

# Shaping the Curriculum: Conceptions of Excellence in Secondary Education in Trinidad and Tobago<sup>1</sup>

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In every society, the goals of the education system are translated into a plan of action which achieves these goals, that is, the school curriculum. Curriculum planning, development and implementation are of major concern to educators since the quality of education is dependent, to a large extent, on the quality of instruction being delivered. Curriculum development, therefore, should not take place in a vacuum, but should be influenced by present day trends in educational reform which reflect the purpose of education in the society.

This paper explores the nature of conceptions of excellence in secondary education in Trinidad and Tobago. A descriptive survey method probed the opinions of a panel of educators and a group of non-educators to reveal their conceptions of excellence and the conditions which give rise to it. The survey data revealed four indigenous conceptions of excellence: intellectual supremacy; character development; self-actualization, and social consciousness, each belonging to a particular conception of education. The majority of participants in the study expressed faith in the conception of excellence as self-actualization and the conception of education as the holistic development of the individual.

## Introduction

One view of education propounds that education is primarily about transmitting values prevalent in the society to its young members, in the hope that they will be inducted into the way of life that adults consider to be "good" (Barrow & Woods, 1982; Hirst & Peters, 1970). The school curriculum can, therefore, be viewed as the medium through which students encounter the learning experiences which are designed to bring about desirable outcomes.

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According to Zais (1976), societies produce curricula that are shaped by the social, cultural and political forces of a particular era. These forces influence curriculum development in a direction that is consonant with the underlying philosophies of education which prevail in the society. Educational programmes are geared towards achieving certain curricular outcomes based on the value society places on various aspects of life, and the curriculum reflects the role of education in society.

As a result of limited resources to fund research and development on a large scale, third world countries the world over are in the unenviable position of attempting to make educational systems more efficient and effective while economies are declining. In the absence of adequate research from local sources, many countries tend to adopt the practices of the developed world, and to implement similar educational programmes without making significant changes to those borrowed from alien cultures. One of the criticisms of the situation in Trinidad and Tobago since the 1980s is that this country's 'uncritical' adoption and/or adaptation of the metropolitan model has provided 'quantity' at the expense of 'quality' education (Williams & Camejo, 1982). Since a curriculum should grow out of the history and culture of a people, it is not surprising that a tendency to adopt or to adapt curricula from foreign countries can adversely affect the quality of education in any society.

Decisions regarding curriculum development in the Caribbean should be supported by local research findings, to ensure that the programmes implemented are based on the educational needs of the individual country or of the region as a whole.

### **The Problem and Its Significance**

The problem of this study was to explore the nature of conceptions of educational excellence in Trinidad and Tobago.

The Education Plan of the Republic of Trinidad and Tobago 1985-1990 (Ministry of Education, 1985) stated that the mission of local schools is to provide for "the spiritual, moral, intellectual, aesthetic, physical and vocational development of the students " through methods that would "stimulate an appreciation of the good, the true and the beautiful" (p.15).



However, no attempt is made to define the terms 'good', 'true' or 'beautiful'.

Direct mention is made of promoting a sense of excellence with specific reference to intellectual standards; and also of encouraging the pursuit of excellence in sport as an expression of personal development. In contrast, the policy statement on the goals of secondary education specifies, that all students leaving primary schools should attain the *minimum* standard of education which would allow them to benefit from what is offered at the secondary level. How can we pursue excellence and accept minimum standards at the same time? One seems to contradict the other.

The philosophy of education enunciated in the plan is not clear, yet the plan describes the curriculum as "the instrument by which the philosophy of education is translated into living reality" (p.37). A review of the performance of the education system during the period 1968-1983 listed 'curriculum development' as one of the areas to which blame was attributable for the unacceptable standard of academic performance. The 1985-1990 plan also stated that there was "an urgent need to focus attention on the improvement of the quality of education in all our institutions" (p. 8).

The above statements make it clear that in order to enhance the quality of education, there has to be a concomitant improvement in curriculum development. There is a need to examine our own conceptions of excellence, to identify the qualities they imply, the goals we would like to achieve, and to determine the implications they hold for curriculum development in Trinidad and Tobago.

## Review of Literature

### The Meaning of Excellence

The quest for excellence could not be embarked on if one did not have a clear conception of excellence. 'Excellence in education' is a phrase which has been bandied about and for which the term 'school effectiveness' has been sometimes substituted. This study establishes a relationship between the terms 'effective' and 'excellent'. An excellent

school *must* be effective. Effective schools, through planning and organization, fulfil the criteria of achieving the goals they have set themselves. Excellent schools accomplish this, and go beyond the fulfilment of goals to the fulfilment of hopes, dreams and aspirations of society's educational visionaries. Effectiveness can be measured in terms of organizational structures, processes and outcomes, and is therefore the most reliable source of information about whether a particular school is attaining excellence.

A considerable proportion of school excellence literature has focused on the necessary conditions for attaining excellence. Mangieri (1985) pursued an informal study which showed that there are eight conditions named by educators which should result in educational excellence, and that non-educators agreed generally with the eight conditions. They are: a rigorous curriculum; competent teachers; effectiveness characteristics; testing to prove the students have learned essentials; meaningful citizen support and positive parental involvement; adequate financing; strong discipline, and commitment to traditional values.

Prakash and Waks (1985) stated that 'to excel' means to perform in a superior or exemplary manner. They isolated four possible conceptions of education, each characterized by specific standards of excellence. The conceptions are the technical, the rational, the personal, and the social; and the respective standards of excellence are mental proficiency, disciplinary initiation, self-actualization, and social responsibility. These writers also alluded to the 'exclusivity' of the four conceptions saying that one cannot accept all because they are logically incompatible. As the paper developed, a hierarchy of educational values emerged--each conception of excellence being more comprehensive than the one preceding it.

Similar conceptions are also reflected in the work of Eisner and Vallance (1973). Within each conception are answers to fundamental questions in education--What is the meaning and purpose of education? What knowledge is desirable? What learning theories are appropriate? What curricula are needed? What should guide student-teacher interaction? What aspects of student performance should be evaluated and how? How is leadership best manifested? What is the role of educational research? How should teacher training and assessment be conducted? What forces



should influence and guide system reform? The answers to these and other questions shape the conceptions of education which are held by different groups in society.

### Curriculum, Instruction and Evaluation

A large number of quantitative and qualitative studies over the years have explored the relationship between school resources and student achievement (Murnane, 1981). The studies have attempted, in some way, to measure or observe the impact of organizational structures and processes on student outcomes, for example, the relationship between the organization of the curriculum and student outcomes (Hoy, 1982; Murnane, 1981).

This body of research has made a valuable contribution to the advance of knowledge on organizational effectiveness, because the results have revealed, with alarming consistency, several key determinants of school effectiveness. The school resources which have been the central variables of a large proportion of studies are teachers, principals, instructional strategies, curriculum, instructional time, class size, students, school environment and parents (Bates, 1980; Corbett, Firestone, & Rossman, 1987; Halpin, 1966; Hoy & Clover, 1986; Hoy & Miskel, 1987).

Curriculum and instruction have long been the focus of a great deal of research on education. The reason for this was that researchers believed that they could determine the specific instructional strategies or curricula that would increase student learning. Evaluation was a necessary component in the assessment of the extent to which short-term curricular objectives and long-term educational goals were achieved. Many studies pointed out the strengths or weaknesses of different curricular or instructional strategies and the evaluation procedures adopted. In the final analysis, however, no unequivocally superior strategies or procedures were reported.

In the area of curriculum, Cox (1983) explored a problem common to disadvantaged secondary school students in Britain. The traditional public examination-oriented curriculum failed to appeal to these students or proved to be unsuitable to their needs and abilities, resulting in a high

percentage of failures in examinations. While there were many possible reasons for this, including the teacher expectation effects due to teachers' knowledge of students' disadvantaged background, the findings of the study suggested that the general failure of the schools to plan and provide the best possible curriculum to meet the students' needs and interests was the major problem.

The body of research and literature on instruction also emphasized that the amount of time students actively engage in learning, and the quality of instructional experiences they encounter, are important factors in any attempt to raise levels of achievement (Brown & Spronson, 1987; Eisner, 1983; NCEE, 1983; Pieter, Van Oudenhoven, Siero, Veen & Withag, 1983; Walberg, 1983).

Evaluation is interpreted in most effective schools studies as the frequent monitoring and assessment of student progress, and the ongoing debate is not so much on the frequency of evaluation, but on the method and purpose of evaluation (Prakash & Waks, 1985).

To many, evaluation signifies examinations. Bunting (1976) stated that as policies were designed to broaden access to education and to promote equality of opportunity, the importance of examinations grew. This is because examination success determined entry to higher education and high status professions and, therefore, served as a major instrument of social mobility.

There has been a very active investigation of how grades achieved on examinations ought to be interpreted, and to what extent an overall grade, representing an aggregation of separate indicators of fulfilment of different criteria, makes an unambiguous statement about a candidate's achievement (Cresswell, 1987).

Bunting (1976) further stated that the best test of the quality of education given by any school is not to be discovered in examination statistics. He criticized the fact that the Ordinary Level examinations have been elevated into a symbol of education rather than a record of student achievement in specific subject areas.



Research has shown that curriculum, instruction and evaluation are among the essential elements of effective schooling which are related to significant increases in student achievement levels (McCormack-Larkin, 1985). In the light of the major contribution that the systematic implementation of these and other elements discussed here can make to the quality of education, this study sought to describe how the most significant elements discussed in the literature on effective schools manifest themselves within the indigenous conceptions of excellence.

## Methodology

### Design

This is a descriptive study which was done in two stages. The first stage surveyed the opinions of an expert panel of judges, and the second, surveyed the opinions of a randomly selected sample of non-educators belonging to specific interest groups.

There were 11 judges on the panel. Expert judges have been found to be a reliable source of information, especially in cases where they have first-hand knowledge of the operations of schools, without presenting the risk of bias or prejudice in their judgements due to direct involvement in the administration of any of the schools (Kerlinger, 1976; Miskel & Sandlin, 1981; Patton, 1980). The judges in this study were selected from retired secondary school principals, present and retired secondary school supervisors, university lecturers from the Faculty of Education at the University of the West Indies, St. Augustine, teacher educators, and education officers and administrative officers of the Ministry of Education.

The interest groups represented were business persons, housewives, credit unions and trade unions. These groups provided a wide cross-section of persons with varying socio-economic status, political convictions, religious affiliations and ethnic and social backgrounds.

### **Data Collection**

Each panelist was interviewed and a preliminary analysis of data was conducted on the information gathered, in order to develop the questionnaires for the non-educators, who were asked to select the conception of excellence which matched their own. Out of 100 questionnaires that were mailed, 63 were completed and returned.

### **Analysis**

Through the process of inductive analysis the patterns, themes, and categories of analysis emerged from the data rather than being imposed on them prior to data collection (Patton, 1980). This reinforced the fact that this study sought indigenous typologies. The tape recordings were played and replayed while copious notes were taken. The salient points were then examined for emerging patterns, and drawn together into four typologies. The four typologies were examined and the language refined to be as precise as possible without distorting the views expressed.

The questionnaires were analyzed to determine the percentage of respondents who supported a specific conception.

### **Discussion and Findings**

#### **Interviews**

Four conceptions of excellence emerged and the name given to each one was based on the writer's interpretation of the panelists' view as well as suggestions made by some panelists themselves.

The conceptions of education that emerged were: the elitist; the moral; the humanistic, and the democratic. The respective conceptions of excellence were: intellectual supremacy; character development; self-actualization, and social consciousness.

In order to present the data collected in the interviews as concisely as possible, a tabular framework was developed.



The conception of excellence as *intellectual supremacy* appears to have been shaped by the view of the education system as a meritocracy—a system controlled by persons of high intellectual ability. The role of the school in this context is to select and prepare young people for different positions in society. The ultimate goal of the education system is to produce an intelligentsia (core of intellectual persons capable of serious independent thinking) which will lead the society into the future. (See Table 1)

Table 1

### Excellence as Intellectual Supremacy

Conception	Excellence as intellectual supremacy—The elitist conception of education.
Main goals of schools	To select and prepare young people for different positions in society depending on their intellectual ability.
Ethos - Code of values	Competition: Individual pursuit of excellence: Distance between those in authority and students.
Leadership	Aloof: Firm : Demanding: Task-oriented: Trained in management skills: Authoritarian: Parochial—hardly seeing beyond his school and its needs.
Teachers &	Intellectual: Task-oriented: Strict: Exacting: Impersonal: Well-prepared in terms of training and education.
Teaching Style	Didactic: Formal: Directive.
Beliefs about students	Academic : Obedient : Pliable : Willing to learn : Possessing the high cognitive ability necessary for excellence.
Curriculum	Teacher-proof : Allotting more prestige to some subjects than to others : Emphasis on high profile subjects, e.g., sciences.
Discipline	Coercive : Rule-oriented : Inflexible : Obvious : Failure to comply results in punishment.
Parental Involvement	Supervision.
Physical Environment	Orderly : Tidy : Aesthetically pleasing.

The *moral conception* is firmly grounded in the belief that the individual needs academic learning as well as moral education, in order to equip him to translate his enriched thoughts and emotions into action. Moral education incorporates sound values, civics, citizenship education and ethics; and its importance is undeniable in the face of the breakdown of discipline, lack of respect for life and property, corruption in public life, and lack of integrity in public office, and general decay of society. (See Table 2)

**Table 2**  
**Excellence as Character Development**

Conception	Excellence as character development--The moral conception of education.
Main goals of schools	The development of character in a pluralist society. Character development is looked at as a combination of academic learning and ethical reasoning.
Ethos - Code of values	Harmony : Fairness : Respect for self, others, life, privacy and property : Tolerance : Consideration : Kindness.
Leadership	Impartial : Altruistic : Honest : Polite : Unselfish : Morally strong : Exemplary.
Teachers &	Role models : Judgemental : Impartial : Tolerant : Expert : Empathetic.
Teaching Style	Formal : Consultative.
Beliefs about students	Diligent : Self-disciplined : Respectful : Industrious : Discriminating : Courteous : Considerate : Tolerant : Altruistic : Self-regulating.
Curriculum	General basic education placing emphasis on mathematics; literature; sciences; languages; history; geography; politics; fine arts; global religious thought; social anthropology; physical education; philosophy.
Discipline	Rule-governed : Evident : Compliance rewarded under a system of rewards and deterrents.
Parental Involvement	Guidance (especially moral).
Physical Environment	Comfortable : well preserved.



Education in the *humanistic conception* focuses on the individual as a unique being with needs, interests, aptitudes and abilities which must be catered for, so that each person exhibits autonomy and develops a sense of direction and purpose, creativity, and a healthy self-concept. The emphasis is on the all-round development of the student, and the school aims not only to feed the mind but to feed the soul, with moral, spiritual and emotional energy. The word 'energy' has been used to differentiate it from the term 'moral, spiritual and emotional guidance'. 'Guidance' seeks to impose control or restrictions, or to define some predetermined pattern of development, but 'energy' is a force which empowers the individual to forge his own identity, and liberates him to exercise his will. (See Table 3)

Liberal - Classical	Teacher: Traditional; Student: Passive
Authoritarian	Teacher: Authoritarian; Student: Obedient
Leadership	Teacher: Leader; Student: Follower
Teacher's role	Teacher: Guide; Student: Learner
Teaching style	Teacher: Informal; Student: Informal
Beliefs about students	Individual: Autonomous; Motivation: Intrinsic
Curriculum	Content: Broad-based; Structure: Flexible
Classroom	Physical space: Open-plan; Social structure: Informal
Teacher's role	Teacher: Facilitator; Student: Active
Assessment	Method: Informal; Assessment: Ongoing
Environment	Open: Flexible; Modern: Well-equipped

Advocates of the humanistic conception believe that an expansive and understanding of the social environment is both the goal and the global context in which the school is to do more than fulfill narrow objectives set for them by guardians of the dominant interest groups in the society. In the spirit of equality and impartiality, this conception holds the promise of providing equality of opportunity, and of shaping a society that is virtually free of social inequalities. (See Table 4)

Table 3

## Excellence as Self-Actualization

Conception	Excellence as self-actualization—The humanistic conception of education.
Main goals of schools	The unique, harmonious development of the human personality intellectually, morally, emotionally, spiritually and physically, to the point that the individual become self-fulfilled and realizes his true worth, and his potential to live a rich and productive life.
Ethos - Code of values	Freedom : Openness : Trust : Intimacy : Curiosity : Creativity : Cooperation : Individuality.
Leadership	Caring : Liberal : Accommodating : People-oriented : Motivated.
Teachers & Teaching style	Caring : Trust : Motivated : Curious : Humane. Informal : Expressive.
Beliefs about students	Independent : Autonomous : Intellectually curious : Motivated : Creative : Self-disciplined : Versatile : Enjoy learning.
Curriculum	Student-centred : Flexible : Holistic (including natural and physical sciences; the mother tongue; foreign languages; social studies; literature; performing arts (drama, music, dance); fine arts; technical/vocational education: Tailored to suit individual needs and desires.
Discipline	Flexible : Subtle.
Parental Involvement	Motivation : Encouragement : Appreciation.
Physical Environment	Open : Spacious : Modern : Well-equipped.

Advocates of the *democratic conception* believe that an awareness and understanding of the social environment, in both the local and the global contexts, is essential if the school is to do more than fulfill narrow objectives set for them by guardians of the dominant interest groups in the society. In the spirit of equality and impartiality, this conception holds the promise of providing equality of opportunity, and of shaping a society that is virtually free of social inequalities. (See Table 4)



Table 4

## Excellence as Social Consciousness

Conception	Excellence as social consciousness—The social conception of education.
Main goals of schools	To promote the principles of democracy by awakening people's consciousness of the relationship between the individual, the community & the society, and bringing them to a critical awareness of the reality that this relationship can be transformed through deliberate collective effort.
Ethos - Code of values	Collaboration : Teamwork : Shared responsibility : Dedication : Democracy : Humility : Compassion.
Leadership	Dedicated : Committed : Democratic : Humble : Well-informed : Philanthropic.
Teachers & Teaching Style	Willing : Committed : Dedicated : Compassionate : Helpful : Benevolent : Kind. Unorthodox : Communicative.
Beliefs about students	Reflective : Philanthropic : Responsible : Serious : Articulate : Constructive.
Curriculum	A universal curriculum which is designed to meet the needs of society equitably. Emphasis is on a framework of concepts and processes which prepare young people to live in a rapidly changing society, to act responsibly, to make constructive contributions, and to actively pursue solutions to global problems.
Discipline	Pervasive : Founded on justice and equality.
Parental Involvement	Supportive.
Physical Environment	Open to the community as the community is open to the school.

In the same way that Prakash and Waks (1985) hierarchically organized their conceptions of excellence in a manner that shows each successive conception as being more inclusive of educational values than the one preceding it, the local conceptions discussed above may be viewed in this light. Each conception which emerged can be seen as a deliberate attempt to transcend the shortcomings of the previous one, and to conceive of education more comprehensively.

### Questionnaires

Among the sample of non-educators, there was 96% support for the conceptions which emerged from the views of educators. Four percent of non-educators did not totally accept any one typology suggested to them in the questionnaire. The following table shows the percentage of respondents who supported specific conceptions of excellence. The findings show that the majority of persons (75%) responding to the questionnaire advocated self-actualization as the standard of excellence, and that the least popular conception was intellectual supremacy (2%).

**Table 5**

#### **Non-educator Support for Local Conceptions of Excellence**

Conceptions of Excellence	Percentage of Non-Educators Who Endorsed Them
Self-Actualization	75%
Social Consciousness	13 %
Character Development	6%
Intellectual Supremacy	2 %
Others	4%



## Implications for Secondary Education in Trinidad and Tobago

Primarily, although different conceptions emerged, it does appear that the majority of educators and non-educators endorsed the conception of excellence as self-actualization. On the other hand, there was little support among both groups for the conception of excellence as intellectual supremacy.

This can be considered to reflect a gradual acceptance of the fact that the notion that education feeds not only the intellect but the soul as well, has evolved over time, and present trends in secondary education in Trinidad and Tobago signify a concerted effort on the part of the Ministry of Education to relieve students from the 'burden' of facing one examination meant for all, regardless of their needs and interests, and to cater for the development of students with different talents.

The self-actualization conception is relatively new in comparison with the conception of intellectual supremacy, but for all the vocal support that it has received, there is still some reluctance to fully implement systems to achieve it, because the society itself with its over-emphasis on certification does not recognize talents and abilities that have not been officially graded.

## Conclusions and Recommendations

Concern for the quality of education world-wide has spread with viral tenacity and reached epidemic proportions in the decade of the 1980s. Trinidad and Tobago has not been immune from its effects, and as stated in the Education Plan 1985-1990 (Ministry of Education, 1985) there has been some attempt to focus attention on the improvement of the quality of education in all schools, and to promote a sense of excellence with reference to intellectual standards, as well as an expression of personal development.

Although the major purpose of this study was not to make generalizations about the conceptions of education held on a national basis, the insight gained here suggested that the population is somewhat divided on the issue of what the major role of schools in the society

should be. This has significant implications for curriculum planning and development.

It becomes apparent that in order to satisfy the needs and desires of all the major groups in society, some attempt must be made to *meaningfully* involve a wide cross-section of people in an exercise aimed at providing a comprehensive plan for secondary education. Such a plan would take into account the purpose of education, how it can best be accomplished, and the kind of society that it is meant to create.

Curriculum reform is essential to initiate any change in the quality of education being delivered in schools. The results of this study implied that the majority of professionals and the public at large, opted for a broader conception of education which catered for the development of all facets of the human personality. The present narrow focus on academic achievement at the expense of all-round development, therefore, ought to be reformed.

On the basis of the findings of this study it is strongly recommended that:

- facilities in all schools should cater for wide and diverse curricula which will allow students to benefit from a variety of subjects of an academic, technical, and practical nature.
- emphasis on examination results should be reduced, and intellectual ability and academic attainment should not outweigh the development of other human abilities and skills as criteria for success and occupational status.
- since conceptions of education and excellence evolve, the personnel in charge of initiating system-wide change must be trained (and retrained) to plan, develop and implement innovative programmes which would facilitate the delivery of an 'excellent education' to all students.
- more resources should be devoted to the recruitment and training of teaching staff and the strengthening of professional



development programmes, so that the delivery of education will always be in competent hands.

Education continues to play one of the most important roles in the progress of the nation, and, therefore, the quality of education provided by the institutions in society is a matter of critical importance. In order to avoid the erosion of school quality, it is imperative that steps are taken to ensure that decisions regarding curriculum planning and development are supported by data obtained through sound educational research, conducted to involve a high level of participation from persons representative of both educators and other members of the society.

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## Appendix 1

### Interviewer Guidelines for Educators

1. What ideally should our society expect excellent secondary schools to accomplish?
2. Must a school accomplish all that has been stated in order to be considered excellent?
3. Which school(s) have achieved this mission in each of the following categories:
  - Traditional (5 & 7 year) Government Secondary
  - Assisted or Denominational (5 & 7 year) Secondary
  - Junior Secondary
  - Senior Comprehensive
  - Composite
4. What human qualities (of principals, teachers, students) typify the environment of excellent schools?
5. What other conditions exist in excellent secondary schools in each category?
6. According to your own opinion, rank the following characteristics of excellent schools (selected from the relevant literature) in descending order of importance (from most to least important to the attainment of excellence):
  - shared values and beliefs
  - leadership
  - teachers
  - students
  - instruction
  - curriculum content
  - evaluation
  - physical environment
  - parental involvement
  - discipline

## Appendix 2

## Questionnaire for Non-Educators

1. Which description below best fits your concept of an excellent secondary school?

**Type A:** A school which places a great emphasis on academic performance and groups students according to ability (e.g., A stream, B stream, etc.) in order to focus on maximizing their achievements. The school's mission is to produce a group of highly skilled and well-educated individuals to lead the country into the future. Excellence is judged almost exclusively in terms of test scores, and there is a high regard for certificates, diplomas and other awards. Non-academic and non-examinable subjects are given minimum timetabling.

**Type B:** A school which emphasizes the holistic development of students, that is, the intellectual, moral, emotional, spiritual and physical development of all students. The school's mission is to present several paths which lead to different types of excellence, and to provide the environment in which the student can discover the kind of activity in which he can reach his highest level of competence. The emphasis is not so much on test scores, as on the continuous evaluation of each child's progress in academic as well as non-academic activities.

**Type C:** A school which focuses on the development of character in a multicultural society. The mission, therefore, is to enable students to develop harmonious relationships with people of different ethnic groups, and an appreciation of, and respect for, the cultures of all groups. In addition to academic learning, schools here emphasize values, ethics, civic-mindedness, and citizenship education, because they believe the goal of intelligent behaviour can only be reached when people display the ability to hold their own perspective, without condemning or ridiculing the position, beliefs or cultural values of others.



**Type D:** A school whose mission is built on the principles of democracy. It is like any other school in the society in that they all offer the same subjects, operate during the same hours, offer the same programmes, and do the same major examinations. This school is committed to developing young people who have the knowledge to live in a rapidly changing society; and are able to act responsibly, to make constructive contributions to their communities, and to actively pursue solutions to global problems. Principals, teachers, students, parents and the rest of the community collaborate to develop the curriculum that would make a beneficial difference to their lives.

Select the one of your choice.

If none fits your concept, give your own description of an excellent school.

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