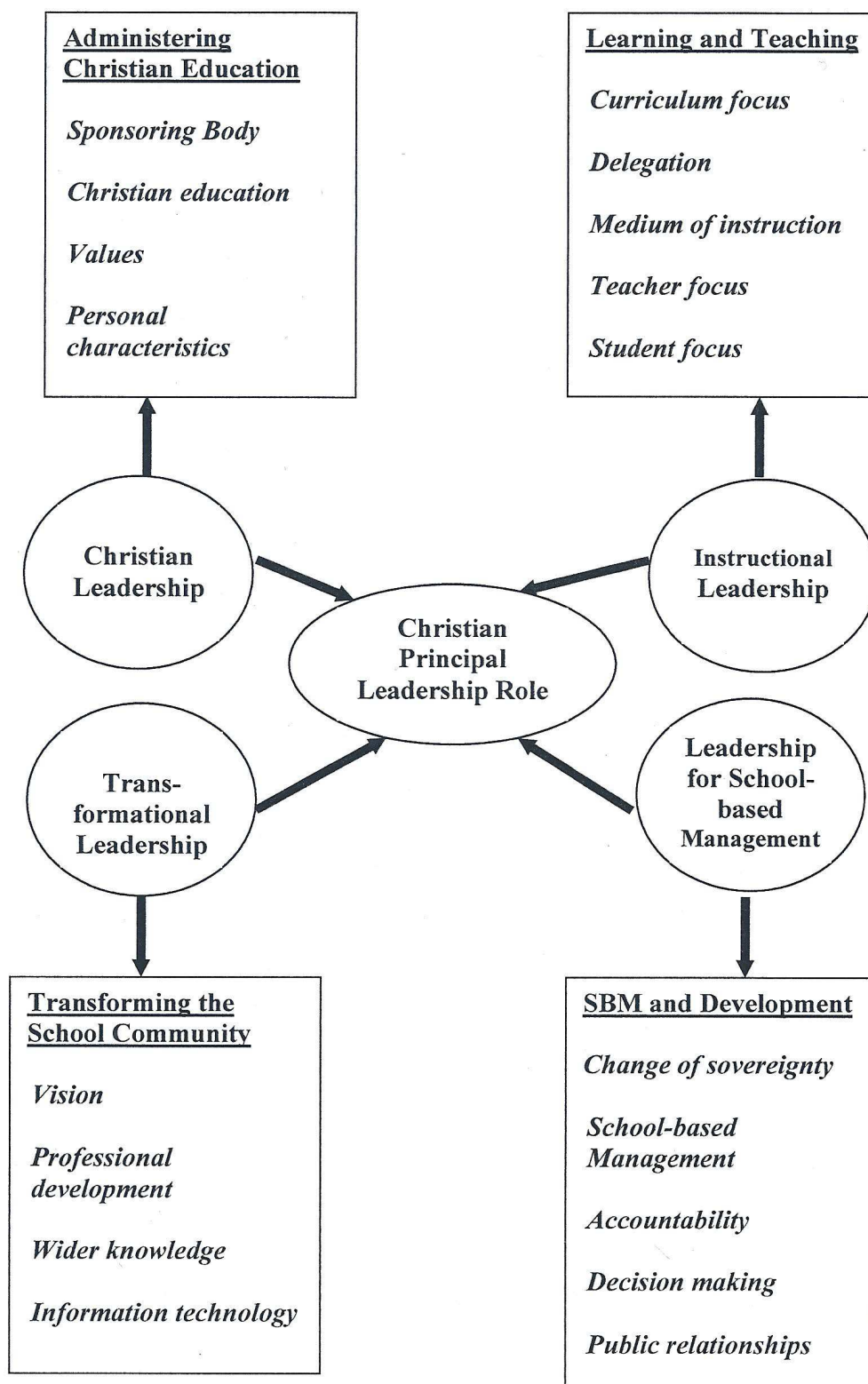
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Appendix E Singapore's School Excellence Model



Appendix F Yu's Christian Principal Leadership Model



Appendix F (continued) Details of Yu's Christian Principal Leadership Model

<p><u>Administering Christian Education</u></p> <p><i>Sponsoring Body</i></p> <ul style="list-style-type: none"> • support other principals in school administration under SB • co-ordinate with the affiliated church to achieve mission <p><i>Christian education</i></p> <ul style="list-style-type: none"> • supervise the teaching of Religious Education • lead and support the religious programs • support and participate in religious activities <p><i>Values</i></p> <ul style="list-style-type: none"> • Christian: express principles and truth from the Bible, emphasis on evangelism and spirituality • Professional: value continual PD, shared vision, collaboration, consultation, good relationships with the community <p><i>Personal characteristics</i></p> <ul style="list-style-type: none"> • personality • job-related 	<p><u>Learning and Teaching</u></p> <p><i>Curriculum focus</i></p> <ul style="list-style-type: none"> • delegate curriculum co-ordination to DPs and subject department heads • supervision and research projects <p><i>Delegation</i></p> <ul style="list-style-type: none"> • delegate extensively to DPs and staff • being knowledgeable about the expertise of the staff <p><i>Medium of instruction</i></p> <ul style="list-style-type: none"> • use EMI or CMI • maintain high standard of English or CMI • emphasis on teaching Putonghua <p><i>Teacher focus</i></p> <ul style="list-style-type: none"> • keep teachers informed • support teachers' PD • teacher evaluation and improvement <p><i>Student focus</i></p> <ul style="list-style-type: none"> • informal and formal communications • report and monitor behaviour
<p><u>Transforming the School Community</u></p> <p><i>Vision</i></p> <ul style="list-style-type: none"> • set school mission and goals • share vision with staff • vision developed and communicated <p><i>Professional development</i></p> <ul style="list-style-type: none"> • support principal networks • delegate Staff Development Committee to assess needs • encourage participation in PD programs and research projects • continual PD <p><i>Wider knowledge</i></p> <ul style="list-style-type: none"> • external network and contacts • keep staff informed • facilitate decision making <p><i>Information technology</i></p> <ul style="list-style-type: none"> • usage and delegation of IT in administration and teaching • IT skills reaching set standards • develop IT resources 	<p><u>SBM and Development</u></p> <p><i>Change of sovereignty</i></p> <ul style="list-style-type: none"> • implement multiple changes in education policy • inspire the school community to love China • share ideas with mainland counterparts <p><i>School-based Management</i></p> <ul style="list-style-type: none"> • set school mission, goals, implementation and evaluation • co-ordinate with counterparts under the SB • share decision making with representatives from teachers, PTAs and OSAs • manage decentralized school budget <p><i>Accountability</i></p> <ul style="list-style-type: none"> • principal to government, the SB and School Board • principal to public for school administration and evaluation • set accountability to staff <p><i>Decision making</i></p> <ul style="list-style-type: none"> • consult the DPs, committees and staff in meetings • disseminate information • share decision <p><i>Public relationships</i></p> <ul style="list-style-type: none"> • school promotion • pool resources through establishing good relations with organizations



Appendix G Overview of the Framework of Performance Indicators

Domain	Area	Performance Indicators
I. Management and Organisation	1. School Management	1.1 Planning 1.2 Implementation 1.3 Evaluation
	2. Professional Leadership	2.1 Leadership and Monitoring 2.2 Collaboration and Support 2.3 Professional Development
II. Learning and Teaching	3. Curriculum and Assessment	3.1 Curriculum Organisation 3.2 Curriculum Implementation 3.3 Performance Assessment 3.4 Curriculum Evaluation
	4. Student Learning and Teaching	4.1 Learning Process 4.2 Learning Performance 4.3 Teaching Organisation 4.4 Teaching Process 4.5 Feedback and Follow-up
III. Student Support and School Ethos	5. Student Support	5.1 Support for Student Development 5.2 School Climate
	6. Partnership	6.1 Home-school Cooperation 6.2 Links with External Organisations
IV. Student Performance	7. Attitude and Behaviour	7.1 Affective Development and Attitude 7.2 Social Development
	8. Participation and Achievement	8.1 Academic Performance 8.2 Non-academic Performance



Appendix H Table of 200 Random Numbers

The following is a list of 200 random numbers* generated by the Research Randomizer that could be accessed at the web site: “www.randomizer.org/form.htm”

3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 17, 20, 21, 22, 23, 24, 25, 30, 32, 33,
35, 36, 37, 38, 39, 41, 42, 43, 45, 47, 49, 50, 52, 54, 56, 60, 62, 63, 64, 67,
68, 71, 72, 75, 76, 77, 78, 80, 82, 84, 86, 88, 89, 91, 92, 93, 95, 96, 97, 98,
100, 101, 104, 109, 110, 111, 113, 115, 116, 118, 119, 120, 121, 122, 123, 124, 128, 129, 130, 132, 133,
135, 137, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 151, 155, 156, 157, 160, 163, 164, 166, 167,
169, 171, 172, 176, 179, 180, 181, 183, 184, 186, 187, 188, 190, 192, 194, 195, 196, 197, 198, 200, 201,
202, 204, 205, 209, 212, 213, 216, 217, 218, 219, 220, 221, 224, 225, 226, 228, 229, 231, 232, 234, 236,
237, 238, 241, 243, 244, 245, 246, 247, 250, 252, 253, 254, 256, 257, 258, 259, 260, 262, 265, 266, 269,
270, 273, 276, 279, 280, 282, 283, 285, 288, 290, 291, 292, 296, 299, 301, 302, 303, 304, 306, 307, 308,
310, 311, 312, 314, 315, 316, 318, 324, 325, 326, 331, 333, 335, 337

(There are 20 numbers per row.)

* Each of the above numbers is corresponding to a school. Half of these schools are religious schools whose school sponsoring bodies are “The Catholic, Anglican and Methodist Church”, The Church of Christ in China, Christ Alliance, Buddhist, HKCKLA Buddhist, Taoist Association, Sik Sik Yuen, etc., and the rest are Tung Wah Group of Hospitals, Yan Chai Hospital, and Po Leung Kuk, etc.

Appendix I Questionnaire of the Qualitative Survey

INFORMATION SHEET on the Interview Survey (qualitative research)

Investigating School-based Management in Hong Kong to Validate the Prerequisites for Successful Schools Using an Exploratory Sequential Design

You are invited to participate in the **interview survey** of the above named project supervised by Professor Wang Wen Chung and conducted by Wu Tai Wai (Tel: XX).

Although Hong Kong Government has implemented school-based management (SBM) and various reforms to ensure education quality, most parents are unsatisfied with school's effectiveness and regard their child as entitlement to be educated in a good school. The key question is what makes a good school? This study intends to explore the rationales of SBM, paint a holistic picture of a successful school, and construct a generalizable instrument to differentiate successful schools and help improve those low-performing schools.

A three phase, exploratory sequential mixed methods research is employed to collect both qualitative and quantitative data. In the first phase, individual interview taking about 45 minutes is conducted with 20 key teachers from different schools. The conversations are in Cantonese and will be recorded with a digital recorder for later detailed analysis. The second phase is composed of a questionnaire survey among 400 teacher managers from 200 aided secondary schools. If SBM is not the sole ingredient, all other imperatives that characterize a good school must be determined at last.

This is a four-year study (2001-2015) but the major interview and questionnaire surveys will be conducted during May to July, 2014. There is no payment made to the interviewees other than that they would be told about the likely consequences of the study. The researcher will carefully supervise the project so that no respondents would incur any risks as a result of participation in this research and no selected schools would derive any fringe benefit or suffer any damage. All information related to you will remain confidential. Even I, the researcher will not be able to tell which responses came from which interviewees' because no interview scripts would be coded numbers or symbols. Finally, all audio records and relevant documents will be shredded once the research is completed or one year later.

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@ied.edu.hk.

Thank you for your interest in participating in this study. You have every right to withdraw from the study at any time without negative consequences.

Wu Tai Wai (Doctoral student of Psychological Studies in HKIEd)

Letter to interviewee

16th June, 2014

Dear vice-principal/department head (_____),

I would like to invite you to take part in the **qualitative research** of my thesis. I need to interview 20 key teachers to collect their perceptions of the rationale of school-based management and the imperatives/characteristics of a successful secondary school.

I appreciate very much if you would grant me to approach you, for the betterment of Hong Kong education system. Your supplied information will be analyzed anonymously and reported in aggregate, so that no individual information will be released.

If you need any further information, contact me by mobile (XX) or through email (sXX@s.ied.edu.hk). Thank you very much for all your kind support.

Respectfully,

_____ (David Wu)

(Doctoral student of Hong Kong Institute of Education)

THE HONG KONG INSTITUTE OF EDUCATION
Department of Psychological Studies
CONSENT TO PARTICIPATE IN RESEARCH

**Investigating School-based Management in Hong Kong to Validate the
Prerequisites for Successful Schools Using an Exploratory Sequential Design**

I _____ (name of interviewee) hereby consent to participate in the interview survey of the captioned research supervised by Professor Wang Wen Chung (Principal Supervisor) and conducted by Wu Tai Wai (Doctoral Student).

I understand that the conversation will be recorded with a digital recorder for later detailed analysis and the information provided by me constitutes the basis of factual evidence for Wu Tai Wai to draw the conclusion of his thesis, in partial fulfillment of the requirement for the degree of Doctor of Education at Hong Kong Institute of Education. Moreover, my supplied information will be analyzed anonymously and reported in aggregate, so that no individual information will be released or published.

My participation in the project is voluntary. I understand this research will have no benefits for me and the risks involved; yet my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **previous** information sheet has been fully explained.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant: _____

Signature of participant: _____

Date: _____, 2014



The interview script of a qualitative survey ____ June, 2014 No. ____/20

Purpose: To investigate vice-principals' and department heads' perceptions of "the rationale of school-based management" and "the imperatives of a successful aided secondary school".

Perceptions of the rationale of school-based management (SBM)

1. To what extent* do you understand "implementing school-based management (SBM)" and "establishing Incorporated Management Committee (IMC)" in your school? (*Suppose 1 represents for **Not at all**, 2 for **To a small extent**, 3 for **To some extent**, 4 for **To a large extent**, and 5 for **Fully**.)
2. Since SBM has been implemented and Incorporated Management committee (IMC) was established accordingly in your school, do you perceive any actual impacts on each of the following aspects? If positive, please give a concrete example.
 - (a) Adhering to school sponsoring body's original (school) vision.
 - (b) Shaping school culture such as developing cooperative, collaborative and supportive relationships among all staffs.
 - (c) Improving the effectiveness of personnel management, such as the promotion of teachers and the deployment of redundant teachers.
 - (d) Deploying resources more flexibly for long-term strategic planning, such as vetting and approving quotations/tenders, and the Expanded Operating Expenses Block Grant.
 - (e) Influencing the principal's leadership styles (has become much more democratic, has passed down the decision-making authority).
 - (f) Enhancing the effectiveness of learning and teaching such as developing school-based curriculum, endorsing School Development Plan and Annual/Three-year School Plan.
 - (g) Improving students' overall academic performance.
 - (h) Promoting teachers' continuing professional development such as helping individual teachers become more familiar with education policies.
 - (i) Increasing the level of parental involvement.
 - (j) Employing various community resources and support.
 - (k) Building partnership with tertiary institutions.
3. After implementing SBM and establishing IMC in your school, what are the
(a) advantages gained, (b) shortcomings discovered or barriers encountered?
(You may repeat the conclusions drawn in question 2.)



4. The Hong Kong's "Code of Aid for Aided Schools (Release 1.7 of Education Bureau, Sep. 2011)" emphasizes that a fiduciary and committed team of IMC managers is the keystone for success in delivering quality school education. Do you agree that "implementing school-based management (policy) and establishing Incorporated Management Committee" is an imperative of a successful aided secondary school? Please give a brief explanation to your answer.

Determining the imperatives/characteristics of a successful aided secondary school

5. What essential school cultures should be penetrated in a successful/quality secondary school?
6. What principal's leadership styles would contribute to the success of a secondary school/provision of quality education?
7. (a) What are the measures that a successful secondary school should implement to "promote students' all-round development" and "nurture students' good traits and outstanding abilities"?
- (b) Except for studious (diligent), would you please suggest other traits and abilities that the good students of your school must possess?
8. What teacher's traits and job performances would contribute to the success of a secondary school/provision of quality education?
9. (a) Do you agree that "Every school could be a successful school"?
- If yes, what main imperatives/indicators are conducive to school success/quality education?
- (b) What measures and strategies would enhance your school's chance for success/education quality?
10. The following mind map (Figure 1) reveals the five prerequisites (positive school culture, a competent IMC, a high-performing principal, promoting students' all-round development, a team of great teachers) and three external factors (parents, community, tertiary institutions) for creating a successful aided secondary school, would you please propose amendments on it or develop another mind map?



Figure 1: The mind map that reveals the factors of a successful school

*******Thank you very much!*******



Appendix J Interview Script of the Qualitative Survey in Chinese Version

質研附卷

2014年月 日

編號 ____/20

指引：探索香港華中學校的副校長和部門主管如何感知(perceive)「校本管理的理念」和「一所成功中學的必備條件」。

「校本管理」的基本理念

1. 請問你對於在 貴校「實施校本管理(school-based management)」和「成立法團校董會(Incorporated Management Committee)」有多大程度*的認識？
(*假設1代表「非常不熟悉」、2代表「小程度熟悉」、3代表「部分熟悉」、4代表「大程度熟悉」、5代表「完全熟悉」。)
2. 請你明確指出 貴校實施「校本管理」並成立「法團校董會」之後，以下各項有沒有實際的影響？如影響屬正面，請提供具體例子。
 - (a) 堅持辦學團體的原始(辦學)理念。
 - (b) 塑造學校的文化，例如建立全校員工之間的協作、合作和支援文化。
 - (c) 改善人事管理的成效，例如「表決教師晉升」和「調配超額教師」。
 - (d) 資源分配，例如靈活調撥資源以作長遠規劃、審批報價單和標書以及「擴大的營辦開支整筆津貼」。
 - (e) 校長的領導模式，例如變得較民主、下放決策權。
 - (f) 提高「學與教」的成效，例如發展「校本課程」、構思「學校發展計劃」和「學校周年/三年計劃」。
 - (g) 學生的整體學業成績。
 - (h) 推動教師持續專業發展，例如加深個別教師對教育政策的認識。
 - (i) 提升家長的參與程度。
 - (j) 引入社區各項資源和支援。
 - (k) 與大專院校結成伙伴。
3. 請指出 貴校實施「校本管理」(並成立法團校董會)之後
 - (a) 所獲得的**好處**，以及
 - (b) 所發現的不足之處或所遇到的障礙。(你可重複引用第2題的論述。)
4. 香港「資助學校資助則例(2011年9月第1.7版)」強調一支忠於所受信託、盡心盡力的(法團校董會)校董隊伍是提供優質學校教育的關鍵，請問貴校為實施「校本管理」而成立的「法團校董會」能否提供優質學校教育？請略作解釋。

探索成功的津貼中學應具備的特質

5. 請問一所成功/優質的中學應該具備那些正面的學校文化？
6. 請問那些校長領導風格可幫助一所中學邁向成功之路/提供優質教育？
7. (a) 一所成功的中學應該推行那些措施以「促進學生的全面發展」和「培養學生的良好品格和傑出才能」？
(b) 除勤奮好學之外，你認為 貴校的好學生還必須具備那些特質和才能？
8. 請問那些教師的特質和工作表現可幫助一所中學邁向成功之路/
提供優質教育？
9. (a) 請問你是否認同「每一所學校都可以成為一所成功的學校」？
若是，你心目中那所成功的學校的必備條件（成功指標）/ 特色是甚麼？
(b) 請問那些措施和策略可以提高 貴校的成功機會/教育質素？
10. 以下的概念圖（mind map）顯示創建一所成功的津貼中學所必須具備的五項先決條件（正面的學校文化、勝任的法團校董會、一位高效能的校長、促進學生的全面發展、偉大的教師隊伍）和三項外在因素（家長、社區、專上院校），請你幫忙提出需要修訂的地方或設計另一概念圖以表達自己的想法。



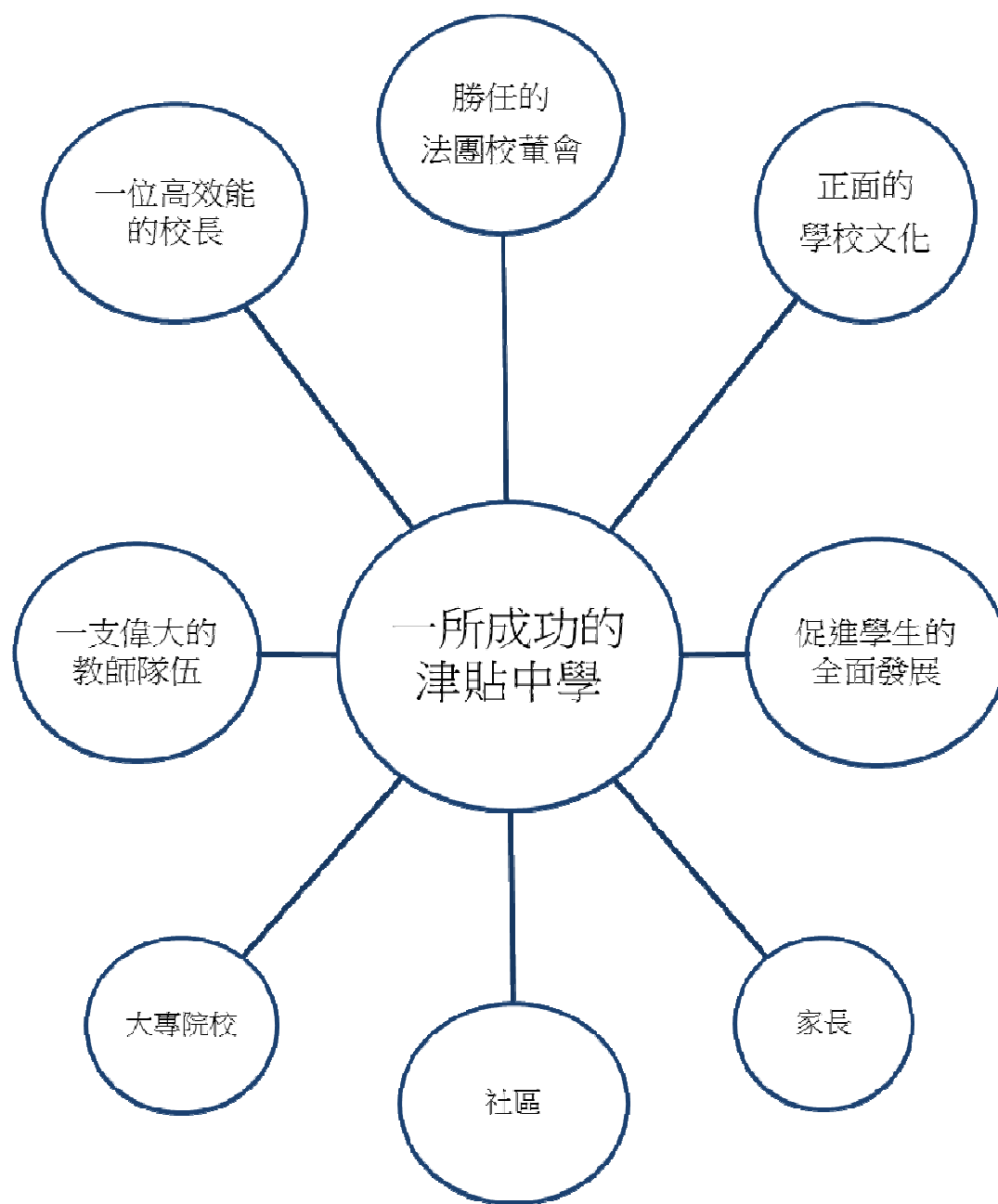


圖 1 一所成功的津貼中學的概念圖 (mind map)

*****問卷結果*****



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Appendix K Transcript of Teacher J's Interview

Teacher J's Particulars

Posts and Related Information	No. of years
Teacher Managers	4
Attending Seminars and Training Sessions about SBM	8 times
Panel of Liberal Studies	6
Panel of Physical Education	15
Member of School Management Committee	20

(Duration of the interview was 50 minutes.)

Researcher (The interviewer) R: Thank you for being participated in my survey.

Teacher J (The interviewee) J: It's my pleasure.

R: Let's start the interview.

The first four questions are concerning about SBM and the rest six questions about a successful school.

1. Perceptions of the rationale of school-based management (SBM)

R: To what extent* do you understand implementing school-based management and establishing Incorporated Management Committee in your school?

(*Suppose 1 represents for **Not at all**, 2 for **To a small extent**, 3 for **To some extent**, 4 for **To a large extent**, and 5 for **Fully**.)

J: *I **fully** understand implementing SBM and establishing IMC in my school because I am the current teacher manager of my school's IMC. In addition, I had assumed the same role from the school year 2007/08 to 2011/12.*

2. Actual impacts on the school after implementing SBM and establishing IMC

R: Since SBM has been implemented and IMC was established accordingly in your school, do you perceive any actual impacts on each of the following aspects? If positive, please give a concrete example.

(a) Adhering to school sponsoring body's original (school) vision.

J: *Our school sponsoring body (SSB) is a charity, non-profit making organization. Its aim is to keep develop the education in Hong Kong. Our school follows rigidly the vision of the SSB in educating the students, for example, the school motto: (文、行、忠、信) is initiated by the SSB.*

R: (b) Shaping school culture such as developing cooperative, collaborative and supportive relationships among all staffs.

J: *No special impact.*

R: (c) Improving the effectiveness of personnel management, such as the promotion of teachers and the deployment of redundant teachers.

J: *No special impact.*

R: (d) Deploying resources more flexibly for long-term strategic planning, such as vetting and approving quotations/tenders, and the Expanded Operating Expenses Block Grant.

J: *After the establishment of IMC, the school has more flexibility and empowerment in developing resources for long term strategic planning, for example, the school reallocates the EOBG Grant to assist the elite and below average students academically by employing the extra teachers to run the tutorial classes.*

R: (e) Influencing the principal's leadership styles (has become much more democratic, has passed down the decision-making authority).

J: *No special impact.*

R: (f) Enhancing the effectiveness of learning and teaching such as developing school-based curriculum, endorsing School Development Plan and Annual/Three-year School Plan.

J: *No special impact.*

R: (g) Improving students' overall academic performance.

J: *No special impact.*

R: (h) Promoting teachers' continuing professional development such as helping individual teachers become more familiar with education policies.

J: *No special impact.*

R: (i) Increasing the level of parental involvement.

J: *Since parents are invited to join the IMC, parent involvement become more active.*

R: (j) Employing various community resources and support.

J: *No special impact.*

R: (k) Building partnership with tertiary institutions.

J: *As deploying resources is more flexible, the school employs the university to train all teachers understand more about cognitive learning.*

3. (a) Advantages gained in implementing the SBM policy

R: After implementing SBM and establishing IMC in your school, what are the advantages gained?

(Teacher J all agreed that after implementing SBM, the new teacher appraisal mechanism was a great improvement over the old ones as described in the two booklets entitled “Staff Appraisal in Schools” and ‘teacher Appraisal’ which were issued in 1992 and 1998 respectively (SBM Section, 2003).)

J: *First of all, I think I am the one who has a good grasp of the rationale of SBM. I see many advantages brought by the “Equal Control” governance.*

I traditionally felt no confidence in past appraisal methods. Now the self-appraisal system enables me to evaluate my own teaching performance and the appraisal report helps me define objectives of improvement. Furthermore, I may complain about my performance appraisal within four weeks from the appraisal interview. The whole operation is more transparent, revealing a big progress.

It is good for the IMC vetting and approving the three-year school development plan and annual school plan, and to upload them to school website for public access. The external accountability of my school is thus increased and the transparency is greatly promoted. My school is hold accountable to the public and will run accordingly. As for us, we have a clear direction of what to do.

3. (b) Shortcomings dicovered in implementing the SBM policy

R: After implementing SBM and establishing IMC in your school, what are the shortcomings discovered or barriers encountered?

(Teacher J regarded most school managers are lack of experience in dealing with administrative tasks.)

J: *The major worry about the implementation of SBM was the lack of enough qualified school managers (Pang, 2008) and this seemed to be a barrier to implement SBM. Despite the perceived benefits of establishing IMC, teacher J worried of the additional workload and work pressure generated from IMC that it was difficult to encourage suitable candidates to stand for electing as school managers.*

4. **“Implementing SBM and establishing IMC” is an imperative of a successful aided secondary school**

R: The Hong Kong’s Code of Aid for Aided Schools emphasizes that a fiduciary and committed team of IMC managers is the keystone for success in delivering quality school education. Do you agree that implementing SBM and establishing IMC is an imperative of a successful aided secondary school?

J: *The school has the absolute power in exercising the promotion and demotion of teachers. As a result, teachers’ performance is more accountable.*

5-10. Determining the characteristics of a successful aided secondary school

5. **School cultures**

R: What essential school cultures should be penetrated in a successful/quality secondary school?

J: *In my view, two main elements of positive school culture are “to increase transparency in all school affairs” and “to establish self-governance and democratic management”. All reforms must be commenced in around the middle management. They explain to and discuss with subordinate teaching staff the procedures of the reforms. Then they report to the relevant superior authority. No reforms will be started to implement without reaching broad consensus.*

(Moreover, teacher J illustrated with an example to show how his school had kept the school’s mission in the public eye.)

J: *Increasing the operational transparence and practicing the democratic leadership are the essential school cultures that should be penetrated in a successful secondary school. Furthermore, adhering to the mission statement is difficult that such task must be finished by everyone in our school. Once our high-performing principal developed a mission statement ‘We could reach academic excellence!’ and articulated it at every opportunity. The rationale behind the statement included ‘The mission of our school is to educate all students and enable them to attain high levels of academic achievement’, ‘All students should have their own individualized challenging learning programme’, and ‘All teachers are well-prepared for the students to perform at mastery level on the aims of every subject’. The slogan of the main mission statement posted everywhere. We, the teaching team made commitments to succeed in improving the school culture through collaboration. We learned how to succeed, step by step, and we celebrated for success at the end of the academic year.*

6. Principal's leadership styles

R: What principal's leadership styles would contribute to the success of a secondary school/provision of quality education?

J: *It is rather sensitive because our old principal just retired and the new one has not yet taken up the appointment. Maybe I can tell you something about my personal perception. I regard a principal must have absolute confidence of teachers' ability in handling all school affairs. A principal cannot be considered his/her role as a governor or a supervisor of the teaching staff, but instead, he/she should treat all teachers as partners and develop an environment of collegiality that nurtures teachers for quality education.*

7. Students' all-round development

(a) Measures implemented to promote students' all-round development

R: What measures your school has implemented to promote students' all-round development?

J: *All measures and strategies should be implemented human-based. I had been in charge of my school's extra-curricular activities for nearly twenty years. I had a lot of information which is very valuable to you and I will make another appointment with you to discuss this issue. Now let me just give you a brief description. A successful school should help students cultivate self-learning abilities and lifelong learning abilities, and teach them "know how to learn" as to maximize their individual potential. Such a good school should also provide students opportunities to organize student union, academies and class party as to increase their organizational capabilities.*

(b) Other traits and abilities that all good students must possess

R: Except for studious (diligent), would you please suggest other traits and abilities that the good students of your school must possess?

(Teacher J was willing to accept an arduous responsibility for introducing "Moral and National Education (MNE)" into his school's curriculum as to strengthen students' "national identity awareness".)

J: *As a successful school, we need to implement the MNE Curriculum as an effective way for cultivating students' capacity so that they can distinguish right from wrong and think independently. We should not avoid discussing controversial issues.*

8. Teacher's traits and job performances

R: What teacher's traits and job performances would contribute to the success of a secondary school or to provision of quality education?

J: *Our teachers have split into two main groups. Group A consists of the class teachers who do not involve in any functional posts. Group B consists of the non-class teachers who are dispatched to different functional or administrative groups, for example, ECA, careers, disciplinary.*

9. (a) The main imperatives conducive to school success/quality education

R: Do you agree that "Every school could be a successful school"? If yes, what main imperatives/indicators are conducive to school success/quality education?

J: *Yes. I agree wholeheartedly that "Every school could be a successful school". If quality education is to be put into practice, it is required to carry out human-based school management. If you don't mind my plain speaking, the main imperative conducive to school success is to place teacher firmly at the centre of the school.*

9. (b) The measures and strategies that would enhance a school's chance for success/education quality

R: What measures and strategies would enhance your school's chance for success (or education quality)?

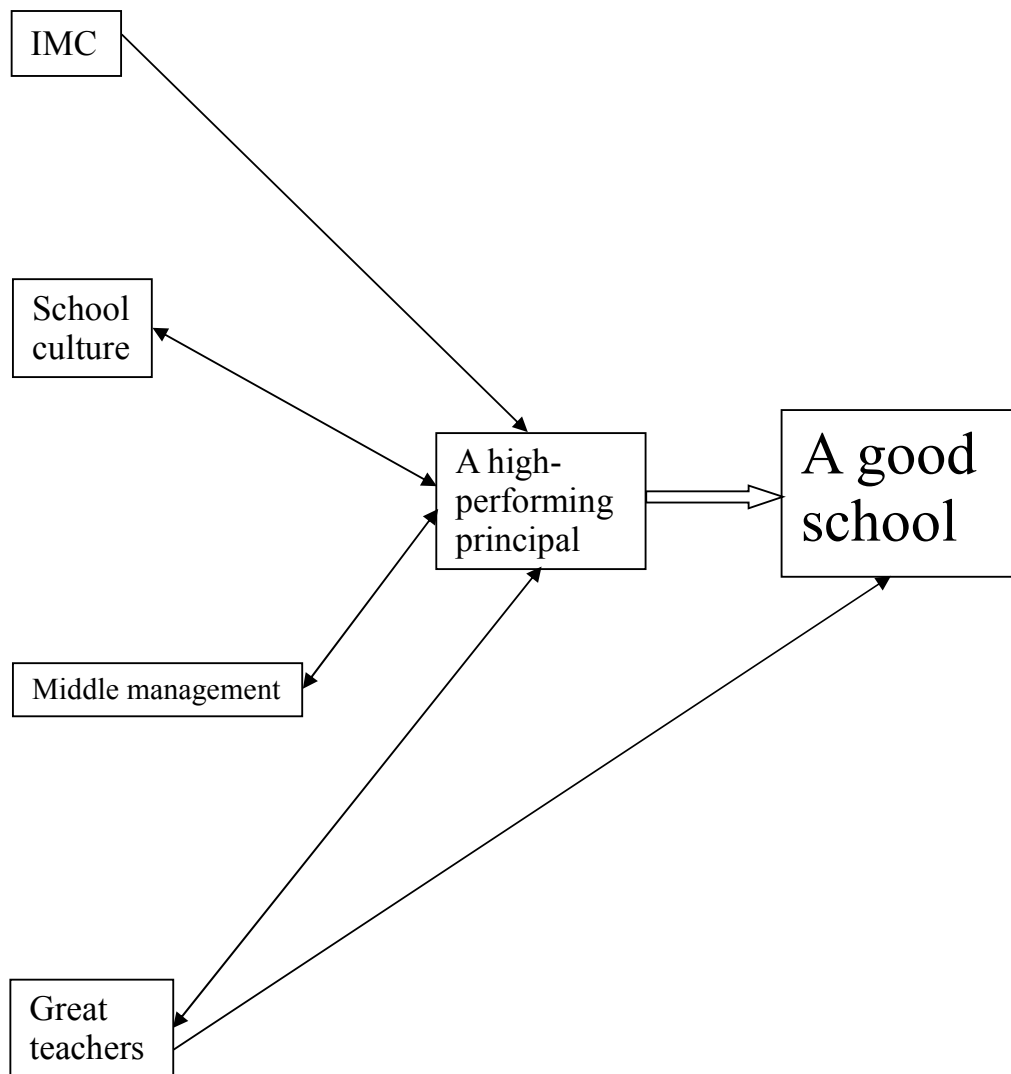
J: *First of all, a successful school should conduct pedagogies and learning programmes in accordance with students' competence level and personal traits in that all these measures are not just implemented for getting good school reputation. Since 1986, my school has attached great importance to mother tongue education that this advantage has brought us excellent public examination results. When parents have confidence in "our school's outcomes", they can rest assured that our school is their kids' first choice. Furthermore, I perceive that there is no shortcut to school success and no valid index to distinguish good schools. Let me tell you my fascinating story. I was one of the members of the school's middle management. Our principal was responsible for dealing "external work" only and let the middle management of 10 dedicated veteran teachers including two vice-principals handle all "internal tasks". The principal and the middle management team worked with a due division of labour but were actually in cooperation to set up this "rural school". Thirty-five years was not a short period. Within this period we received many awards of great distinction. After a long hard struggle we were able to taste the sweetness of the good reputation of their prestigious school.*



10. The mind map of a successful aided secondary school

R: The following mind map (with reference to Figure 1 on pp. 239) reveals the five prerequisites (positive school culture, a competent IMC, a high-performing principal, promoting students' all-round development, a team of great teachers) and three external factors (parents, community, tertiary institutions) for creating a successful aided secondary school, would you please propose amendments on it or develop another mind map?

I: *The mind map representing my ideal good school is given below:*



The Mind Map for Teacher J's Ideal Good School

Appendix L Letter to Teacher Manager

_____ June, 2014

Dear teacher manager (_____),

I would like to invite 400 teacher managers from Hong Kong's aided secondary schools to take part in the quantitative research of my thesis. Actually, I was also a teacher manager for the last two years. The past experience arouses my enthusiasm for doing a project to invent an excellent school model, for the betterment of Hong Kong education system. I cordially request your kind participation by completing the attached questionnaire and please return it in the stamped addressed envelope before July 31, 2014. If you need any further information, contact me by mobile (XX) or through email (sXX@s.ied.edu.hk).

Thank you very much for your kind support.

Respectfully,

_____ (David Wu)

(Doctoral student of the Dep. of Psychological Studies in HK Institute of Education)

Information sheet on the questionnaire survey (quantitative research)

Investigating School-based Management in Hong Kong to Validate the Prerequisites for Successful Schools Using an Exploratory Sequential Design (利用探索式序列設計調查香港的校本管理以確認成功學校的必備條件)

You are invited to participate in the questionnaire survey (i.e. the second phase) of the above named project supervised by Professor Wang Wen Chung and conducted by the doctoral student Wu Tai Wai. The purpose of this survey is to explore the rationales of school-based management (SBM), paint a holistic picture of a successful school, construct the 5-P Model and a generalizable instrument to differentiate successful aided secondary schools and help improve those low-performing schools.

A three phase, exploratory sequential mixed methods research is employed to collect both qualitative and quantitative data. Individual interview is conducted with 20 veteran teachers in the first phase. The second phase is composed of a questionnaire survey among 400 teacher managers from 200 aided secondary schools which are selected by a probability-based sampling strategy. Each self-administered questionnaire is composed of four sections of 45 items which are mostly in 5-point Likert Scale.

This is a four-year study (2011-2015) but the major interview and questionnaire surveys will be conducted during May to July, 2014. There is no payment made to the participants other than that they would be told about the likely consequences of the study on request. I, the researcher will carefully supervise the project so that no respondents would incur any risks as a result of participation in this research and no selected schools would derive any fringe benefit or suffer any damage. All supplied information will be analyzed anonymously and reported in aggregate, so that no individual information will be released. Finally, all questionnaires will be shredded once the research is completed or one year later.

Appendix M

Self-administered Questionnaire (to be completed by Hong Kong's teacher managers during period between May and July, 2014)

No. _____/400

Please tick ✓ the appropriate box for reference.

1. What are your rank (職級) and teaching experience (教學年資) ?

CM ☐ AM ☐ SAM ☐ GM ☐ SGM ☐ PGM ☐ Others ☐

1 – 5 years ☐ 6 – 10 years ☐ 11-20 years ☐ over 20 years ☐

2. Would you please estimate the banding (成績組別) of your school?

Band 1 ☐ Band 1-2 ☐ Band 2 ☐ Band 2-3 ☐ Band 3 ☐

Section A(Q.1 – 5): To investigate the prerequisites (characteristics) of a successful aided secondary school and the rationale of school-based management

1. Please put a ✓ to indicate you agree or disagree, that the given item is the prerequisite for the success (characteristic) of your school.

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
A	Possessing a consistent school culture of deeply internalized value (e.g. respect and trust among staff).					
B	Establishing Incorporated Management Committee (IMC) to implement effective school-based management (SBM).					
C	Possessing a high-performing principal equipped with brilliant leadership and management skills.					
D	Nurturing good students with the spirit of perseverance and never giving up.					
E	Possessing a team of professional great teachers.					
F	Possessing a clear vision and a commonly shared mission.					
G	Explicitly informing all school stakeholders about school's vision, mission, core values and goals in a systematic and regular way.					
H	Constructing itself to become a "learning school".					
I	Emphasizing that "learning and teaching" should be put at the forefront.					
J	Establishing a fair and reasonable mechanism to handle complaints.					
K	Having established a climate of collaboration, mutual support and respect among the teaching staff.					
L	Encouraging innovative pedagogical practices with high quality.					
M	Assuring the importance of teachers, providing them with appropriate opportunities for promotion and development.					
N	The principal and teaching staffs hold high expectations on students' attitudes and academic achievements.					

(to be continued)



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		SD	D	N	A	SA
O	Describing student performance in a broader sense where social skills, behavior, responsibility, attendance, level of truancy and other characteristics are treated as important as academic result.					
P	Designing individualized (personalized) learning programmes in response to all students' learning needs and capacities.					
Q	Establishing measurable performance indicators and detailed criteria for success for each student.					
R	Regularly informing students of their learning progress, and areas of strength and weakness.					
S	Nurturing all students to become caring, contributing, productive and responsible citizens.					
T	Having received the full support from the parents.					
U	Involving local communities and integrates their available resources to implement the school development plan.					
V	Working closely with tertiary institutions as to bring about improvement.					
Others (please specify):						

2. Please put a ✓ to indicate you agree or disagree, that the given item is the “major concern” of your school, requiring significant reform / improvement.

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
A	Revising school's vision, mission, educational goal and quality indicators.					
B	Reshaping school's positive culture.					
C	Promoting effective school-based management.					
D	Considering the replacement of the incompetent principal.					
E	The IMC supervises the principal to carry out professional development as to continually improve managerial and leadership skills.					
F	Replacing those incompetent teachers.					
G	Promoting teachers' instructional leadership.					
H	Raising money to reconstruct the school building / to find a new school site.					
I	Seriously considering whether to join the Direct Subsidy Scheme (DSS).					
J	Transforming into “a learning school” for actively promoting quality education.					
K	Maintaining steady student population as to avoid precipitating the “killing school” crisis.					
L	Promoting students' academic achievement and value-addedness.					

(to be continued)



		SD	D	N	A	SA
M	Developing students' learning strategies and cultivate their thinking skills.					
N	Improving communication between principal and teachers, and also among teachers themselves.					
O	Strengthening communication between "school and parents"/"teachers and parents".					
Others (please specify):						

3. Please put a ✓ to indicate you agree or disagree, that your school or your school's IMC has implemented this SBM measure to promote your school's education quality and contribute to your school's success.

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
A	Formulating school-based criteria and procedures for approval teachers' appointment, promotion and succession.					
B	Managing government and non-government funds to ensure appropriate use of resources.					
C	Enhancing transparency and accountability of my school's governance.					
D	Teacher, parent, alumni and independent managers have the right to participate in school decision-making as to meet the needs of students.					
E	Enabling all kinds of school managers to have a better understanding of school's policies and organizational structure.					
F	Ensuring that those SBM participants (especially teachers) need not spend so much time.					
G	Ensuring that broadening the participation in decision-making process will not lead to confusion about the operating principles of the organizational structure.					
H	The IMC ensures that the principal's decision-making power is gradually being devolved upon other school managers and ordinary teachers.					
I	The IMC must avoid drawing power and political struggles into school level.					
J	The IMC ensures that the school has not deviated from the original vision set by the school sponsoring body in implementing SBM.					
K	The IMC has formulated the short-term and long-term school development strategies as to accomplish school's mission and realize school's vision.					
L	The IMC is responsible for vetting and approving my school's three-year school development plan and annual school plan.					

(to be continued)

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
M	The IMC had established the self-evaluation mechanism for my school and monitored its implementation.					
N	The IMC supervises the principal to carry out professional development as to continually improve managerial and leadership skills.					
O	The IMC has strengthened my school ties among families, the community and tertiary institutions so as to pool their efforts in enhancing teaching effectiveness.					
P	Establishing a fair and an open staff appraisal system to facilitate teachers' continuing professional development.					
Q	Empowering teachers to make decisions in school policies and have a say in allocating resources.					
R	Assisting teachers to master the SBM policy and its related managerial skills.					
S	Establishing effective communication channel between teachers and all school managers, including the principal.					
T	Developing quality education with school's own culture and characteristics.					
U	Developing school-based curriculum as to cater learning diversity.					
V	Achieving the ultimate aim of SBM which is for enhancing students' learning outcome.					
Others (please specify):						

4. Please put a ✓ to indicate you satisfy or dissatisfy with the overall results obtained by implementing SBM and establishing incorporated management committee (IMC) in my school to

VD: Very dissatisfied D: Dissatisfied HH: Half-half S: Satisfied VS: Very satisfied		VD	D	HH	S	VS
A	improve the effectiveness of personnel management.					
B	deploy resources more flexibly for long-term strategic planning.					
C	design school-based curriculum as to cater learning diversity.					
D	achieve the end vision of enhancing students' learning outcome.					

5. Suppose you give grade A(the best), A- (better than almost all), B(good), C(fairly good), D(bare pass) or F(fail) to denote the quality of performance of the IMC, your principal, your students, the teacher team and the whole school, what grades do they deserve respectively? (Please ✓ one box for each item.)

	A	A-	B	C	D	F
The quality of performance of <i>the IMC of my school</i> deserves						
The quality of performance of <i>my principal</i> deserves						
The quality of performance of <i>my school's teacher team</i> deserves						
The overall performance (including learning and attitude) of <i>my school's students</i> deserves						
The overall performance of <i>my school</i> deserves						

Section B (Q.6 – 15): Please put a ✓ to indicate whether or not you agree that this is the school culture contributing to the success of your school.

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
e.g.	Our principal, teachers and staff all have joint commitment to the shared vision and responsibility for success. (Explanation: You ✓ the box SA because you strongly agree that the given school culture contributing to the success of your school.)					✓

Section B (Q.6 – 15)

(Please ✓ one box.)

You agree or disagree that this is the school culture contributing to the success of your school.		SD	D	N	A	SA
6	Our principal and teaching staff have commitment to realize school's vision, mission, values and goals.					
7	Our school encourages all teaching staff (including the principal) to pursue personal professional development activities.					
8	Most school's real problems can be solved through the frank and rational discussions at staff meetings.					

(to be continued)

Section B (Q.6 – 15)

(Please ✓ one box.)

1: strongly unimportant 2: unimportant 3: neutral 4: important 5: very important		1	2	3	4	5
9	Creating harmonious working atmosphere and an environment of collegiality to effectively boost team spirit.					
10	The school offers a welcoming environment and a caring atmosphere for each member in this warm and big family.					
11	All staff are willing to cater to students' individual learning differences.					
12	Constantly stressing that student should be perseverance and never give up towards learning.					
13	The school discipline policy encourages personal growth and the development of social emotional skills rather than focusing on compliance and punishment.					
14	Concerning for justice, equity, and free of harassment, hate, violence and stereotyping.					
15	Inviting parents to participate in the education of their children.					

Section C (Q.16 – 25): Please put a ✓ to indicate how you perceive the importance of the given principal's leadership style contributing to the success of your school and whether or not you agree that your principal has demonstrated this leadership style.

Please refer to below guideline to give responses to the statements in Section C.

There is no right or wrong response. Please deal with both Parts A and B of each statement frankly.

	Part A					Part B				
	1	2	3	4	5	SD	D	N	A	SA
Example: My principal provides effective guidance to the continuous development of the school, arousing the school's core values and goals.				✓			✓			

Explanation: You perceive that “**this leadership style**” as an **important** factor contributing to the creation of a successful school”, so your response to Part A is **4 (important)**. On the other hand, you perceive that “your principal **seldom** provides effective guidance to the continuous development of the school to arouse the school's core values and goals”, so you select **D (Disagree)** for Part B.

		Part A					Part B				
Part A: Please put a ✓ to indicate the importance of this principal's leadership style contributing to the success of your school.		1: strongly unimportant 2: unimportant 3: neutral 4: important 5: very important					SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree				
The / My principal		1	2	3	4	5	SD	D	N	A	SA
16	provides effective guidance to the continuous development of the school, arousing school's vision, mission, values and goals.										
17	retains the original underlying norms, values and beliefs, and is capable to shape new positive school culture.										
18	conducts administration section and instructional team towards a proper orientation.										
19	has passed down the decision-making authority to middle management and teachers to share his/her leadership role.										
20	employs professional knowledge and technology in education to lead instruction and manage school's finance and resources for attaining educational quality.										
21	supports all teachers to foster professional development as a way to promote the effectiveness of the teacher team.										
22	has established a two-way communication and regular meeting times between teachers and him/herself for creating school culture as a collaborative one.										
23	hires outstanding novice teachers at every opportunity and promotes incumbent teachers' ability as to ensure the quality of the teacher team.										
24	puts particular emphasis on students' real learning problems but not the public examination result.										
25	has maintained an academic learning climate and an orderly atmosphere within the school as to improve student learning outcomes.										

Section D (Q.26 – 33): Please put a ✓ to indicate you agree or disagree, that the keys for your school to achieve success are to “promote students’ all-round development” and “nurture students possessing the following good traits and outstanding abilities”.

	The keys for my school to achieve success are to “promote students’ all-round development” and “nurture good students possessing the following good traits and outstanding abilities”.	SD	D	N	A	SA
26	are studious and have high learning motivation.					
27	have many virtues, including honest, acting responsibly, polite, respectful, caring, self-disciplined, gregarious, demanding equality and self-motivated.					
28	show great perseverance in confronting obstacles and frustrations, and never give up.					
29	should recognize HK Basic Law and “one country, two systems”.					
30	have an ability of independent thinking about effective ways round a problem and gets a good result.					
31	have high expectations for themselves and work hard to achieve these goals.					
32	have the ability to widely apply information technology in learning and daily life.					
33	know how to make career planning and develop lifelong learning skills.					

Section E (Q.34 – 45): Please put a ✓ to indicate you agree or disagree, that the great teachers* of your school should possess the following traits or job performance.
(A team of great teachers is an important factor contributing to the success of a school.)

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree		SD	D	N	A	SA
My school’s great teachers						
34	understand the goal of teachers’ continuing professional development, and apply it to improve their own ability and make they become life-long learners.					
35	adopt new instructional strategies and diversified teaching methods to help raise effectiveness in “learning and teaching”.					
36	possess solid and extensive knowledge in the main subject for which they teach in.					
37	have the ability to professionally manage students, and cater students’ learning diversity in order that lessons are well run.					
38	have strong commitment to school vision, mission, goal and core value, displaying a sense of pride to work in this school.					
39	have demonstrated enthusiasm about education and high degree of job satisfaction.					

(to be continued)



Appendix N Self-administered Questionnaire in Chinese version

自編卷於2014年8月香港教育調查編號____/400

Please tick ✓ the appropriate box for reference.

1. What are your rank (職級) and teaching experience (教學年資) ?

CM ☐ AM ☐ SAM ☐ GM ☐ SGM ☐ PGM ☐ Others ☐

1 – 5 years ☐ 6 – 10 years ☐ 11-20 years ☐ over 20 years ☐

2. Would you please estimate the banding (成績班別) of your school?

Band 1 ☐ Band 1-2 ☐ Band 2 ☐ Band 2-3 ☐ Band 3 ☐

部第-5題 探香港中學的必備條件和校本管理「理念」

1. 請以 ✓ 號表示你 (極) 不同意或 (極) 同意該項目是成功津貼中學的必備條件 (特性)。

SD: Strongly Disagree 極不同意。 D: Disagree 不同意。 N: Neutral 中立。 A: Agree 同意。 SA: Strongly Agree 極同意。		SD 極 不 同 意	D 不 同 意	N 中 立	A 同 意	SA 極 同 意
我認為本校賴以成功的必備條件 (的特性) 是：						
A	擁有「持久且具深刻內在價值的學校文化」。					
B	已成立法團校董會並實施「有效的校本管理」。					
C	擁有「一位好校長」，具備卓越的領導和管理才能。					
D	培養出一群堅持不懈、勤奮向學的好學生。					
E	擁有「專業、高質素的教師隊伍」。					
F	擁有清楚明確的願景和可以共享的使命感。					
G	按部就班地定期向所有學校持分者清晰表達學校的願景、使命、核心價值和目標。					
H	建構本校成為「學習型學校」。					
I	強調「學與教」是全校人員放在最前線的事情。					
J	訂立公平合理的機制處理投訴。					
K	在教職員之間建立樂意合作、互相支援和尊重的氛圍。					
L	鼓勵創新的高質素教學模式。					
M	為老師提供發展和升職的機會。					
N	校長和教職員對學生的行為和學業成績寄予很高的期望。					
O	重視學生的社交能力、舉止行為、責任感、出席率、曠課率和其他品質多於學業成績。					
P	設計「個別化學習方案」以切合所有學生的學習需要和能力。					
Q	為每一學生建立可量度的表現指標和成功基準。					
R	定期通知學生他們自己的學習進度、長處和弱項。					
S	培育所有學生成為充滿愛心、有貢獻、富生產力和負責任的良好市民。					
T	獲得家長的全力支持。					
U	融合當地的社區並借助它們的資源推行學校發展計劃。					
V	與專上院校緊密合作，尋求改進。					



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2. 請以 ✓ 號表示你 是否同意 這是 貴校目前的 關注事項 ，需要進行 改革(改善) 。 我認為本校目前需要關注（並作改革/改善）的事項是：		SD 極不同意	D 不同意	N 中立	A 同意	SA 極同意
A	重新訂定學校的願景、使命、教育目標和質素指標。					
B	重新塑造學校的正面文化。					
C	落實真正的校本管理（自主管理）。					
D	考慮更換不稱職的校長。					
E	法團校董會督導校長藉專業發展不斷提升管理和領導能力。					
F	更換部分不稱職的教師。					
G	全力支援教師專業發展以提升他們在教學方面的領導能力。					
H	籌款重建校舍 / 覓址遷校。					
I	認真考慮轉為「直資（DSS）中學」。					
J	轉變成為「學習型學校」以提升教育品質。					
K	保持穩定的學生人數以避免陷入縮班/被殺校的危機。					
L	提高學生的學業成績和增值指標。					
M	制定學生的學習策略和培養他們的思維能力。					
N	改善校長和教師之間以及教師團隊內的溝通氛圍。					
O	加強「學校與家長」/「教師與家長」之間的聯繫。					

3. 請以 ✓ 號表示你 是否同意 貴校或貴校的法團校董會已推行下列各項校本管理措施以提升教育質素和促進學校邁向成功之路。		SD 極不同意	D 不同意	N 中立	A 同意	SA 極同意
A	制訂校本準則和程序以審批教師的聘任、晉升和繼任。					
B	妥善運用政府的撥款和非政府的經費。					
C	提高本校管治方面的透明度和問責性。					
D	教師、家長、校友和獨立校董有權參與校政決策。					
E	協助家長校董更瞭解學校的政策和組織架構。					
F	確保參與「校本管理」者(尤其是教師)毋須付出大量時間。					
G	確保擴大決策層面不會令原先的組織結構變得混亂。					
H	法團校董會確保校長已下放決策權力給各校董和一般教師。					
I	法團校董會沒有將權力和政治鬥爭引入學校層面。					
J	法團校董會確保學校不會因推行「校本管理」而偏離辦學團體原本的辦學理念。					
K	法團校董會已為本校制訂短期和長期的發展策略，以完成學校的使命和實現學校的願景。					



L	法團校董會負責審批本校的三年發展計劃和周年計劃。					
M	法團校董會已經確立本校的自評機制並監察執行情序。					
N	法團校董會借助審批校長的持續專業發展計劃和報告，以督導校長須不斷提升管理和領導能力來為學生謀福利。					
O	法團校董會已加強本校與家庭、社區和大專院校的關係，以提升教學效能。					
P	建立一個公平和公開的教師績效評估系統以配合教師的持續專業發展。					
Q	加強教師的領導能力，授權他們決定校政和釐定資源。					
R	協助教師全面掌握「校本管理」這項創新的政策。					
S	訂立教師和所有校董（包括校長）之間的有效溝通途徑。					
T	致力發展包括學校文化和特色在內的優質教育。					
U	發展校本課程以照顧學習差異。					
V	確保「校本管理」達到改善學生整體學業成績的終極目標。					

4. 請以 ✓ 號表示你（極）不同意或（極）同意 貴校法團校董會已推行以下 A、B、C 三項「校本管理政策」的成效，並且已達到最終目標 D。		SD 極不同意	D 不同意	N 中立	A 同意	SA 極同意
A	（因應教育局下放權力至學校層面以）改善人事管理。					
B	更靈活地處理財務和調配資源（以作出長遠的規劃）。					
C	（為釐定「教與學」的路向而）規劃校本課程。					
D	已達到最終目標：提高每個學生的學習成果。					

5. 請 ✓ A(最好)、A-(非常好)、B(好)、C(不錯)、D(僅可合格) 或 F(不合格) 等級來分別評價 貴校的法團校董會、校長、教師團隊、學生和全校的表現。

	A	A-	B	C	D	F
本校法團校董會的工作表現獲得						
本校校長的工作表現獲得						
本校教師團隊的工作表現獲得						
本校學生的整體表現（包括學習和行為）獲得						
全校的整體表現獲得						

乙部 (第 6–15 題)：請以 ✓ 號確定這項校園文化對促進 貴校邁向成功之路的重要性。

例子	校長、教師和職員承諾要實現學校的共同願景、使命、核心價值和目標。 (解釋：因為你認為這項「校園文化」對促進 貴校邁向成功之路是重要的，所以✓5 極重要。)	1 極 不 重 要	2 不 重 要	3 中 立	4 重 要	✓ 5 極 重 要
6	校長和教職員承諾要實現學校的共同願景、使命、核心價值和目標。					
7	學校鼓勵各教職員（包括校長）參與個人的專業發展活動。					
8	大部分學校問題都是透過教職員會議內的坦誠、理性討論而獲得解決。					
9	建立和諧的工作氣氛和聯管治的環境以促進團隊精神。					
10	學校歡迎並關懷這個「大家庭」的每位成員。					
11	所有教職員均樂意照顧學生的個別差異。					
12	時刻強調學生應該具備堅持不懈、永不放棄的學習態度。					
13	學校的訓導政策注重促進學生的個人成長，發展他們的社交技巧和情感控制能力，以代替屈從和懲罰文化。					
14	關注正義和公平，而摒棄搗亂、憎恨、暴力和墨守成規。					
15	歡迎家長參與所有和自己孩子有關的教育活動。					

丙部 (第 16–25 題)：請以 ✓ 號評價這項校長領導模式對促進 貴校邁向成功之路的重要性並確定它是否貴校校長所施行的領導模式。

請參考以下的例子回應丙部第 16-25 題。

所有答案皆無對或錯，請豁然審視每一句子的甲項和乙項。

甲項(由低至高) 乙項(適合形容本校校長)

例子：	1	2	3	4	5	SD	D	N	A	SA
(本校)校長為學校的持久發展提供有效的指導，以喚起師生關注學校的願景、使命、核心價值和目標。				✓			✓			

解釋：你認為這項校長的領導模式對促進 貴校邁向成功是重要的，所以在甲項 ✓4 重要；而另一方面，你察覺自己學校的校長其實很少為學校的持久發展提供有效的指導，以喚起師生關注學校的願景、使命、核心價值和目標，所以在乙項 ✓D，代表你不同意（Disagree）這項是 貴校校長時常施行的領導模式。

丙部 (第 16–25 題)

甲項(由低至高) 乙項(適合描述本校校長)

甲項：請以 ✓ 號評價這項校長領導風格對促進貴校邁向成功之路的重要性。 乙項：請以 ✓ 號確定你是否同意這項目是貴校校長的領導風格。 (本校) 校長		1 極不 重要	2 不 重要	3 中 立	4 重 要	5 極 重 要	極 不 同 意	不 同 意	中 立	同 意	極 同 意
16	為學校的持久發展提供有效的指導，以喚起師生關注學校的共同願景、使命、核心價值和目標。										
17	既保留學校優良的傳統文化，亦倡導簇新的正面學校文化。										
18	引領學校的管理部門和教學團隊朝著正確的方向進發。										
19	已將決策權下放至中層管理部門和教師，以分擔自己的領導角色。										
20	利用專業知識來處理學校的財政和資源。										
21	支持所有教師作專業發展以提高教師團隊的效能。										
22	已經與教師建立雙向的溝通途徑並作常規會面。										
23	把握一切機會聘請優秀的新手老師及提升現任老師的能力以確保教師團隊的質素。										
24	聚焦於學生的真正學習問題而不會以公開考試（成績）為學校的工作重點。										
25	營造秩序井然的校園環境以幫助學生改善學習成效。										

丁部 (第 26–33 題)：請以 ✓ 號表示你是否同意若 貴校要邁向成功之路，則應該「促進學生的全面發展」和「培養出具備以下良好品格和傑出才能的好學生」。

若本校要邁向成功之路則必須促進學生的全面發展並培養出具備以下特質和才能的好學生。		極 不 同 意	不 同 意	中 立	同 意	極 同 意
26	勤奮好學，並有極高的學習動機。					
27	擁有各種美德，包括誠實、可靠、負責任、有禮貌、尊敬師長、愛護同學、自律守規、能合群、重視公平、積極主動。					
28	面對困難和挫折仍堅持不懈，不輕言放棄。					
29	認識香港基本法和一國兩制。					
30	能獨立思考和以合理有效的方法解決問題以獲得好結果。					
31	對自己有極高的期望，並為達成期望而努力不懈。					
32	能將資訊科技應用於學習和日常生活中。					
33	學會生涯規劃和擁有終身學習的能力。					

戊部 (第 34—45 題): 請以 ✓ 號表示你是否同意該項目是 貴校的優秀教師*所必須具備的特質或工作表現。(*教師是影響學生成績的最重要單一因素而優秀教師則是學校取得成功的最重要因素。)

例子	優秀教師明瞭「教師持續專業發展」的重要性，並藉此提升自己的專業能力和促進學生的學習。 (解釋：你非常同意這項目是 貴校的優秀教師所必須具備的特質或工作表現，所以✓極同意。) 本校的優秀教師	極不同意	不同意	中立	同意	✓ 極同意
34	明瞭「教師持續專業發展」的目標，並藉此提升自己的專業能力和確保自己成為終身學習者。					
35	採用新穎的教學策略和多樣化的教學方法，以提升學與教的成效。					
36	於任教的主科目中擁有紮實和廣博的學科知識。					
37	能夠專業地管理學生和處理學生的學習差異，令教學得以順暢地進行。					
38	篤信（認同）學校的願景、使命、核心價值和目標，對在此學校工作感到自豪。					
39	熱心投入教育事業和表現高度的工作滿足感。					
40	做任何事情都有計劃、有目標並有能力做出相應調整。					
41	充分掌握學校政策的施程序而時常參與校政決策。					
42	明瞭共同領導的意義而經常協助管理階層營造關懷和愉快的校園氣氛。					
43	願意與校內同僚進行交流、協作和「同儕觀課」，並試用那些由此而獲得的教學策略。					
44	與學生、家長和同僚相處時顯現尊重、關懷、富同情心和公正的美德，並懂得發揮讚揚的力量。					
45	對學生和自己皆有極高期望，並為達成期望而努力不懈。					

*****問卷完結！ 多謝幫忙！*****

其他見解如有：_____



Appendix O Rotated Component Matrix^a of the Main Scale with 10 Factors

	Component									
	1	2	3	4	5	6	7	8	9	10
Q1Q	.818	.166	.014	.034	.017	.069	.114	.066	.117	.105
Q1R	.768	.047	-.193	.206	.062	.047	-.042	-.115	.069	.111
Q1M	.186	.821	-.088	.118	.029	.079	.018	-.145	.043	.073
Q1L	.121	.807	.037	.078	.025	-.055	.019	.073	.081	-.085
Q1E	-.213	.607	.215	-.386	.240	-.058	-.111	.028	.014	.255
Q1F	-.043	.025	.861	-.010	.003	.119	.197	.011	-.104	-.078
Q1A	-.188	-.076	.665	.048	-.050	.192	-.036	-.011	.331	.229
Q1G	.525	.097	.575	-.052	.087	-.190	-.163	-.012	-.084	-.308
Q1P	.110	-.060	.035	.755	.164	.085	-.071	-.125	-.033	-.035
Q1U	.045	.212	-.062	.720	-.060	.036	-.081	.259	.136	-.095
Q1H	.180	.056	-.029	.231	.839	.014	-.022	.155	.022	.011
Q1I	-.052	.082	.013	-.210	.641	-.100	.163	-.319	.326	-.004
Q1C	-.155	.206	.422	-.032	.454	-.226	.149	.108	-.161	.329
Q1D	-.003	.063	.146	.203	.045	.771	-.038	-.074	-.173	.085
Q1N	.144	.005	.065	.050	-.227	.676	-.011	.076	.162	.108
Q1O	.123	.156	.109	.380	-.163	-.572	.042	-.031	.113	.288
Q1J	.144	.012	.081	-.013	-.089	-.069	.831	-.092	-.150	-.025
Q1B	-.109	-.019	.052	-.115	.204	.005	.801	.024	.207	.056
Q1T	.098	-.123	.123	.224	.002	.032	-.044	.807	.041	.072
Q1S	.260	-.128	.168	.383	-.047	.041	.026	-.681	-.022	.105
Q1V	.168	.128	.005	.084	.117	-.062	.022	.056	.862	-.025
Q1K	.150	.033	-.011	-.089	.040	.073	.008	-.003	-.013	.819

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Appendix P Component Matrix^a of the Original SBM Subscale with Nine Factors

	Component								
	1	2	3	4	5	6	7	8	9
Q3I	.572	-.003	.446	.055	.034	-.345	.106	-.019	-.083
Q3G	.568	-.032	.250	-.044	.184	-.415	-.064	.206	.093
Q3J	.550	.067	.162	.058	-.043	.221	.240	.143	-.258
Q3B	.502	-.146	-.394	.104	-.427	-.052	.015	-.101	.310
Q3E	.488	-.169	.240	-.076	.255	.103	-.147	.119	.226
Q3M	.460	.260	-.199	.095	-.456	.331	-.116	-.040	-.167
Q3D	.426	-.104	.109	.265	.354	.083	.309	-.130	-.073
Q3A	.383	-.295	-.364	.094	-.382	-.229	.190	.126	.282
Q3N	-.339	.578	.100	.309	-.065	.181	.342	.022	.100
Q3C	.337	-.535	-.282	.193	.310	.275	-.084	.088	.148
Q3Q	.345	.453	-.393	.108	.271	.083	-.198	-.029	-.125
Q3P	.203	.219	-.466	.385	.238	-.371	.144	.221	-.248
Q3F	.223	.077	.107	-.561	.228	.045	.148	-.434	.151
Q3O	.040	.353	.134	.551	.182	-.006	-.121	-.270	.150
Q3R	.408	.339	-.337	-.409	.226	.221	-.033	-.003	.260
Q3U	.144	.136	.377	.154	-.005	.392	.339	.352	.312
Q3T	.339	-.233	.308	.005	-.289	.361	-.046	.034	-.297
Q3L	.450	.394	.112	.057	-.099	.062	-.484	-.260	-.042
Q3V	.038	.403	-.305	-.413	.024	.021	.414	.167	-.034
Q3S	.120	.294	.140	-.302	-.073	-.125	-.292	.589	-.172
Q3K	.362	.027	.078	-.140	-.191	-.240	.359	-.380	-.293
Q3H	.010	.409	.302	.055	-.263	-.277	-.051	-.007	.442

Extraction Method: Principal Component Analysis.

a. 9 components extracted.

**Appendix Q Rotated Component Matrix^a formed by Applying EFA on the
20- item SBM Subscale with Four factors**

Item	Component			
	1	2	3	4
Q3I	<u>.696</u>	.043	-.002	.129
Q3G	<u>.592</u>	.097	.127	.133
Q3E	<u>.581</u>	-.093	.109	-.137
Q3J	<u>.541</u>	.213	.031	.098
Q3D	<u>.479</u>	.187	-.007	-.265
Q3T	<u>.457</u>	-.129	.130	.056
Q3U	<u>.351</u>	-.010	-.327	-.054
Q3Q	.044	<u>.675</u>	-.021	.086
Q3P	-.105	<u>.656</u>	.101	-.171
Q3M	.199	<u>.514</u>	.157	.255
Q3L	<u>.373</u>	<u>.385</u>	-.119	.242
Q3N	-.250	.259	<u>-.644</u>	.028
Q3A	.073	.230	<u>.635</u>	-.103
Q3B	.136	<u>.383</u>	<u>.619</u>	-.051
Q3O	.137	.376	<u>-.498</u>	-.287
Q3C	.248	.038	<u>.419</u>	<u>-.585</u>
Q3S	.101	.038	-.080	<u>.488</u>
Q3V	-.213	.231	.049	<u>.487</u>
Q3F	.224	-.168	.082	<u>.410</u>
Q3K	.270	.109	.221	<u>.341</u>

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.



Appendix R An Index for Distinguishing a Successful School

Indication: This index is used to distinguish whether or not your school is a successful school. It comprises 5 scales of 62 items.

Any teacher can apply this index to determine your school's degree of success in terms of scores.

If your total score is above 240, congratulation, you are now teaching in a successful school.

C1 – C12 Diagnosing my school's positive culture:

(Please ✓ one box.)

1: Never 4: Often		2: Seldom 5: Always	3: Sometimes	1	2	3	4	5
I perceive this culture in my school:				N				A
C1	Possessing a consistent culture of deeply internalized value.							
C2	Our principal and teaching staff have commitment to realize school's vision, mission, values and goals.							
C3	Constructing our school to be a "learning school".							
C4	Our school encourages all teaching staff (including the principal) to pursue personal professional development activities.							
C5	Most school's real problems can be solved through the frank and rational discussions at staff meetings.							
C6	Creating harmonious working atmosphere and an environment of collegiality to effectively boost team spirit.							
C7	Our school offers a welcoming environment and a caring atmosphere for each member in this warm and big family.							
C8	All staff are willing to cater to students' individual learning differences.							
C9	Constantly stressing that student should be perseverance and never give up towards learning.							
C10	Our school's discipline policy encourages personal growth and the development of social emotional skills rather than focusing on compliance and punishment.							
C11	Concerning for justice, equity, and free of harassment, hate, violence and stereotyping.							
C12	Inviting parents to participate in the education of their children.							



I13 – I30 Diagnosing my school's IMC:

(Please ✓ one box.)

1: Never 4: Often		2: Seldom 5: Always		3: Sometimes		1	2	3	4	5
What I perceive in my school's IMC:						N				A
<u>Resulting Advantages of Implementing SBM:</u>										
I13	Formulating school-based criteria and procedures for approval teachers' appointment, promotion and succession.									
I14	Managing government and non-government funds to ensure appropriate use of resources.									
I15	Enhancing transparency and accountability of our school's governance.									
I16	Teacher, parent, alumni and independent managers have the right to participate in school decision-making as to meet the needs of students.									
<u>Responsibilities and Powers of our IMC:</u>										
I17	Ensuring that our school has not deviated from the original vision set by the school sponsoring body in implementing SBM.									
I18	Formulating school development strategies as to accomplish school's mission and realize school's vision.									
I19	Explicitly informing all school stakeholders about school's vision, mission, core values and goals in a systematic and regular way.									
I20	Vetting and approving my school's three-year school development plan and annual school plan.									
I21	Establishing the self-evaluation mechanism for our school and monitoring its implementation.									
I22	Establishing a fair and reasonable mechanism to handle complaints.									
I23	Guiding the school to develop quality education with school's own culture and characteristics.									
I24	Working closely with tertiary institutions as to bring about improvement.									
<u>Enhancing Teachers' Competence:</u>										
I25	Facilitating teachers' continuing professional development through a fair and an open system.									
I26	Empowering teachers to make decisions in school policies and have a say in allocating resources.									
I27	Establishing an effective communication channel between teachers and all school managers									
I28	Encouraging innovative pedagogical practices with high quality.									



P29 – P38 Diagnosing my principal's leadership styles:

(Please ✓ one box.)

1: Never 4: Often		2: Seldom 5: Always	3: Sometimes	1	2	3	4	5
I perceive this as my principal's leadership style:				N				A
P29	provides effective guidance to the continuous development of the school, arousing school's vision, mission, values and goals.							
P30	retains the original underlying norms, values and beliefs, and is capable to shape new positive school culture.							
P31	conducts administration section and instructional team towards a proper orientation.							
P32	has passed down the decision-making authority to middle management and teachers to share his/her leadership role.							
P33	has brilliant leadership and management skills.							
P34	employs professional knowledge and technology in education to lead instruction and manage school's finance and resources for attaining educational quality.							
P35	supports all teachers to foster professional development as a way to promote the effectiveness of the teacher team.							
P36	has established a two-way communication and regular meeting times between teachers and him/herself for creating school culture as a collaborative one.							
P37	puts particular emphasis on students' real learning problems but not the public examination result.							
P38	has maintained an academic learning climate and an orderly atmosphere within the school as to improve student learning outcomes.							

S39 – P48 Diagnosing the measures adopted by my school to promote students’ all-round development and nurture their talents:

(Please ✓ one box.)

1: Never 4: Often		2: Seldom 5: Always	3: Sometimes	1	2	3	4	5
I perceive my school <u>has adopted</u> this measure to promote students’ all-round development and nurture their talents:				N				A
S39	Developing our students’ studious spirit and enhancing their learning motivation.							
S40	Cultivating our students to acquire the virtues of honest, responsibility, politeness, respectfulness, self-discipline, gregariousness, equality, self-motivation and sense of sympathy.							
S41	Cultivating our students to show great perseverance in confronting obstacles and frustrations, and never give up.							
S42	Developing our students’ ability to think independently and solve problems in a rational and effective way as to get a good result.							
S43	Ensuring that our students should have high expectations for themselves and work hard to achieve these goals.							
S44	Developing our students’ ability to widely apply information technology in learning and daily life.							
S45	Enabling our students to know how to make career planning and develop lifelong learning skills.							
S46	Describing our students’ performances in a broader sense where social skills, behavior, responsibility, attendance, level of truancy and other characteristics are treated as important as academic result.							
S47	Designing individualized (personalized) learning programmes in response to all our students’ learning needs and capacities.							
S48	Establishing measurable performance indicators and detailed criteria for success for each of our students.							
S49	Regularly informing our students of their learning progress, and areas of strength and weakness.							
S50	Nurturing all our students to become caring, contributing, productive and responsible citizens.							



T51 – T62 Diagnosing the job performance of our teachers:

(Please ✓ one box.)

1: Never 2: Seldom 3: Sometimes 4: Often 5: Always		1	2	3	4	5
I perceive this as our teachers' job performance:		N				A
T51	understand the goal of teachers' continuing professional development and apply it to improve their own ability, making themselves to be life-long learners.					
T52	have adopted new instructional strategies and diversified teaching methods to help raise effectiveness in "learning and teaching".					
T53	possess solid and extensive knowledge in the main subject for which they teach in.					
T54	have the ability to professionally manage lessons and cater students' learning diversity.					
T55	have strong commitment to school vision, mission, core value and goals.					
T56	have demonstrated enthusiasm about education and high degree of job satisfaction.					
T57	have a plan and purpose for everything they do and could adjust accordingly.					
T58	understand the procedures for implementing school policies and have always participated in decision making.					
T59	recognize the significances of collegiality and frequently assist administrators to cultivate a caring and inviting school climate.					
T60	are willing to conduct sharing, collaboration and peer observation with colleagues, and frequently try out those instructional pedagogies learned from these activities.					
T61	have demonstrated the qualities of respect, caring, empathy, and fairness in their communications with students, parents, and colleagues, and in particular, fully understand the power of praise.					
T62	have adopted new instructional strategies and diversified teaching methods to help raise effectiveness in "learning and teaching".					