The Perception towards the Mission Statement to Advance St George’s Diocesan School in Windhoek, Namibia

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**Title:** The Perception towards the Mission Statement to Advance St George’s Diocesan School in Windhoek, Namibia

**Abstract:** The Mission Statement (MS) focuses on the functions of the school and Children’s development. The area of interest is whether the MS of STGDS influences pupils’ holistic growth and the outcome desired by the school. This study examines the perceptions towards the (MS). The research further wants to understand how teachers, parents and pupils perceive the MS of the school and to determine how the MS inspires: pupil’s growth socially, emotionally, physically and intellectually. Data collection was done with a mixed method research design with ultimate (N=203) participated in a questionnaire designed with closed ended question representing quantitative research and opinion-based question to cater for qualitative interpretation. Thus, the outcome of the result provides challenges for MS to enhance better environments that focuses on attaining success for all its pupils. The results are positively encouraging as it leaves room for improvement, encourage more research and development in schools in Namibia towards fulfilling their set objectives and goals. The school management should clearly express and acknowledge the obligation for the school to work in association with its pupils, teacher's administration staff, the community, school council and all necessary stakeholders to achieve the total purpose. Consequently, the desired philosophy and dedication towards the development of an effective and highly performing school, MS must be employed and fully accepted as a living written record with day-to-day practical details guiding all involved about the school existence. The implications of the findings are discussed in the study. The research further wishes to contribute to the wider empirical and academic research, compare theoretically or practical proportions and the MS impacts in schools.

**Keywords:** Mission Statement, Intellectual Development, Social Development, Physical Development, Emotional Development
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1. INTRODUCTION

The main reason of excellence in education entails giving a Namibian child the equal opportunity to develop socially, emotionally, physically, spiritually and intellectually characters to become competent future citizens (Ministry of Education, Arts and Culture, 2018). History of private schools in Namibia suggests that “despite that private schools existed from apartheid era with well connection and prestigious set up, which a well-known fact, the persistent attempts to improve educational prospects in Namibia no evidence little suggesting that schools effectively addressing challenges to nurture children on a daily basis” (The Namibia Newspaper archives, Economic News, 2008).

However, Katjavivi (2016) emphasized in his Common Wealth Parliamentary Association address the failures of government reform initiatives that offered the best hope for genuine change since the 1990’s, has led to heightened disillusionment mainly with public schools. Consequently, the past efforts in education are faced with compounded tasks, incorrectly focus, schools’ strategies that are ineffective no clear intentions towards goals of the government and lack of understanding of change process from Bantu education system to mention just a few, thereby allowed private schools to prosper through the utilization of their set Mission Statement (MS) properly (Katjavivi, 2016). The schools MS is management tool that provide a clear direction through which the associates determine the alignment of the decisions and process. Therein, MS communicate the school’s unique characteristics, values and purpose (vd Beemt, Ketelaar, Diepstraten & de Laat, 2018).

Moreover, the global movement on global citizens is a challenging endeavour (Reynolds et al. 2015), it requires concurrence in establishing communication internationally through immense commitment and implementation actions that includes developers, teachers, administrators and pupils alike for a better institution such as schools (p.51). Therefore, establishment of schools MS varies from all aspects of life and depends on funders of school’s existence. Private schools are mostly privately funded through the required tuition fees (Zandstra, 2012). Most private school are faith-based schools attached to church just like STGDS in Windhoek. Thus, private faith-based school normally have a religious development as their purpose of children’s up-
bringing, while public schools normally tend to aim towards developing productive, responsible and educated citizens. The MS of this type of schools are carried as per ideology or interest of the funders (Zandstra, 2012).

On the other note, Reynolds et al. (2015, p.62) “education globally, strongly suggest about the increased connectivity with most parts of the globe”, so MS act as a strong brand of the school in the global view or any other education institution because brands have become indispensable asset of any world organizations. Consequently, research result in many international articles shows that the expression that excellence claims and pupils’ eagerness for discovery and practice what other pupils stands for in their countries could stand out amongst other schools as well as influence others democratically (p.60).

Reynolds et al. (2015, p.108), further emphasized that, democratic teaching and schools, extends pupil’s mind to be involved in making sense. As in democracy transform pupil’s interest in politics and advanced social issues which involves political efficacy, attitudes towards influencing the society and exert strong influence on others behavior. Although, some empirical studies indicated the competitiveness with assertion of quality, ranking amongst others, the teaching quality proved to be a priority for learning and acquiring skills and knowledge globally. The base of school ethical success model in political democracy and principles may include citizen visibility, through civic engagement and deliberative practices and collaboration among democratic nations and schools (Reynolds et al., p.111).

Therefore, the vision of the schools overcharges the aspiration of what it desires to achieve or become, while the MS emphasizes on the needs that the institutions have to do to attain its desired goals (Yob, 2016). With all the predicaments stated above, growing evidence shows that private schools’ in Namibia improvements are possibly due to the transformation of their MS into their schools’ daily operation targets, as the MS put forward the institution uniqueness from other organisation by providing the framework for decision making, strategizing and analysis (Wadas, 2017, p.108). Thus, the general and personalized view of several authors inspires the development of my study.
Yob (2016, p.204) further, re-emphasized that, the vision, mission and values statements guide the behaviour of people in an institution. Broadly speaking, the MS reiterates on the need of each school to establish a vision of the kind of provision which will be available into the next century guided by its particular purpose (Yob, 2016). Across this wide spectrum of MS in schools Yob (2016, p.205) further writes, the central document of modern schools which define its purposes such as the alignment of school development activities to its MS with well-structured school strategies, the involvement of the school community to enable the school to confidently provide adequate, clearly articulate and reflecting all the activities of the institution including the curriculum design to advance the school MS. Therein, this thesis is located within the endeavours to examine the perception towards the MS in order to advance St Georges Diocesan School (STGDS) MS in Windhoek, Namibia’s Capital.

As for United Nation Partnership Framework (UNPAF) (2017), most developing countries especially in Asia and Africa and their respective governments, including Namibia regards and support education as one of the major priorities requiring state fund on a larger scale as well as rooting out inequalities (p.14). For centuries, schools funded or subsidized by the state as it is not the case with STGDS, public schools existed as monopolies and were accepted as an integral part of the communities which inspired pupils to develop skills, knowledge such as critical thinking by supporting learning in the classroom environment (Kohn & Hoffstaedter, 2014, p.113). For this and many other reasons, schools did not need to have appropriate MS that promotes their core focus in education because of many other policies that did as the relations of power and fields of other possibilities (Braun et al. (2012, p.9). These reasons, the three concepts as stressed further by Braun et al. (2012), consist of vision or the future view, the mission revolves with the purpose of existence and the values or the philosophy of a particular schools as they specifically that are generally associated with trade and commerce thereby educationalist were hesitant and apprehensive when the MS of a school is mentioned or simply bypassed in educational institutions.

Similarly, parent’s involvement or the community was unheard of in the past before countries independence and it was not imperative to market, sell or upgrade schools system or education in Namibia (The Namibia Newspaper archives, Economic News, 2008). But, at the moment, just as
developed European countries, schools in Namibia have well-crafted MS specifically the privately managed but somehow including public schools as well, or government schools as a way to focusing their efforts and their energies in specified areas of interest (MOEAC, Omalaeti Technologies, 2017). Omalaeti Technologies (2017) as the Article 10 of the Namibian constitutional dictates, “all persons shall be equal”, proportionally Article 20 stipulates that “all Namibian children shall have right to education where primary School shall be compulsory”, irrespective of were the children attend school, which might be a school with or without a proper MS. In that equally important, the St George’s MS states that, (St Georges Diocesan School, Binary City Time, 2017);

“St George’s Diocesan School is dedicated to providing children of all races, creeds and nationalities in Namibia with quality education based on Christian values and principles and on innovative educational methods and practices. The school is committed to providing students with a solid foundation of skills, knowledge and attitudes that will allow them to excel in their further studies and to eventually become competent, productive and tolerant citizens of Namibia. Its Focus is on the development of the “whole” Student in that it provides opportunities for learning and growth in physical, emotional, social, spiritual and intellectual dimensions of the student. St George’s Diocesan School is also committed to strong parent-school relationships as well as to a strong community-school relationship”.

Clearly the school focuses on provide pupils as a “WHOLE” aided with the opportunity for learning through of education delivery that is of genuine focusing on the child’s fullest development, committed to community positive involvement through shared activities for the school development purposes and the schools set strategies (St Georges Diocesan School, Binary City Time, 2017). Thus, my thesis also strategically focusses on the “Whole” of pupil that allows the child to advance physically, emotionally, socially, spiritually and their intellectual dimension” (St Georges Diocesan School, Binary City Time, 2017) that ought to develop pupils’ potentials well and while figuring out how the MS integration in the school programs uplifts the child as a whole.

As for equal education delivery therefore, encompasses “the cognitive and intellectual prowess without reference to moral and ethical values, without relating it to discriminating intelligence” (Mukhopadhyay, 2016, p.3). Just as beauty lies in the eyes of the beholder, Quality lies in the
community involved in the school (Crowe et al., 2013, p.198). Quality of education “measures the cognitive ability” (Crowe et al., 2013, p.199) which is the as intellectual aspect involved in this study as incorporating in the school’s policies, programs, and the curricular as such it increasingly shifts pupils into educated global citizens and more over to shape pupils of the world to become intelligent agents of their future generations.

MS is thus, the back bone of the any school’s daily operations system (Yob, 2016). For this reason’s schools are judged through the success the pupils contribute in the society they live in and the number of successful pupils they produce at a particular school over years comparing to other schools in a particular region. Pupil’s social capacity needs is one aspect that needs to be strengthened during the school years (Gillian & Andrew, 2015). Accordingly, Baker & Kimm-Kaufman (2014, p.722) mentioned that academic success is associated with a positive social-emotional functioning. With evidence that pupils who can follow instructions, regulate their emotions and having solid interpersonal skills succeed in schools with proper MS. This interaction shapes the children’s responses to their teachers, peers, parents and classroom environment (p.723). It is further noted that children with high cognitive and social-emotional skills are better equipped when parents provide the opportunity at home-based teaching as well as the scaffolding practices (Baker & Kimm-Kaufman, 2014, p. 725).

Gillian & Andrew (2015, p. 27) defined that emotional well-being “the individuals’ abilities to realise as they match the daily life stress to productively work to make it possible in order to contribute to their respective communities”. For that social wellbeing is known for the ability to possess a fine relationship with everyone which avoids disruptive behaviour, being diligent, avoiding form of conflicts and bullying (p.28). It is further recognized that relationships with supportive family is the influencing key factor to better personal emotions. Emotional wellbeing supports good citizenship and a supportive element that assists in helping to promote positivizes, confidence, love and respect for pupils at schools.

Guilbeaux (2016, p.86) added that emotional development by talking about the compassionate that teachers and parents must have towards the pupils, as it reinforces better relationship among teacher and pupils which further also boils down to involved community of the school. Thus, the
schools MS promotes social values, emotional engagement that are crucial to empathy development by building and nurturing effective relationship to strengthen social, spiritual, personal aesthetic values (p.87). Building high quality relationship creates level of empathy that allows teachers and parents to be more demanding on planned schools activities through their implementation of the strategies, adventurous about the MS flexibility incorporate modernized technological learning activities. While being creative and innovate, the development networking and connectivity amongst all shareholders of the school that turns into a strong relationship that is caring and loves for the schools (Guilbeax, 2016, p.86).

Ferguson et al (2013, p. 450) talk about the physical development of child is characterised by the children’s physical being and physical environment where the child must grow up. Although, parents are highly encouraged to instil healthy living habits, the environment also plays a vital role which is the school in the most cases. Ferguson et al (2013, p.452) the physical environment influences the freedom of movement of children through access to basic resources such infrastructures; water etc. as the impacts on pupil’s school achievement. Further on (p.456) indicated that several studies show that physiological stresses in children responses to aversive stimuli that as a result of attenuated by natural surroundings. As such a physical environment allows ordinary grounds for stakeholders to have a better social influence, forming networks of greater interactions because children’s’ environment impacts their physical growth, cognitive, social-emotional and holistic development (Ferguson et al (2013, p.459).

In modern times Mukhopadhyay (2016, p.7), everyone in the school should be held responsible for advancing the MS of the school at all times throughout, as the successful education activities addresses “education as the art of cultivating morals, physical, emotion, artistic, intellectual, spiritual and psychological dimensions of a child as a whole”. The rapidly changing world requires pupils to have the capacity to be able to cope physically, socially, emotionally and intellectually to remain sensible citizen of the world by adopting effective learning processes and whole school improvement through collective capacity building (Mincu, 2015, p.253).
1.1.1 The Importance of a Mission Statement in Schools

As the key aspects discussed, Babnik (2014) presented most effective functioning schools have a clear sense of direction. In distinction to private schools with a clear MS aid the setting of priorities, goals and maintain the behavior and guide the decision-making process. MS is deemed the major powerful management tool that greatly represents a shared vision expected to be achieved; it also enables the leadership and the entire teaching members to leverage the importance towards the school objectives. Therefore, the degree of decisions made should clearly advance the MS, expect to a consensus with the rest of the school Babnik (2014).

Allen, Kern, Vella-Brodrick & Water (2018, p.250) confidently emphasized that, a school with an absolute cognisance of their unique MS are efficiently in reviewing school programs, policies and practice than other schools that are short of a sense of a MS. The MS acknowledge teachers’ members firmly specify whether their teaching correspond with the value and the purpose for existing as a common educational unit. This allows school to determine the compatibility with their believe (Allen, Kern, Vella-Brodrick & Water, 2018, p.250). Moreover, MS act as the representative of the actions, goals, and believe as well as the road map for the future (Banta, 2014, p.40); it further furnishes a sense of stability and reassures teachers, administration staff, parents and the institutional stakeholders. A MS is regarded as a powerful tool to improve the school, by empowering all stakeholders of the school denoting maximum responsibilities for the school’s purpose (Sevier, 2017). More so, it serves as instruction directing the teachers and the pupils towards common behavioural values. Vitally also, the MS empowers the whole school community with agreed principles by positioning limits on satisfactory behaviours and are equally obligated to possess and maintain those standards in order to enhance the MS (Sevier, 2017).

Allen, Kern, Vella-Brodrick & Water (2018, p.251) said, “it is immensely important to advance the schools MS”. If a school wants to attract learners and educators of high quality, communication of a high standard is prerequisite and for a positive image. The main reason why the school should advance their MS through efficient strategy is to improve its services, performance and relationships with its community (p.252). A MS clearly further articulates a
proportionally understood goals and priorities for the school, that includes, to guide pupils in solve problems as well as assisting them in make sound own live decisions (Allen, Kern, Vella-Brodrick & Water, 2018, p.253).

Ultimately Vital, a MS is the purpose for all members of the school to commit to and with this commitment; the MS becomes a powerful tool for planning, implementation and maintenance of the school imminent desires for sustainability of quality education delivery to benefit all children in the world (Childhood Education Innovations, 2017, p.363).

1.1.2 Barriers of Mission Statement in Namibian School Context

It has been shown by Gervasius, (2017) that the current economic crisis in Namibia posed a huge impact on the educational budget because it puts a huge strain on the revenues, specifically the removal of the subsidy by the Ministry of Education towards the private schools. This means the school leadership need to structure and manage the school efficiently to better maximize the limited resources available (p.11).

Several researchers as Abelman (2014, p.38) noticed that MS can sometimes lead to conflict and inconsistency specifically when the MS of the school is not properly developed which might further contradict the school’s existence. In essence, it takes up time to establish a fluently functioning MS and it will be a complete waste of time when MS developmental objectives are not attained, therefore indicates wasting of resources and personnel involved (Abelman, 2014, p.36). Moreover, over optimistic and non-viable MS lead to weakness and disadvantaging the dreams of pupils in the school for reasons being that it might lead to poor performances of the, further lead to poor management of resources as there is no proper direction set to achieve the purpose intended (Patrick Leonard, 2014, p.263).

Although all these predicaments, cannot be an excuse to allocated resources efficiently, maintain a safer school environment, improve and align schools’ policies to the MS for all pupils achieve their fullest potential. The education delivery is a daunting task for management to inspire, adopt
policies and practices of local context by adding appropriate components to make the school live up to its expectations (Patrick Leonard, 2014, p.263).

My thesis would want to examine the perception of individuals involved (mostly teachers, parents and pupils) as well as how they correlate with each other, focusing on the crucial areas of children’s physical, social, emotional and intellectual aspects of growth. The other concern for this research is how the school realize its set MS and how review it through concrete developments, implementing, maintain and how it keeps up with service delivery which is education for growth in this matter as for now and enhance the quality school performance. Thus, this research ought to examine the perceptions towards the MS of the schools and how the involved stakeholders perceive the aligned of the MS with equal education delivery, school development programs, school strategies, and the community involvement to nurture the emotion, physical, intellectual and social aspects of children at STGDS.

1.2 Statement of the Problem

Since, there is no satisfactory research that examines the perception towards the MS in Namibian schools or high institutions of learning to date. I thought why if MS makes a difference in the school’s setup, then it is equally vital to find appropriate ways to communicate, implement and maintain a schools MS as this is the study with STGDS might be. To date, however, I noticed the lack of common goals that exist and policies among STGDS community which have not been put systematically in place to drive the desired schools’ actions necessary to achieve the set goals. In addition, there is no concrete evidence of when the MS was reviewed and more, there is also no clear sign how MS is implemented or maintained, this prompted my anxiousness to examine what other stakeholders are thinking about the current MS. As adopted by Valsangkar (2014, p. 892) of a MS stands, to elaborates on the fundamentals and unique purpose of a school and portrait of purpose. It also further defines parents’ satisfaction with its performance achievements (Valsangkar, 2014, p.893).

As a former teacher at the school, I have seen STGDS from many perspectives. If I have learned anything, it is that success in one’s own job depends on others being successful in theirs. The
success of the STGDS MS depends on recognizing that everyone is interdependent. Therefore, each and every one from pupils, parents, stakeholders and custodians of STGDS should understand and embraces the purpose of the MS and execute their responsibilities accordingly to attain the missions’ goals. Thus, this study wants to understand how the MS at STGDS is assisting, improving and encourage the school to match other private schools or other international recognized schools specifically in the capital, central and beyond Namibia.

Purposefully, my thesis wants to examine the perception of how all stakeholders involved are geared towards the enhancement, advancement and fulfilment of the educational goals and objectives of the MS of STGDS in Windhoek, Namibia. Keenly, I am interests in gaining valuable insight on how the MS of schools in particular with future orientated time line, with regard to pupils social, emotional, physical and intellectual development pupil’s capacity is enhanced at the school. The way how the school attains set objectives through School development initiatives, the quality of education rendered, school strategies that are in place as well as how the school community involvement assist pupils to become responsible citizen and grow socially, emotionally, intellectually as well as physically. Further, I would like to know how the school attempt to maintain a clear vision of what they want to accomplish in the mist of anticipated changes within our existing and exciting environment.

1.3 Aims of the Study

First and foremost, the research ought to examine the roles and usefulness of implementing a MS to advance the school. Secondly, I want to understand how the school community perceive the MS of the school and thirdly, to determine how the MS inspires: Pupils growth socially, emotionally, physically and intellectually. Therefore, taking into consideration the school development initiatives, school community involvement initiatives, current ways of education delivery and how school strategies that advances the up-liftman of pupils social, emotional, physical and intellectual growth that will propel them for a brighter future.
1.4 Significance of the Study

The unavailability of MS research in Namibia in the field of education prompted me to explore for the purpose to examine the perception towards the MS in advancing the school in order to enhance and deliver of purposeful education. My research is unique because no other studies could be found that analysed their schools MS in Namibia. This study bring attention of how STGDS perceive the MS and reminds the management of the need to utilize the MS as the focus concept through which all strategic decisions are made to run the schools effectively and enhance pupils’ social, emotional, physical and intellectual capacity. Therefore, this study is significant that it may advance the knowledge in educational field by broadening understanding on purpose of a MS in Namibian Schools.

The findings of this study may further contribute to solutions faced by other private schools or either public/government schools on how to align their MS to everyday responsibilities, and to reinforcement school development initiatives while encourage external stakeholders to become integral part of the school development efforts. This study may also be useful in relation to other research efforts, to compare theoretically or practical proportions.

Another essential point seen in the MS (Sevier, 2017): Firstly, to strengthen the roles and accountability and responsibilities of individuals in the entire school and its community. Secondly, to improve the perception and personal values, by predicting and provide better support to teachers and deploying teaching methods while availing the necessary resources to promote the MS in a more flexible way. Thirdly, generate solution to motivate the entire school community to advance the MS by deploy resources appropriately and efficiently to attain set targets and priorities of the school.

Thus, the anticipated overall outcome of the study is to clarify the perceptions towards the advancement of the MS of the school. Specifically, my focus is on the attainment of pupil’s social justice to learn among others without fear, physical preparedness, emotional freedom and intellectual motivated, inclined for self-reasoning, self-representation in any given society and their futures with confidence. This are possibilities set while delivering equal, quality and
appropriate education, reinforce school development programs, to uplift or better the school strategies and further encourage scintillating school community involvement.
2. PERCEPTIONS TOWARDS THE MISSION STATEMENT

This section will introduce the key concept followed by the theories that are relevant to the research. Briefly this concept base upon this research is built, it is hoped that a clear understanding of the background of this study is attained. This chapter covers mainly the context of the studies, features of the MS in education, benefits of the MS in schools followed by the Theoretical framework of the study.

Empirical studies show that MS is a powerful tool to change and associate with teachers, pupils and the entire school community for better school performances. Continuing by advocating a correct attitude, conducive environment and best behaviour to enhance the schools MS further to greater heights, while employing the right strategies and programs as observed by Kosmützky (2016, p.41). The evidence shows as Reynolds et al., (2015, p.60) considered the MS of schools or other educational institutions incorporates the interaction with individuals or member of the public and the entire world to advance human right and dignity, ethics, solidarity and improve cross-cultural diversity goals in educational sectors.

Speaking about the global education focus Reynolds et al. (2015) clarifies that, the value of cooperation between institutions, nations and departments of various institutions. Same to resolving of conflicts and tensions among nations in order to promote global system, global issues in education and the interconnectedness of humans to develop knowledge, values, moral and skills to meet institutions missions’ goals (p.61).

2.1 Context of the Study

Kosmützky (2016, p.41) empirical studies evidence further showed that MS is an change instrument of great strength, associated highly among teacher’s motivation and the school’s success. MS are vital global modern mechanism of institutions characteristics and leadership which is universal among non-profit and institution such as schools and high education.
“Universities, Technicon’s, as well as are connected proactively and creatively with their MS of which 80% of the MS are the revised majorly with set goals and the adopted” (AACC, 2013).

In terms political perspective about the MS in school of respective developing countries, it has been noticed that bilateral dependency is required for partnership to flourish (Reynolds et al. 2015), but as for Hoof & Thielli (2014) admitted that schools around the world play a vital representation in citizenship development of pupils in their respective nations and countries. Therefore, contemporary schools are urged to become citizenship and learning institutions. In spite the effectiveness of various kinds of citizenships education though not clear, Brydon-Miller (2014, p.224), proposed that to tackle schools’ difficulties in executing their MS to meet the global education. They ought to bring families, leaders, administrators, pupils and shareholders to acquire various modern facts employed to address problems in education and share experiences in uplifting their schools’ MS in a participatory democracy. That includes national diplomacy to improve global citizenship and the globalization of education. Thus, it is worth in pursuing global education for the aim to equitable global community where global citizens practice their enhanced quality education skills and knowledge (Brydon-Miller, 2014, p.229).

Challenging the previous idea, McCoy & Anema (2013), suggested that the research approximation concepts that coincide with the operations of an educational institution, associates with the MS of such institutions to achieve their overall goals. As for this study the kinship of these key concepts clarifies their correlation in detail. The MS as the main focal point and the main brain concept of this research, thus, McCoy & Anema (2013) underscore that “a MS is brief description of an organization fundamental purpose both for those within the organization and for the public. Within educational institutions, MS are declaration of a school’s/college's/university’s rationale and purpose for existence; its responsibilities towards pupils and the community; and its vision of pupils’, educators and intuitional excellence” (para. 1). Valsangkar (2014, p.893) highlighted empirical studies that indicated the high employee and school performance is connected to MS thus regarded as a tool powerful in change, motivation and the liable to the performance of the institution. Of course, MS signifies the purpose, culture; act as a blue print for teachers’ and raising the community awareness about the values and goals of a specific school (p.895).
As exemplifies by Sevier (2017), MS in education world is universal throughout all phase which should be used to guide everyday operations of the schools, for the success to shared responsibilities of teaching and learning. Successively, guaranteeing consciousness and structuring” centres towards the institutions base that permits all stakeholders association with the schools’ for the continuation of pursuing the avowed priorities. In the end, holding everyone accountable for efforts to ensure the schools MS is worthier than the writing on a piece of paper (Sevier, 2017, p.48).

More so, the contribution to clarify the MS as Moran et al. (2013) illustrated more on as the concise statement that brings the focus on reasons for the institution, the purpose for functioning and exactly what it ought to preform by recognizing the school’s contribution in terms of what, when, who and how for the achievement (p.78). The above definitions highlights that the MS should be able to be tested against its meaning and legitimacy functions and credibility. This is framed by Salisbury (2014, p.594) as it extremely become difficult for MS available as they focus on various other elements such as among others leadership, supporting teaching and fostering intellectual growth. Thus, the need of a MS of the school to focus on its purpose for existence as alluded by various researchers to ensure the direction desired is achieved in the process (p.596).

The subsequent concepts compliment the MS in our local schools and their existence is directly or indirectly attached to School community involvement. Generally speaking school community involvement includes various individuals, groups, businesses and other institutions that invest their time and different resources in the welfare and validity of the school community (Salisbury, 2014, p.592). According to Benner (2016, p.1053), it forms a formidable connection for pupils’ academic success. The identification of home-based involvement which starts with parent, assisting pupils’ daily learning process through checking daily homework and monitoring accomplishment for consistent learning and provide required advice on projects. Parents also get involve at a school actively by organizing school event, volunteering and assist the school to meets it set goals. In the same fashion Mariga (2014), added on that definition by stating that children ought to perform best at school when families close interest in their schooling (p.41).
Featured by Kena et al. (2014) emphasized that educational economic mobility come as results of parent’s involvement in the youth activities. This point up that when parent’s involvement signifies the community involvement and attractions towards the school start from interested parents who in turn motivate the rest of the community. Therein, the promising avenues to better and improve young people’s educational prospects linked to academic outcomes parental educational involvement, shareholders such as churches, private owners and government agencies widens the sustainability of educated society into the next decades (Kena et al, 2014). For Benner (2016), potential friends and family association that admire the schools MS purpose and attached to its daily operation assist pupils from involved families’ to out performed poorly involved parents or community in all aspects of academic achievement measures or engagement (p.1054-1055).

Further explanations provided that community and parental involvement in practice adopt a social justice identity that links the education fight with the struggle for social equality and demonstrate the difference which accepts cultural and racial realities in the socio-political milieu (Khalifa, 2016, p.211). This implies that the involvement of all stakeholders will minimize the social, racial and political gap among parents and school associates. Whence, social and emotional attachment towards the school by professionals and various other stakeholders strengthen the relationship of the school community that enhances the school performance, further argued Khalifa (2016, p.211). In another study, by Chen (2016), mentioned that, “Quality partnerships consideration between the school and parents are widely necessary part of producing educational approaches to improve academic achievements for pupils” (p.2268). This partnership intends to uplift the children’s performance and positive child development outcome. As noted in microsystems, and mesosystem, children direct relationship with community were they school influences their development trajectory, and this includes norm and cultural background (p. 2269).

Consequently, parent’s participation in pupils learning processes will flourish academic and social satisfaction at school and home which measures parent-teachers communication, activities associated to schooling and parents’ attitude towards children’s schooling” (Chen, 2016, p.
The collaboration which is normally embedded in the MS of the schools such as STGDS’s to encourage the parent’s involvement through community engagement, social participation for that fact that it encompasses norms, obligations, reciprocity and kinship to build natural bonds (Chen, 2016, p.2273).

In essence, school community includes teachers that work at the school, administrators of the school that run the daily operations of the school, the pupil’s that attend the school, families and friends of the pupils attending at the school (Khalifa, 2016, p.212). Local residents who have interest in various ways in the school and different organization that have a stake in the school such as school board members, church members and associates, related institutions, parent-teacher associations (PTFA in case of STGDS), other charity organisations that contribute by involving their energy in the uplifting the schools MS intended goals (Khalifa, 2016, p.213).

Moreover, and presently, the delivery equal education of quality is one of the important concepts linked to the MS of the school, as Mukhopadhyay (2016) classifies it as “cognitive and intellectual prowess without reference to moral and ethical values”. Therein, experts around the globe indicated that educating a young human being should include much more than just shaping them to be labourers or ordinary people. Thus, the support for education is the art to in-sculpt emotional, intellectual, physical, moral, psychological and artistic capacity to maturate a child, which the achievement of quality equal education encompasses knowledge, skills, attitude, ethical behaviour and positive mind set to contribute in the community positively (Mukhopadhyay, 2016).

Mukhopadhyay (2016) further reiterated, that there is no accepted definition delivering of quality education but emphasized that quality in education is an inherent concept that depends on how customers/parents/community perceive it. Given the prominence of pupils’ learning environment that ensures effective learning outcome through quality teaching. As Defined, quality teaching involves quality classroom environment, classroom quality practices that induces adequate learning for all pupils regardless of economic, social and academic background (Forest, 2012). It also includes games, play excursions for physical observation and integrations. For quality in education is an inclusive of policies, efficiency of the school system, parent-teacher connectivity,
school strategies, quality of teachers, the environment and the overall management and creativity in the school (Witter & Kvenbekk, 2011). The convergent quality in education also includes a well-nourished and positive participatory pupil supported by their families and their communities. Therefore, a safe and sound environment with proactive teachers, adequate resources and decent facilities defines quality education delivery (Mukhopadhyay, 2016).

The next two main concepts in the thesis are closely related to each other as they both aim at attaining the same goal of improving the school and pupils learning outcomes. Firstly, School strategies are known as the engagement of the long and short term thinking of the future of the school (Swick, 2013, p.182). It also aims to partner with all stakeholders to promote and develop policies and programs to help pupils achieve the intended goals. It is important to improve the pupil’s performance through cultural inclusion, pupils’ safety integration activities and community engagement to implementation effective school strategies (Swick, 2013, p.184).

Accordingly, Ismail (2014, p.322), closely relates to quality in education, school strategies, community involvement and linked with the MS of the school. Known as the methodological change assigned to guide and direct the school towards achieving it mission, to enhance the pupil’s knowledge acquisition and therein cultivate uniqueness aimed by and the environment. The development of school strategies emphasizes overall on the responsibilities of the school, identifying areas to improve in order to bring changes that will enhance the performance of the school and pupil’s achievement at large (Ismail, 2014, p.329).

Self-evaluation Vennebo (2017, p.299), contained in school development to drive educational results, planning the improvement of the school, which lies with the leadership of the school to paint a clear schools’ priorities, mission and the allocation of resources to meet their goals. School development is normally detailed in a set out plan that will foster effective leadership, industry school-partnership, philosophy, quality teaching and learning, curriculum enrichment and further connect the community to the school activities for better appearance of the school. The set-out policies should inspire culture of the school, proactiveness and collaboration for a common good (Vennebo, 2017, p.300).
In most studies, as suggested by Mincu (2015, p.1254) that for teachers to have a clear view of the school, staff development, infrastructure development and effectiveness explains school development, specifically in raising pupil’s achievement through strengthening the ability of the school to provide education of substance at all times. Leadership as stated by Vennebo (2017, p. 310) “maintaining organizational routines and stability but also exceeding what is organizationally routine”.

2.2 Features of Mission Statement in Schools

As this study wants to examine how the STGDS MS stands out among its stakeholder and therefore the statement of purpose of the school play vital role in influencing the parties involved Seong-Yuen (2017, p.221). Regarded as the opportunity that assist the reviewers to more understand the school’s objectives and the determine whether pupils who attend at the particular school consequently fit and are being catered for as indicated in the schools MS (Schafft, 2013, p.59). Consequently, Schafft (2013) also stated that MS of purpose introduces the interest and motives for existence and other background information as well as the way forward. “Traditionally been considered as the defining feature of a MS in public schools” (p.55).

Enhardt & Kotzebeu (2016, p.336) suggested and elaborated that, a clear MS act as a set of discriminative impulse that model the behavior of the internal and external member’s organization. A clear MS function as a motivational and inspirational activity of the organization by distinguishes the organization from other competing educational institutions or schools. As Enhardt & Kotzebeu (2016) would argue, “Efforts to differentiate your school: not only inwardly, in the competition for funds, but also outwardly, in the creation of image or a brand personality” (p.334).

As for STGDS commitment to provide the best fit education to children from all walks of life and maintain the consistence, an explicit of statement commitment, Swain – Bradway, Swoszwski, Boden & Sprague (2013), refers to it as a guiding aims and objectives that influences most decisions that taken either by the leadership, pupils or other stakeholders of the
school with reference to social, physical, emotional or intellectual development of the pupils to reach their potential (p.31).

According to Williams Jnr. (2014), values are shared beliefs among all stakeholders in a school, the prevalent culture and behavioral standards. Thus, a positive relation between members of an organizations such a school signals that the MS which include the vision, operations domain, competencies and values enhances the values of the members of the school’s performance (p. 449).

With great concern, it is noted that in some respect of MS of many schools in Namibia gets undeservedly hostile press and not recognize for what they stand for (MOEAC, 2017). A MS represents schools’ unique character or the organizational identity (Desmidt, 2015, p. 2). The MS can be explained as a vehicle for encouraging all stakeholders of the school to be responsible and proactive in promoting the school. Further reading on MS symbolizes the commitment of educators, parent, pupils, conveying a positive message to the parents of prospective pupils’, who measure the school progress (p 6). Desmidt, (2015), view MS as “goal ambiguity”, “people approval of the changes among the analyzed organization and can be explained partially by cognition, perceptions, self-efficacy, hierarchical position, organizational fit, behavioral integrity and mission ambiguity (p.8)”, involving all stakeholder of a school. As result the studies ought to examine how STGDS MS accentuates the message the school conveys, how the society perception serves to indicate the relevance, beneficial aspects of the school as well as the significant direction of the suggested future goals.

2.3 Benefits of a Schools Mission Statement

As for STGDS, that is “dedicated to provide children of all races, creeds and nationalities in Namibia with quality education based on Christian values and principles” (St Georges Diocesan School Website, Binary City Time, 2017), it is fair to say that they are a faith-based institution exclusively situated to adequately work towards a global good, as their MS associated with an informed and stimulating pupils with Anglican religion. Daniels (2016), emphasized that the vital part of school’s MS is the shaping the responsibilities of the schools. Consequently, the MS
of such institutions equip integration of unique nobility and hope inherent with education intentions and dignity of eternal engagement. As a concomitant, the “combination of synergy” result in a dynamic MS commitment and motivational among teachers, pupils and entire community of the school.

Meanwhile, Daniels (2016) also mentioned that faith-based, informed and motivated educational schools are “unique positioned” to be successful in their responsibilities at school and the community, thereby “preserving a global good precisely”. They further, priorities social justice and have high commitment to the MS preferred goals. Thus, all intentions observed are to better pupils and the community they serve through motivation, dedication, vigorous reinforcement of the MS and accountability in order to maintain the resources invested in these educational institutions and the fulfilment of their set faithful MS (p.95). Much more, UNESCO (2015) pointed out several threats that face faith-based schools to safeguard, implement and sustain the notion of “Rethinking education towards the common good”. That describes the hard evidence that often-become individualized priorities of certain schools. Thereby, suggested that the significance of the challenges of adequately consign a common public good and preservation of the common global goals’ territory compelled by an organized approach to share common definitions, language and guidelines for future responsibilities (UNESCO, 2015).

Advantages of a school’s MS are seen as the set of direction so that when the winds change, the school maintains sharp direction that supports unambiguous sense of purpose (Patrick Leonard, 2014, p.258). With numerous challenges and a huge amount of changes taking place in our society, a MS act as a flag or banner that can be clearly reckoned around through winds of change. It encompasses strategic planning that ensures growth of the school, success of the all involved and promotes viability of the school (Stevens, 2013). Outwardly, MS position the school against prominent competitors, because it identifies were the school stands in the educational market of the country. Inwardly, it reserves the schools and the important stakeholders on track in order to focus on the schools’ main purpose (Patrick Leonard, 2014, p. 261). A MS therefore describes the mission that wants to ensure that leaders efficiently run the school and at the same time guide the institutional change for successfully meeting their targets. Additionally, advantages include Deus, Battistelle, Da Silva (2016, p.404) as suggested, that MS
provides directions that assist the school to navigate through tough educational market and this adjustment fit to describe specially the private educational school market such as in Namibia. MS assist to resolve conflicts for the leadership of the school by referring easily to MS in time of collision or an argument, this strengthen the schools’ mission to guide decision making processes (Deus, Battistelle, Da Silva, 2016, p.403)

More frequently, a well-crafted, in advance communicated, well understood and fitting MS primary aim of the school will not be surrounded by ambiguity as the school community and involved stakeholders will definitely know and be committed to the functioning of the school. The MS is a vital communication tool that transmit in order to align, to connect relate the schools existence, desires and goals together stakeholders, staff member, pupils and the entire community of the school (Deus, Battistelle, Da Silva (2016, p.404). Lastly, MS is very useful when school management constantly encounter dilemmas that challenges economically sound decisions of the school to meet the desires of the stakeholders. Thus, Deus, Battistelle, Da Silva (2016, p.404) also regard MS as the everyday management function. Just as many other researchers confirmed that it helps and shapes the philosophy of the school for future engagement and generations to come.

As for disadvantages of a MS in schools, Patrick Leonard, (2014), elaborated that, there are times that MS is empty, confusing and meaningless, where it means something else instead of those facing the school’s challenges for improvement. It is not viable for MS to only focus on short term issues or internal in nature as it strategically limits the school’s future objective and forward moving (p.262). Thus, this study examines the perceptions towards the MS, we ought to see whether the stakeholders still believe in it, and does it still exist for what it was proposed to stand for.
3. MISSION STATEMENT IN EDUCATION

Although, several studies (Gurley, 2015) indicate that, “there is no distinctive process or way to construct a MS”. Certain schools develop own MS, and some may request the assistance of expert. While establishing a MS, several schools are strongly prominent on the team work or collaboration groups to craft a suitable MS (Gurley, 2015, p.219). Accordingly, Yob (2016) referred crucially to recognise a school’s MS to express a shared vision of the school objectives. Therefore, the process employed to craft the MS should be transparent, inclusive and deliberative of the schools’ constituents. These recognise the MS to be a guide of behaviour of individuals with the school boundaries and when fully adopted it become a criterion to assess the appropriateness of the actions planned (Yob, 2016). Thus, this section

3.1 Implementation of a Mission Statement in a School Context

The history of a MS in education institution goes back as 4 decades, which in recent years still continue as prominent subject in quality education enhancement, Chapple (2015), acknowledge that MS is an instrument of organization that achieved prominence over 30 years ago and describe it as a “persuasive communication device and deemed the integral part of any institution strategic planning process” (p.138). As for Ayers (2017, p. 14), “the MS, one is considered as the sense making textual manifestation”.

Most of the article reviewed (Oeretel & Söll, 2017) suggests that MS are crucial component in the developing effective schools. Babnik (2014) firstly, stresses the seriousness of a MS, “as strategic tool and as vital components of management that aims to establish “what works” and “what can be altered” to increase the educational institutions performance”. Secondly, MS recognise, “how the institutions “philosophy and core values be defined and how they identify “how” the organisation “philosophy” and its core values can be shared to impact the intended achievements (p.613). He also strongly believes that the roles of MS are essential for the development of effective school and pupils alike.
Another essential point, MS provides (Stemler & Bebell, 2012) “easily understood and meaningful window for more advance exploring the existence of the school. Because distinctively pronounce the vision, goals, strategic behaviors and the values of the institution”. Wick (2014) notably supported that a MS of the organization reflect the deep shared value as well as the visions of all individuals as regards, to the school that creates a tremendous unification with greater commitment. In peoples’ hearts and mind, it subsequently builds a guideline that allows self-governance. Moreover, these years, great thinkers write their own ideas what they think about the perspective towards MS and the purpose for existence of schools in a given civilization (Wick, 2014). Expanding on the purpose of MS, Seong-Yeun (2017) outlined the attempts to remedy the new approaches to the study of MS effectiveness, such as they suggest moderation and re-examination of the MS. This will assist in aligning the school to their purposes of serving the community they operate in. Although MS trend currently in alignment of school set goals, programs and policies Oertel & Söll (2017), think “the role of MS differs for institutions of higher education” because of the pressure that forces them to conform with other institutions demand and maintaining historical systems that might not want to adopt characteristics of recent ways to deal with MS contributions to institutions and schools.

In that regard, the MOEACA (2017), results of growth of private and public schools in Namibia are booming which statistic indicates from 700 schools and doubled to 1779 government between years 1992 to 2017 respectively. Government aided schools and numerous mostly privately established schools; the MS is able to contribute to the functioning in many roles’ educational organizations. As it contains the objectives and aims of a school, they also define who the inclusion of individuals in the institution, and they can be utilized as advertising tool for anticipated pupils and qualified teacher for recruitment (Babnik, 2014). MS are intended to portray the focus, objectives, inclusion, identity, and purpose, as remarked by (Babnik, 2014, p. 614) “implementing arm” the MS emphasizes in terms of education and of a child maturity is a combined responsibility of the school and parents. In another instance, the MS is calls for proactive participation of parents in their children’s academics and extracurricular recreation pursuit. Therefore, as regarded the main communication tool of the school, the management passed the beliefs, approaches and perspectives to the teachers, pupils and all involved stakeholder over time (Babnik, 2014, p.614).
Complementary to the essential previous arguments above, Lin & Ryan (2016, p.150) observed that MS, “as a vital component to communicate institutional philosophies and values which emphasizes the institutions differences and uniqueness”. Ultimate meaningful, MS a commodity in itself to which all individuals in an institution should be devoted to, by pledging their commitment towards for the utmost achievement of the entire school. This encourages the better planning, implementation, decision making and evaluation of the school operations (Lin & Ryan 2016, p.150). As cited in Moin et al. (2012) by Lin & Ryan (2016, p.152) an organization with a concise and with a meaningful MS act as the benefits for the institution because it can assist with setting barriers that prevent the leadership from diverting from the institutions purpose, goals and its objectives during the process decision making, but rather motivate and inducing teachers and pupils to contribute honestly to the school. Therein, the below mentioned subheadings plays an important medium in shaping the MS of any school.

3.1.1 Leadership and Management of educational institution

A mature mission statement with all expectations, is widely regarded and used for school management strategic tool, however it does not always guarantee institutional performance (Williams Jnr, 2014). School executives ought to influence the “effect of MS have on the institutions operations and provide leadership actions that reflect the management commitment to the schools MS” (Williams Jnr, 2014, p.447). Empirical study evidence also shows that “MS and schools’ performance is influenced by the positive and desirable organizational behavior conjunction with its management goals” (p.448).

Implementation of the MS in schools is a result of committed school management and good governance by leaders (p.7), this allows leaders of the school to shape pupils to socially integrate in the society they live, physically participation, with strong emotionally minds that are accepted in the community as well as to contribute intellectually to their communities they live “(Mouton & Wildschut, 2015, p.8).
The management and leadership component is the drive the MS to move the school effectively and articulately forward to meet the intended outcome. For those reason leaders are urged to provide timely knowledge and wisdom that is positioned on a sound foundation, to readily implement the desired MS outcome (Lopez & Martin, 2018). This is possible when the leadership of the school aligns individuals involved in the school to new approaches of thinking and behaving for the transformation of the schools’ efforts. Hence, these factors that the leaders must identify talents that will tolerate better and new ways to organise the school (Lopez & Martin, 2018).

3.1.2 Quality Education Delivery in Schools

As one of the most important component and challenging implementation concept in school, providing quality education to pupils dictates that MS of the school enhances the vision-mission of the particular school, under the leadership and committed management of the school (Crowe et al., 2013, p.198). Quality of education provided by a school should assess the value adopted against the desired aspirations of the mission (p.100). Davis, Ruhe, Lee & Rajadhyaksha (2007) defined value addition to the institution by referring to what improves about pupil’s capacity or knowledge as a consequence of education they received. Thereby, schools should agree and demonstrate a satisfactory level of performance compatible with the set MS.

Further, Crowe et al., (2013, p.199) added that it deals with the mission and vision, pedagogical, physical and social aspects to enhance pupil’s capacity. When these fore aspects are met by the school, it is humbly guaranteed that a child fullest potential is activated. Thus, schools are not allowed to claim that they provide good and quality education if the pupils produced do not have good characters. As characters in education, are based on academic honesty, spiritual growth programs and civic programs in education. For this Davis, Ruhe, Lee & Rajadhyaksha (2007) argue that there must significance influence among the character traits, perceived reinforcement of this trait and the MS.
As the concept centred around this study, with the research about the perception towards MS in regard to linking, align and enhancement of the school’s operations for greater achievement that includes all and the community. The area of interest is to identify whether the MS of STGDS influences the holistic growth of the pupils as desired by the set objectives. The enhancement of the school processes are also thus linked to school to provide education of quality. Thus, quality education delivery should be able to improve the outcomes of pupils who ought to learn and teachers who work at the school despite the increasing global competition in education delivery (Crowe et al., 2013, p.199).

Recognising the meaningfulness of a MS, Kelly & Saunders (2014) suggested that “most school’s philosophy of education comes from their MS”. A philosophy of education concretises these ambitions specifically the education objectives and goals that denoted “their purpose, their required obligations as well as their preferred instruction approaches”. They concluded this wonderful explanation by reaffirming that success of a school or any other educational institution relies precisely on how accurately the results parallel the school goals and objectives desired (p. 4). Therefore, pupil’s growth and education equality programs simile to prepared programs to solve and enhance every pupil’s potential in developing cognitive, emotional, social and physical and further stimulate language skills, regulatory and moral skills for appropriateness (Kelly & Saunders, 2014, p.17).

In most cases, the purpose of MS to a school has been to provide a clear direction through which the associates or members can determine the alignment of the decisions and process. This adds to MS which allows the school to communicate their unique characteristics, values and purpose (vd Beemt, Ketelaar, Diepstraten & de Laat, 2018). Waller (2013) emphasized that education quality delivery which depends on the promotion of better pupil’s health, democratic learning participation, equality of all races, and gender and environment sustainability for a peaceful and prosperous pupil. School are subjected to explore, share and support current inventions of technology to assist in the transformative solutions that opposes the challenges, to assist the school and mostly pupils achieve set goals. For this to materialize, all pupils’ in most communities of the world required utmost access to equitable and appropriate education and care concluded Waller (2013).
Extensive review of various recent articles such as “Teachers motives for learning and early childhood and Pre-school education” that concentrate on quality education delivery, suggest recruiting dedicated, loyal, humble, ethical, committed teachers to increases the diversity of the school (vd Beemt, Ketelaar, Diepstraten & de Laat, 2018). Although these are good articles with valid information on quality education delivery, there is not much presented on the concept of quality education utilizing the MS of the school as a guide. Similarly, research on the quality education have pinpointed the need to align schools’ practices to MS and need for the teachers, pupils, parents to share the core values and the purpose (Williams Jnr, 2014). In addition, Childhood Education (2017) talks about the meaningfulness of sharing the values of the schools as opposed to having correct credentials on recruitment. Thus, recruiting appropriate teachers to deliver the technologically advance education and assessing pupils’ progress fairly, needs determination towards teaching and learning as well as incorporate the MS of the school which is deemed the effective approach to mostly impact the education quality at any given school (Childhood Education, 2017).

Yob (2016), further contributed that MS is effective when it “unifies the relevant behaviour and decisions of the organization” and stakeholders towards a common end as the “mission driven educational practices” and are significant factors in contributing to pupils’ success (p.206). Yob further spoke of ways to align the curricular to the institution MS though it poses challenges as they review the students learning activities in all courses, the process of aligning the curricular to institution brought positive social change in programs as well education. Therefore, curricular alignment with MS is deemed crucial for as it better as it was recommended approach (Yob, 2016).

Moreover, Mukahopadhyay (2016) further mention that delivering of quality education of quality can be equated to quality of the curriculum. It indicates the central role played by the curriculum as being the primary determinant to assess the quality in education. This attested by the quality of pupils’ academic and non-academic skills (Mukahopadhyay, 2016). Thus, the curriculum continues to significantly play a vital role in developing of skills, knowledge and attitudes. Mukahopadhyay (2016), argued that, although the curriculum cannot be praised for attributes of
quality pupils, yet plays a significant role in determining the quality of higher education when aligned to the institutions MS in the best way possible if aligned to the institutions MS in the best way possible (p.321).

Considering the above, it can be concluded according to Kantor & Lowe (2004) outlined various conception of quality education as briefly elaborated below. Foremost, they referred to quality of education as exceptional, meaning excellence that is the vision that drives education, which all schools should quest of the greater potential in pupils. Consistency is another quality education driver, which persist that quality need equitable experiences for the school and classroom environment to equip pupils with consistent experiences across the school system. Kantor & Lowe (2004) further, contributed by alluded fitness-for-purpose that entails MS refinement and perfecting certain areas that shapes the school system, where pupils are prepared for specified roles to enhance responsible citizenship. In conclusion, Kantor & Lowe (2004) although argued social and personal change is a huge catalyst of transformation of individuals positive change that will bring potential changes that will be enhance pupil’s growth.

3.1.2.1 Quality of Education Theories

History has provided that education consistently gave unfair preferential treatment to elite pupils even though sharing the same school with the same MS. In agreement with these sentiments Scanlan (2013) reiterated that disciplinary lessons of history, is that the fundamental principles of inequalities must be abolished, if the access to quality education is to be realized. For such outcomes, Wells & Rod (2016) thought emphasized the concern for power distribution in decision making process in school and other policies related to education. Differential achievement lies with the individual access subsequently because quality education consists of the school’s circumstances that may either encourage or quell pupils’ and teacher’s ability to exercise their capability over the direction of education without political influences (Wells & Rod, 2016).
Philosophers Joseph Jeyaraj & Tony (2016) argument on quality of education view it through teleological lenses that give a separate perspective on education. The purpose of knowledge and learning is justified specifically by the teleological objectives, they added. They further claimed just like the purpose of a MS, the dialogue on quality education should be guided by the norms and purpose as it affects the disguise burden of general agreement. Although the discipline of Anthropologist has the power to complexify information on the dialogue about the education quality, Yoon & Larki (2018) believe that the necessity of a multidisciplinary and multifaceted nature of quality is required.

As for lay people’s theories, which assume nativity that all pupils have intellectual potential. Therein, it further elaborated those individuals who behold that every person posses’ potential intellectual capabilities, might view education as basic right (Murphy, 2010). Lastly, Educators and Critical Theorist (Savani, Rattan & Dwek, 2017), argued that when pupils acquire intellectual capacity to comprehend the social subjection and education inequality, then learning experiences are deemed of good quality. Thus, MS allows fulfilling of the guidelines to lead the school fairly towards all pupils’ high performance and achieve their potential goals.

### 3.1.3 Mission, Vision in Schools

In education, vision and mission of the school acts as the transformation of management which seem to profoundly compel constituencies. As remedially affirmed, vision is a source of inspirations for individuals in life of a teacher and pupils as well as the parents and the community (Lopez & Martin, 2018). For the mission they stated that, it motivates individuals to work towards the vision of the school that caters for its MS and act as a catalyst to action of all involved. A clearly defined vision and mission shapes our actions, makes work meaningful, time is invested wisely, and educators are reminded to be absolute pupil’s transformers through charismatic leadership (Lopez & Martin, 2018).

Writer, Nsiah & Walker (2013) affirmed that most catholic schools’ leaders are reminded to constantly question oneself whether their followers are drawn towards the potentials of the knowledge acquisition, securing and to attain their objectives. Leaders of the Catholic religion
are urged to be fully committed and avail themselves wholly, for the attainment to transmit culture for the next generation. For those reasons these leaders need to be spiritually attuned wholly alive to Christ and His work in the World (p.3). Thus faith-based schools establish and sustain shared mission, values and behaviours with attention of all the pupils the success at the school. This permits leaders to jointly with all other staff members to bring into existence a clear and compelling vision, mission and suitable values (Desravines & Fenton, 2015, p.46).

The vision is reached upon for what it is used, and the context determines the mission. The significance of the mission is the “aims, duties, the underlying, assignment or responsibilities, an activity or a function” (Desravines & Fenton, 2015, p.46). In order to spread the gospel, Catholic and Anglican Church schools as the most common religions in Namibia, all followers are seen as agent of their mission at youngest age possible (Britt, 2013, p.335). “Schools reveals the holiness of the church, the distinguish marks of being in their religious charter and mission as the agenises that assist to hang on the catholic religious traditions” (Nsiah & Walker, 2013, p.4). Furthermore, faith-based school leaders are compelled to practice and act in appropriate directions that fulfils the mission and vision of the church school to advance the holiness towards the teachers, pupils as well as the entire community. But, Byrne (2014, p.29) think that this type of formalized mission and visions faith-based schools have curricular devised to forge personalised characters of pupils, to develop the blueprint for pupils they want to produce.

Accordingly, as observed by Nsiah & Walker (2013) believe that faith play a big part in catholic schools because it demands their leaders to sustain the mission of the church for that they want to provide educational services to those most need it, to be in communities with others faithfully, to inspire common effort for the common good and persuade knowledge and develop pupils’ skills. Catholic ideas are holistic and non-discriminatory education for every pupil willing to avail themselves (Britt, 2013, p.335). Faith-based leaders in school are required to acknowledge the need to teach the “Whole person” development which incorporate the physical, emotional, social, intellectual and spiritual growth to enhance mankind and to further Gods, salvific purposes (Topping, 2013).
Education mission and vision as explained by Nsiah & Walker (2013) must strive for highly proficient growth of a person: “projecting the future and the common good of the society” (p. 6). Therefore, it is essential to bring up pupil in a manner that permit the development of social, physical, moral and intellectual talent that equip them proactively and productively participate in the society fully (Malderisi (2013). Catholic just as Anglican that STGDS is accustomed to advocated for a holistic education institution with faith as their base (Malderisi (2013). But Byrne (2014) argued that the purpose of education mission and vision in schools specifically with faith-based schools are twofold. They form and always sustain the society’s norms, values, structure and process while challenging to reforms that particular society. Therefore, the vision and mission need individuals with pedagogical significant understanding to attain the set objectives of the school

3.1.4 Pedagogical Solution in Schools

As defined by Popov et al. (2015) pedagogy includes theory and practical activities in education, which involves knowledge and skills exchange better referred to as the interaction that happens during learning. More importantly, pedagogies reflect and vary in social, political, cultural context as it is an academic discipline.

The environment that creates situations where pupils can draw out themselves from within by interpret the world uniquely and ultimately fulfil own potential, this happen with significant positive leadership running a school. Desravines & Fenton, (2015) noted that, school culture should represent values, expectation and support that inspire and guide teachers and pupils towards learning. Moreover, talent management that supports everyone involved in the school drives the role that creates and sustains the school’s image and implement leadership changes. According to Popov et al. (2015) pedagogy outlines, the operations and planning which are the seamless structure that promotes the team work to put the vision in place. Also added for this study, principals lead the tone for all pupils, administrations staff and teachers to maintain relationship between pupils and adults while following the set mission-vision goals and to enforce the MS of the school (Desravines & Frenton (2015, p.5).
In pedagogical solutions through leadership Desravines & Frenton (2015), learning and teaching requires to develop and implement the content & instructional strategies needed to improve academic offering and pupil’s achievement. Therein, principals’ roles are stipulated to form external learning and teaching relationship, whilst that criteria should be established to determine and review, including alignment of external shareholders to the strategic priorities that support pupils needs to attain their goals and that of the school. Thus Desravines & Frenton (2015), said the preparation of the curriculum ensures consistent routines and instructional strategies aligning to pupil’s readiness standards, classroom practices of high-quality and to specific learning goals. The utilization of diverse data collected over years about pupils should implement to drive and improvement the research based curricular to develop common MS. The MS definition, that can be understood throughout the school’s environment that translate into vigorous unit study that guide all pupils and teachers day-to-day work, planning and various school strategies (Desravines & Frenton, 2015, p.18).

Consequently, Desravines & Frenton (2015, p.20) further continued that the alignment of curriculum to pupils’ standards and level of the school by clearly express the sequence of the key learning outcomes across. For teachers to effectively planning the transformation a curriculum into lessons and sections with clear objectives, activities, and strategies and with aligned assessment to the school’s standards. Classroom activities should implement MS effectively through the planned procedures, routines, practices that support and facilitates learning (p. 28). Desravines & Frenton (2015, p.37) Matching lesson methods to pupils needs and use them creatively to improve social engagement, other practices around the school and to development critical thinking skills of pupils. Furthermore, the principals as the masterminds to attain the objectives of the MS of the school, encourage and put in place a pyramid to assist pupils below standard level and creating learning opportunities for who are able to attain proficiency to strike the balance by involving all pupils enrolled (Desravines & Frenton, 2015, p.38).

As Desravines & Frenton (2015, p.40) articulated that, pedagogical is culturally and developmentally responsive. Understanding of the schools MS, may foster the joy in studies as the high performance is expected from all pupils when they attend a school with a well-
maintained culture that is deemed positive and productive as it is internalized by everyone member involves academically and social-emotional learning (Malderisi, (2013). (Gravis & Ødegaard, 2018) emphasized on giving assistance in the establishment of the school mission, values and common tolerated behaviours paying a particular attention to every pupil’s success. Culture enacts (Popov et al., 2015), by developing and prolong a relevant association among teachers and administrative staff focusing on faithful culture where all pupils are valued. Culture therefore as argued by Desravines & Frenton (2015, p.42) purposefully link families and other external stakeholders to school community in order to reach the school purpose of existence.

Similarly, Malderisi, (2013) stated that, school guards’ teachers and parents to believe in the ability of the pupil to extent determined academic goals through hard work, effective instructional and appropriate reinforcement of knowledge and skills. Deravines & Fenton (2015, p. 55), supports, progressive teaching behaviour and social-emotional skills that fortify assistance to guide pupils’ academic navigation and personal lives. Therefore, school’s enforcement of a firm an association with their pupils, create structural chances for pupil to extend input on leadership with the school. Thus, MS support pupils’ ambitions and hope by attracting families and other stakeholders (Garvis & Ødegaard, 2018).

Subsequently, pedagogical integral component as stipulated by Deravines & Fenton (2015, p. 67) is management of talent at the schools. Narrated as the learned action and practices that are needed to build and support effective teaching and learning required to enact the mission, vision, institutional strategies aligned to MS of the school. Recruitment and hiring of the best teachers in the business is a crucial key structure to align the MS to the school’s objectives, this involves content knowledge learned and teaching strength to implement the schools MS (Deravines & Fenton (2015, p.68). Moreover, Malderisi, (2013) also indicates that schools principals cannot persuade other leaders in the school alone; it involves common understanding of each department to motivate all individuals involved with genuine influences to incite everyone towards the school’s goals. Therefore, principals ought to recruit, select and assign effective teachers for efficiency to meet the MS goals. Consequently, a well-aligned teaching and administrative team comprising of systematic leadership leads who assist effective practices to
attain the schools MS objectives, besides creating an ongoing opportunity for pupil to build leadership capacity (Deravines & Fenton, 2015, p.80).

More importantly, Hand-in-hand with pedagogical solutions Popov et al. (2015, p.1) find operations and planning processes relevant in the presence of the pupil’s growth and academic achievement. Even though often invisible as alluded by Deravines & Fenton (2015, p.103), highly regards for processes that give teachers and staff the tools and resources appropriate to successfully bring about the achievement desired for pupil’s success and school existence. The above mention is consolidated that when leadership allow possibilities to prosper plus putting their utmost efforts and minds on the ultimate goal pupil’s growth can be achieved through proper planning and systematic operations (p.105). Therein, Malderisi (2013), mentioned that collaboration of all in leadership with each other ensure that goals identified, resources are allocated efficiently and appropriately, by looking at time, materials needs as well as implementing strategies that leads to the MS attainment. Spear headed through building external partners, identifying priorities consistently while steering high-quality learning experiences for pupils. Proactively sharing the vision, strategic plans of the community and anticipating future opportunities (Malderisi, 2013).

Lastly, pedagogy inclined leadership with steadfast on specific actions inspires, motivates and galvanizes the school community, lead them to prosperity while attending to ongoing challenges but also stimulating other members of the school skilfully in drive the pupils’ achievement and entire school operations systematically (Deravines & Fenton, 2015, p.125). Simultaneously, leaders who personally believe in the school MS attainment, and who hold high expectations in provide the moments of accountable and transparency for stakeholders encourages the development of teacher’s effectiveness and pupil’s growth. Therefore, personal leaders ought to be goal driven, adoptive to challenges faced by pupil and teachers socially, boosting positive emotions in school environment especially in the classroom, intellectual heightened through academic excellence, physical life up-lift of pupils and teachers while being resilience to achieve objectives set for acquiring knowledge (Malderisi, 2013).
3.1.5 Physical Solution in Schools

Physical environment and physical growth are two physical challenges (Kohn, 2013). Physical development defines how pupil gain command over physical actions and accomplish complex tasks easily. The physical environment refers were pupils grow into a fine motor skill while physical development of pupil contains the ability to perform sequential activities. Thus, an appealing physical environment stimulated learning (Kohn, 2013).

Physical school environment embraces the school buildings, all the items like physical structures, infrastructures, furniture and the location of the school, the water and air that pupil may come across or the nearby unused land and roads (Fergusen et al., 2013, p.438). Additionally, a healthy school environment proves that it directly allows improvement to pupil’s health, constructive learning and thus contribute to the broadening of healthy and skilled individuals’ who can productively contribute to their society (Fergusen et al., 2013, p.444). Bradshaw et al, (2015, p. 281) school executives, board members and external stakeholders are urged to tirelessly ensure pupils have accessibility to safeguarded creative environment to advance their education and cultivate their future careers. Thus, nowadays schools need a combination of physical and cybersecurity solution in maintaining effective security to reduce disruptions in the educational environment for pupils and teachers to achieve their daily set objectives that leads to the attainment of the schools MS (Bradshaw et al, 2015, p.282).

More educational institutions are device digital transformation imperative in succour against various security options to protect pupils and teacher against cyber or physical hazards that may threaten them at school (Bradshaw et al., 2015). Therein, realizing a balance between secure facilities and constructive atmosphere can be difficult, consequently schools to priority against external threats that might bring the learning and teaching in jeopardy. For such circumstances, the integration of physical and cybersecurity, while embracing new appropriate digital technologies that can be controls, can create comprehensive solutions for the safety with overwhelming limited resources (Bradshaw et al., 2015, p.283).
In the meantime, Gråstén (2015, p.126) widely recognises the importance of spreading lifelong healthy learning through physical education and well-maintained infrastructures for pupils. Essentially, regular physical activity allows the controlling of weight, reduced the risk of heart diseases and various dangerous diseases such as stroke, cancer, diabetes and high blood pressure. Therefore, physical activities enhance and boost academic life for more pupils through active sport. The most vital features about physical involvement in schools it provides pupils with the knowledge, skills and confidence to enjoy a healthy school life Gråstén (2015, p.126).

Christiansen et al. (2013, p.382) said “physical engagement minimises health risks, thus by encouraging pupils to with entertaining programs through their schooling careers, they establish huge insight physical engagement that provide healthy living activities.

Facilities as Lowe, Newcombe & Stumpers (2013) put it, allowing pupils to explore science through different forms of carefully designed practical work, considering experimental that frequently claim to support their learning and motivate their association in school while fulfilling specific curriculum requirements (p.1198). Atwater, Russell & Butler (2014) supports the elementary nature of the investigation that relevant to the curriculum content and existing structure knowledge level will also be significant.

Moreover, Fergusen et al. (2013, p.440) all teachers are seen as role models for pupils by exhibiting accountable practices in managing classroom, with play areas depicting more than just a play area but constructive learning corners and many as per need. Atwater, Russell & Butler (2014) mentioned that unique setting in classroom advances chances for physical engagement, entertainment and active sporting moments. More frequently, suitable classroom activities are important stimulus for pupil to achieve their potential growth and physical development. (p. 442). Therein, such activities support the develop bigger muscle and bones, normal body weight, efficient function of the heart, lungs and motor skills (Fergusen et al., 2013, p.453). Tree planting for shades around the premises reduces the danger of overexposure to ultraviolet radiations towards pupils and teacher, most notably when the sun is at its peak. Healthy, safe, protective environments and gender-sensitivity are some of the aspects that allow the physical growth of pupils to prosper (Bradshaw et al., 2015, p.283).
Consequently, Development O. F. E. C. A. (2015) in PISA in Focus 52, stated that the good thing about improve school physical facilities it may necessarily guarantee better performance for pupils, rather it creates the conditions necessary to enhance performances at the highest levels possible. In additions, resources are pointless to learning experiences, except if it creates and maintain an orderly and co-operative learning and teaching environment. PISA in Focus 52, show that, a “significant correlation between schools learning environment and pupil’s achievement”, after accounting for pupils socio-economic and background (p.2). Development, O. F. E. C. A. (2015) better equipped schools and staffed are found nowadays more than decades ago, providing favourable learning environments for pupils, besides the lack of simultaneous improvement in social and academic inclusiveness. Schools are obligated to make sure that pupils who have difficulties in learning have access to improved quality education through financial incentives allocation, access to information and to other mechanisms, to expand schools socio-economic and academic inclusion for generations to come (.4)

3.1.6 Social Solution in Schools

Social solution refers to how individuals develop social and emotional skills across life span and social interaction, behavioural learned from school environment (Daniel, 2014). Then, Daul (2014) looked at, “the extent of academic and social inclusion in schools depends on the way pupils are allocated into school. In education system where pupils are allocated to school based on their resident, residential division bigger than education policies determines the academic and socio-economic position of the school and of pupils’ achievement” (p.2). Yet prosperous families frequently make housing decision depending on the quality of public schools in their areas (p.3). Education system that provides with a bigger influence where their children will attend school centred around the academic performance or other individual’s quality as academic and inclusive brings many direct relations to education policies available (p.4). Thus, managing schools’ policies with segregated pupils’ results deems a bigger challenge for education systems in the next decades (Development, O. F. E. C. A., 2015).

Braun & Kirsch (2016) the conveyance of opportunity from generations to another is driven by dynamics with advantages building upon another for some while disadvantages is compounded
by the next for others (p.3). While birth situation has influenced individual life chances, today’s pupils are being born into an increasing polarized along economic and social dilemmas with limited opportunity gaps, and that explains distinctly a different life consequence that shepherd pupils to divergent possibilities (p.3).

According to Moloi (2015) said, in Africa the can be a complex process mediated by factors of societal exclusion and inclusion, the political of naming, and social classification in a democratic South Africa” (p.264). Given the education is normally the part of public sphere controlled by the government with continuous struggles, today schools still recreate cultural and economic inequality. Thus, for South Africa just like in Namibia, education system plague with vast struggles, such as poor quality of teaching of social norm and values various settlements and village schools, non-equipment, no physical resources, striking teachers, vandalisms in schools, trinary, teenage pregnancies, issues with security around school – including violence between pupils and parent and teachers, sexual harassments, drugs, rape cases, and a host of other social ills, education remains contestation in social theory and practical discourse of democracy (p. 265).

Moreover, as Moloi (2015), further elaborated on the social ills created by inconsiderable social behaviour because of non-educational on social behaviourism at school and society. Congruently, remarked that “education promotes social understanding, tolerance, friendship among all citizens it should avoid becoming an obstacle to excellence and equity social living of all” (p.266). In simplicity, Moloi (2015, p.276) therefore, advocates social change by expressing that teachers be dedicated to increase all pupil’s social achievement, establishing shared beliefs, instil social understating and responsible societal ambassadors.

Furthermore, Lee (2013) believe that educators that should prepare for behavioural patterns such as caring, manners and honest traits are vital qualities to be develop during early childhood development. By building proper character generation of children makes them friendly person to appreciate family, honour parents and teachers at home as well as school. This propel responsible citizens of pupils who comply with societal norms, and authority, celebrate the diversity of other pupils and admire culture and uphold firm to social solutions that avoids atrocities behaviour in
the world (Lee, 2013). Lee (2013) instilling positive attributes in pupils at school, is integral part of early childhood programs in various schools in Asia to assist children become creative social thinkers in the currently society. Teaching pupils to develop positive characters traits which are appropriate for the globe will stop the disappearance of values and essentially maintain the heritage of the World. Atwater, Russel & butler (2014) distinctively mentioned that “children with good solid attributes accept their own cultures, believes in their society because they possess a brighter identity and will be proud in good values and gain respect for themselves and others at school”. With triumphant attributes development, pupils acquire solid foundation of morally, ethically and critical social thinkers who able to cooperate and easily collaborate with others in the rapid changing global community (Atwater, Russel & butler, 2014).

This this type of social interaction contributes immensely to knowledge construction and advance in peer understanding through classroom collaborations (Mooney, 2013, p.63). Though for Piaget believe that interaction have a huge impact on cognitive development which is tight to curriculum planning of schools, as it encompasses skills and ideas acquired form peers and adults and this encourages teacher to plan them in academic situations (p.64).

In short, social solutions reveal the so many challenges can hinder the development of pupils at school or home. This further gives us an understanding that school development programs should highly cater for social engagement.

3.2 School Development Programs

SDP emphasizes is on the “uniqueness of the school environment, where a result – oriented operation that contains collective reflection, analysis of programs, solving problems and frequent improvement that lead to the achievement of specified school desired results (Laird-Magee, Gayle & Preiss, 2015). SD wants to provide quality education that meets the demands of a constant changing learning environment which the MS guide the decisions taken towards developing new programs or improving on the existing decisions (Khosa, Darroll & Coetzee, 2013). For this reason and many other, various communities be it local, national or international
are encountering numerous myriad obstacles in the quest to support pupil’s positive development or secure sustainable future for the pupils more specifically if the school lacks ideas to plan, implement and improve the environment which is the school (Laird-Magee, Gayle & Preiss, 2015).

Khosa, Darroll & Coetzee (2013), in raising standards or to simply improve the school’s daily approaches, curricular review needs to adopt, school development programs (SDP). SDP suggest school requires systematic planning approaches which will assist the school to counter the regular complexity of the environmental changes. The schools require actions to integrate all their school planning programs operate coherently overall. Therefore, school development (SD), regarded as a systematic approach to change at a school level, designed to guide and lead the school towards the achievement of its MS and enhance knowledge acquisition and teaching (Khosa, Darroll & Coetzee (2013).

As for Rouse (2013), who elaborated that “by putting plans in place at school to retain pupils and teachers, safety, plays a vital role in serving and bring anticipatory consideration that may prevent emergency from happening or reduce the impact of an accident to occur”. Consequently, effective planning is built around inclusive and continuous assessment of the school community. This happens with accountability in leadership that implements a lot of planning to meet the schools needs on daily operation, thus a modern school quest for optimum effectiveness, with dedicated team of teachers and a school community that promotes long-term sustainability of the schools that has the MS aligned to the core values and objectives of existence (Rouse, 2013).

As for Khosa, Darroll & Coetzee (2013) reiterated that, “the belief that education matters in the emancipation people from poverty and its associated social ills”. A large scope exposure to school improvement includes projects that support the whole range school functions such as teaching and learning, management and resource gathering. The key philosophy assumption underlying educational outcome at school level will improve if teachers are effective and teaching and learning environment are supported by effective school leadership and the involved community (Khosa, Darroll & Coetzee 2013). Thereby, the planning institutional component seeks to improve the functioning of schools as an organisation. In dysfunction school
environment, there is a minimum chance for effective teachers and talented pupils engaging in meaningful learning. This encompasses curricular management, school strategic planning as well financial management (Rouse, 2013).

In light of the main implementing organ of the school, teacher’s performance is deemed a complex phenomenon. It is influenced by a wide range of factors which include teacher attitude and pupils’ attributes, features of the classroom and the school in general (Khosa, 2013). Moreover MOEAC, (2017), a number of factors contribute towards the effectiveness of any education system, its schools and the performance of the pupil. In the same way teachers play a critical role immensely to contribute to the improvement of pupils’ performance. Especially, Namibia teacher’s development initiatives have been characterised by many challenges including inequality, fragmentation, lack of resources, lack of relevance and poor-quality literacy and education (MOEAC, 2017). Veisson, Liimets, Kansanen & Krull (2015, p.24) as cited by Härkönen, (2013), contributed on school programs maintenance by writing that “education for sustainable development means integrating the idea of sustainability and the goals of sustainable development within the education system of the country”.

Equally important, Vannebo (2016), from a school perspective, a MS is the specific purpose for existence of the institution. Theorist and researchers in organizational psychology think that learning institutions missions got scholarly effect on the well-being of an institution by assisting it to cope with change. Affixed covetable attributes for MS involves focused sharply, provides clear direction, encourage standardized competence while motivating pupils and teachers. Thus, the MS avoids activity and commits the school to specific results instead by ignoring some individual activities, although properly planned out programs go along with initiatives and resourcing (Vennebo, 2016). Therefore, SD positive reinforcement between strategies and activities developed must be in consonant with the MS of the school. Otherwise a leadership without a clear desired value or expound ethical standards in MS, may face difficult executing or aligning SDP to the school strategies.
3.3 School Strategies

Usually, as emphasized by Ayers (2017, p.13), “Missioning is of greatest importance for leaders to strategize for a community school”. An illustration of missioning describes and is associated with high management literature of higher levels of organizational performance were the relation is faced and conciliated by strategic, structural and tactical functioning of the school. AACC (2013), emphasized that, “mission is the product of an interaction among schools’ leaders to promote the pupil’s successfulness and strategically improve standards of the schools output, sustain the society involvement of the mission centred on the knowledge of the organization, its environment and prospective future directions”.

Yob (2016), adopted by the schools, a MS ought to shape strategic decision-making, inform and guide internal and external stakeholders, to effectively influence every activity in the school. (Veisson, Liimets, Kansanen & Krull (2015), suggests that, education span a broad spectrum with innovation that enhance, advance and create approaches on outdoor education. (Gregory & Burkman, 2012), say in real life, innovative learning around the world has much to share with one another to become literate. The educational well-being of the World’s pupils relies on all parties of the globe community. Because when pupil possesses information, the opportunity to grow to the fullest potential can be assured for a secure future (Gregory & Burkman, 2012, p. 165).

All school administrators’ responsibility is to search for innovative measure to improve their schools. Therein, Wiley & Cory (2013, p.7), stated that when school strategies includes pupils’ interest at heart, it increases the pupils school connectedness which eventually make pupils feel accepted, valued and respected as they are included in schools planning that drives success. When school strategies provide room for fresh, engaging and positive activities with all member of the school community means that the school strategic are positively and interactively implemented including e-platforms for the success of the school (Evans, 2016, p.39).

More explanation by Veisson, Liimets, Kansanen & Krull (2015, p.50), says “a great deal of effort is needed to implement new knowledge and results are often not totally as expected. As the
process of curriculum innovation requires consistent leadership cited Kohn et al. (2014). For improvement school leadership continued balanced and steadiness in organizing, openness to suggestions of new ways and modern ideas counts vitally. Therefore, curriculum planning that involves researchers, school leadership and teachers in finding current ways of enhancing learning processes will enhance teaching and learning, thus for these reasons school strategies should be open to collaborative partnership in setting school strategies Veisson, Liimets, Kansanen & Krull (2015, p.51).

Hence, Wiley & Cory (2013) demonstrated by highlighting that “a healthy school program comes from strategies, activities and service offered in association with other stakeholders who intend to promote pupils physical, social, emotional and intellectual capacity. The reason being pupils spend most of the time at school than any other place; as a consequence, it is school potential to provide a positive developmental experience and life. For further elaboration, Wiley & Cory (2013) mentioned that, health education plays a vital role in children’s achievement so for effective strategies for addressing challenges at school they recommend that “high-quality, coordinated and effective coordination of the school programs and policies associated with education curricular, physical education and physical activity programs, nutrition, and maintaining a safe and supportive environment can result in a sense of pupils school connectedness and impact positively the academic achievement of all pupils”.

After examining the MS, Sevier (2017) noted that MS in “education is ubiquitous in the World”. The impact of a regular effort to investigate into their schools MS could involve parents, pupils, prospective teachers, community member and various other stakeholders into the processes of harmonize the school for improvement (p.48).” It provides a primary platform for development and preparation for a future in adulthood (Kirkpatrik, 2015, p.347”). Moreover, Yüksen (2013) stated that educations main mission provides benefit and create an institution that delivers the main MS strategic objectives. Although, for other organizations desires are financial maximization but for educational institution are based on non-financial performance objectives, thus nurturing future generations concluded (Yüksen, 2013).
3.4 The Role of the School Community

As expressed in the strategies, the is as vital component in enhancing the MS of the school, despite that there is a perception that no parental involvement has been recorded over the years and further has diminished since the introduction of school governing bodies such council and consolidation of community schools, into private schools (Kirkpatrik, 2015, p. 348). In the new democratic era, there have been a lot of talks about parent’s inability to contribute to their children’s education because of higher level of illiteracy among others and the responsibility to bring about bread at home by duties of inflexibility throughout the day. Kirkpatrik (2015) have high regards for the community where pupils have the chance to develop and practice competence in emotional skills, intellectual skills, social skills, physical skills and knowledge building, while developing self-regulated behaviour and self-esteem (p. 348).

Conventionally, Ayers (2017) “community institution leaders started to use alignment of MS as a method to initiate a collective sense of purpose and panning guide” (p.9). As a result, Ayers acknowledges that setting up priorities is a daunting task, thus, teachers should make sense and take note of the complex influences such as globalization, technology and less impressive investment in public schools. Similarly, they turn to MS “both as a text and a process – because leaders need alternative ways to make sense of the unsteadily social milieu, therefore anchoring the school to share a purpose that would prevent the school from drifting into conflict challenges” (p. 9).

School premises as Kirkpatrik (2015, p.349) elaborated that, are both a place and a set of collaboration between the school and other community resources. The academics permits the school premises as the focal point integrates the school development and community engagement to better pupils’ skills and knowledge, lead family ties, community participation and healthier co-operations. Private schools provide personalized curriculum as suggested in their MS, emphasizing the most real-world learning and problem solving in the schools with sure assistance by community’s participation (Kirkpatrik, 2015, p.348).
“One way to promote community involvement and citizenship is through volunteering” (Sullivan, 2013, p.511). Sullivan (2013) as cited in (Seider, 2007), pupils play an important role in exploring their identities, volunteering work at schools to enhance pupil’s development which provides positive long-term effects for their future. School community services strategy emphasizing the pupils ethical and moral development also MS emphasizes citizenship, which increase the institutions academic and extracurricular activities (p.512). His studies Sullivan (2013), believes that academic achievement encourages pupils to enter volunteering community based- learning which may connect extracurricular activities to volunteering and closely integrate academic learning (p.513). School and the involvement of the community provide countless partnerships that incorporate supporting and provide learning opportunities to pupils and their families (Sullivan, 2013). The partnership of the school community’s common goal lies in the pupil’s achievement as the school and community engage. Thus, paving way for children’s education standards, consolidation, support pupils social, physical emotional and academically growth. It also creates safer and stable learning environment, as supportive families and a desirable community for both children and their families to enjoy life (Sullivan, 2013).

Over the year, Wiley & Cory (2013), mentioned “family and community engagement typically refers to intersection of three elements of influence in a pupil’s life which are particularly the School, community and Home. Schools and community have a stake in ensuring that pupils succeed by enforcing strategies that actively engage the community at large and parents specifically are endorsed and encouraged for their full participation” (p. xxvi).

For years, Jacobson (2014) said, the school and the community co-operation to create influences by shared physical and human capital to assist pupils succeed. Through this connection, a host of numerous opportunities from various human assets arise to provide pupils and families with all required needs in order learn and grow morally. In this regard the collaboration between the community and the school, support the leadership drives and enforce MS to builds a partnership liable for creating a shared vision of the school, while identify desired needs, align and incorporate the duties with the believes in the MS of the school (Jacobson, 2014).

Today however, the MS is ubiquitous, sense making standard feature of any contemporary educational institution and contemporary community of the school (Ayers, 2017, p.11).
“Communicating the remarkable purpose of the community”, stays a great significance of public relation and task”. Therefore, if the purpose of the school is misunderstood, a community of the school MS function as sense-making may not match between the mission and the turbulent environment of the chosen ideologies and the institution assumptions (Ayers, 2017, p.14).

To the contrary, (Ayers, 2015, p.15) noticed in his studies that MS evolved a number of statistical trajectories among others are the “authoritative written attributes to credentialing structure, pedagogy, practice and curricular aims”. Although resources stand to be the stumbling block to bring about sustainability crisis in sustaining the mission of the school which in turn may force school community to work with comprehensive limited mission goals in order to act sensibly. Congruently, Sevier (2017) suggested staff and all stakeholders to celebrate the success, review missed opportunities and update the mission regularly, thus this allows everyone to be involved in assisting the school to remain on track to pursue the avowed priorities, accountability to ensure the MS becomes more than written word on the paper but action oriented (p.48).

In the end Jacobson (2014), conversely elaborated that the most favourable strategy for sustained and having a firm base to improvement and develop the abilities of the staff members to function as professional learning and teaching community. For such experience have given insight into the practice that enables a school to function as professional learning community turns to assist in identifying obstacles a school must overcome in pursuit of the its proposed goals (Jacobson, 2014).

3.5 Summary of the Chapter

Briefly, the chapter outlined conceptual framework of the study. Most successful schools possess a clear sense of purpose and direction. As defined by many researchers, results suggest that MS knowledge school, are better equipped to fulfil the intended outcome. The MS also empower all individuals in the school with responsibilities towards fundamental direction of the school. Moreover, it serves as the representation of goals, believes, action as well as the road map for the
future, it also provides a sense of stability and reassurance for teachers, administration staff, parents and the institutional stakeholders.

As Allen, Kern, Vella-Brodick & Water (2018, p.251) pointed out that, there are a number of reasons why it’s important for a school to align their MS, thus deem it immensely important to advance the schools MS. For a private school to attract learners and educators of high quality, communication of a high standard is prerequisite for a positive image for the school. For this reason, that there is a need to advance the MS through efficient strategies to improve the school’s services, school performance and uplift the relationships with the school community.
4. RESEARCH TASKS AND RESEARCH QUESTIONS

Notwithstanding the emphasis on the MS by school stakeholders, and the information provided on the value of MS for direction and planning, little is shared or known about the perception towards the importance of MS being used to enhance the schools intended achievements at STGDS. Babnik (2014) writes about the MS value in assuring the teaching and learning is meaningful for teachers and pupils. This is vital for STGDS as they most influential in the quality of education the pupils are getting especially in the effort to nurture their social, physical, emotional and intellectual capacity.

4.1 Research Task

The research tasks are branched into four classifications, which are the conceptualization of the study, data collection, data analysis and inferences of the analysed data. In conceptualization stage of the study, all concepts will be defined. In data collection, the study collected data were it selected a sample to clarify the study questions. Data analysis, the utilization of collected data into meaningful context of the study, provide a simplified summary about the samples, measure and further employ reasonable method to analyse the data. In the inferential stage of the study, will describing how the data will be prepared and focus only on the unique part of my study.

4.2 Research Question

Although a lot of international articles (Daniel, 2016) refer to the importance of MS in uplifting the lives of the teachers, learners and the community involved, no research in Namibia on this topic was found. The overview of STGDS displays the teachers and pupils’ experiences, implement suitable programs, teaching and learning results and achievement. The schools also enforce the collaboration of the community and other stakeholder to improve the quality of education and become a niche private school in Namibia. Thus, for these reasons my research
examines this topic on how the main stakeholder perceives the MS of the school by answering the following main question with the assistance of four sub-questions:

The main questions represent the research which ought to examine: What are the perceptions towards the MS to advancement St George’s Diocesan Schools?

Sub-Question of the Study:

**Question 1**: To what extend does the alignment of the MS to school affect the intellectual development of pupils at STGDS?

**Question 2**: To what extend does the alignment of the MS to school affect the social development pupils at STGDS?

**Question 3**: To what extend does the alignment of the MS to school affect the physical development pupils at STGDS?

**Question 4**: To what extend does the alignment of the MS to school affect the emotional development pupils at STGDS?
5. METHODOLOGY

This chapter briefly outline the research methods that are used in the study. The methodological approach of the study is indicated as the Mixed Methods Research. The data is adopted and explain why the analysis can attain the research aims of the study. Figure 5.1 provide the overview and procedure for the study. This chapter continues to elaborate on the procedure and approaches in detail. The mixed method data collection, instrument and analysis is explained, administration of data collected related ethical issues.

![Diagram of the study](image)

Figure 5.1. Diagram of the study

5.2 Mixed Methods Approaches in the Study

The evolving of Mixed Method Research (MMR), Mertens & Hesse-Biber (2013), explains that MMR support the expansion of individual’s comprehensive understanding of the researched issues. There are several reasons for selecting MMR driven by both quantitative and qualitative approaches, as Hesse-Biber & Johnson (2016) put it as the key to “obtain a representative quantitative and qualitative sample for the purpose of enhancing quantitative and qualitative findings”. It also enhances the generalization of qualitative studies and further to test qualitative
theory test in order to determine whether their theoretical concepts and findings are generalized to an entire population. Thus, researchers use qualitative methods in MMR to get a clear and comprehensive meaning and understanding of the phenomenon from contrasting perceptions (Hesse-Biber & Johnson, 2016). Reinforce the idea of providing a comprehensive understanding of the overall study.

More so, Creswell (2014, p.2) acknowledged that the MMR has the emerging definitions over the past decade specifically in various method elements, research process, research purpose and the research philosophy. As defined the MMR is designed to collect numbers and also to collect words. As time passes by the definition changed with time as well and Creswell (2014, p.3) said “MMR is a type of study in which a researcher or term of researchers combines elements of qualitative and quantitative research approaches for the purposes of breadth and depth of understanding and corroboration”.

The purpose of this research is to examine the perceptions of teachers, pupils and parents towards the MS how to advance STGDS. The study will explore and measure the correlation phenomenon to enhance the MS of STGDS. The study will provide the opportunity to be compatible with the data collected through a combination of qualitative and quantitative methods. By conjoining the two approaches, to further equip the researcher to unlock the phenomena under study.

5.2 Research Design

The nature of the study will be an examining and analysing of data collected first-hand, complemented by the literature review leading to a questionnaire with a number of school teachers, pupils and parents who are associated in day to day operations of the school in 2018.

The figure 5.2 presents the overview of the study design and procedure for the research. This illustration explains each stage of the research procedure. As illustrated, the first stage is set out for conceptualization stage of the study, and then follows the data collection Stage, data analysis,
the study also explained the mixed method analysis in details and the presentations of results from both quantitative and qualitative data set to lead the results and proceed to the processing of a conclusion for the study.

Figure 5.2: Overview of the Research Design

This study is a convergent designed study because the researcher collected data in one visit and the analysed data has both quantitative and qualitative information from every participant. Figure 5.2. Represent the procedure of the study more in details, as illustrations shows above. The convergent design further allows the researcher to gain intuitive sense about the study. Creswell (2018) said defined it as an effective design that allows the collection of both types of data at same time. Thus, to validate and corroborate, the researcher believes the both types of data to provide a deep intuitive understanding than would be acquired by either data independently (p. 71).
5.3 Participants

The total number of participants in this study amount to 203 who responded to both quantitative and qualitative questions from the provided E-lomake questionnaire. Of those a convenient sample includes 132 pupils, 40 parents, 31 teachers combined with administrative staff, who are involved with STGDS as from the 9th of January 2018.

The boys and girl’s distribution were generally and slightly fairly balance with the sample group 132 total (male: (71) 53, 8% and female: (61) 46.2%). For Parent, males 18 and females 22, so in distribution stand a minimum imbalance within the sample group with total of 40 (male: (18) 45% and female: (22) 55%). For teacher and administrative staff, the distribution is also not so imbalance as the total of 31 shows (male: (13), 41, 9% and female: (18) 58, 1%). The overall distribution shows that the participants are fairly balanced between males and females in the study. The demographic data is further clearly illustrated bellow:

Table 5.1 Demographic Data of the Study

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages: Male</td>
<td>41.9%</td>
</tr>
<tr>
<td>Female</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages: Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages: Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
</tbody>
</table>

The participants were randomly identified through the link to the school to increase the fairness in participation and anonymity. The inclusion of participants to the study depended on those who respond to the questionnaire. Thus, the target of participants was not predetermined or known.
The illustration of the distribution bellow to demonstrate the participants in questionnaire and the respondent’s percentages by either male and females in the study (see figure 5.3. The Distributions of Participants between Male and Females).

![Figure 5.3. The Distribution between Male and Female participants](image)

5.4 Research Instrument

A mixed method approach design includes quantitative and qualitative data from the questionnaire. The quantitative part includes the measurable questions mostly in the first part of the questionnaire and that is followed by qualitative part that allowed participants freely express themselves with personal opinions (Creswell, 2014). Then, the process of designing, composition, administrative and processing of the data was conducted in this and the next section of the study. Thus, the questionnaire consists of a closed-ended and an open-ended questions approach, employed to find out and test the perception of teachers, pupils and parents who are currently at the school and experiencing the schools MS at hand.

For this study, the MMR data collection includes as shown in the design above (see figure 5.3) all participant who responded to close-ended questions and all participants that responded to open-ended questions in the questionnaire.
5.4.1 Questionnaire Design and Administration

5.4.1.1 Questionnaire Design

The question was created to gather data from teachers, pupils and parents at STGDS. The questions, although, so many and interlinked as indicated in the Appendix (I, II, II). Most are prompting questions who lead the participants. The questions were composed solely from the features and framework understanding of the research and originally composed in English language as the STGDS medium of instruction is English just as most of the schools in Namibia. Drafting of questions was very simple to allow prompt understanding especially for pupils at first time reading, also to ensure that the language use is simple, straight forward and easily understandable by all parties participating but the intentions and the meaning of the questions stayed the same in all questionnaires.

The questionnaire consists of four sections, with Section A comprises of the demographic data, the Section B underlines with school uniqueness, consist of the 24 quantitative questions (Closed-ended, 5-point scale) categorised in the quality education and school development question as well 4 qualitative (open-ended) questions for collecting the qualitative text data. Then the Section C that deals with implementation includes 14 quantitative data collection questions (Closed-ended, 5-point scale) and 3 qualitative data collections (open-ended) questions based on the school strategies while the last section of the questionnaire deals with more personal involvement of the participants. This section has 6 quantitative data collection questions (Closed-ended, 5-point scale) and 2 qualitative data collection (open-ended) questions based and linked to school community involvement that allows participants to express themselves freely.
Table 5.2 Summary of information collected from the Questionnaire

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Actual Questions(Q)</th>
<th>Data Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Development</td>
<td>Section B - Q 3, Q15</td>
<td>Closed, 5-point scale ranking</td>
</tr>
<tr>
<td></td>
<td>Section C - Q7</td>
<td>1 = Strongly disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Section B - Q25</td>
<td>opinion based, open-ended</td>
</tr>
<tr>
<td>Social Development</td>
<td>Section D - Q4</td>
<td>Closed, 5 - point scale ranking</td>
</tr>
<tr>
<td></td>
<td>Section B – Q3, Q15</td>
<td>1 = Strongly disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Section B – Q4</td>
<td>opinion based, open-ended</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Section B – Q8</td>
<td>Closed, 5 - point scale ranking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = Strongly disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Section C –Q4</td>
<td>opinion based, open-ended</td>
</tr>
<tr>
<td></td>
<td>Section D –Q3</td>
<td></td>
</tr>
<tr>
<td>Emotional Development</td>
<td>Section C - Q6</td>
<td>Closed, 5- point scale ranking</td>
</tr>
<tr>
<td></td>
<td>Section D – Q6</td>
<td>1 = Strongly disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Section B – Q5,</td>
<td>opinion based, open-ended</td>
</tr>
<tr>
<td></td>
<td>Section C – Q17</td>
<td></td>
</tr>
</tbody>
</table>

The major questions in section B Q2 22 -29 where altered for pupils for fluency understanding. The reason remains the consideration of the pupil’s age which might be impractical to make use of terminologies like intellectual development or emotional development terms that complex to understand. So, straightforward closed- ended and open- ended questions were utilized but overall uniformity questions were used in consideration for need to simplify the language and that was deemed necessary and acceptable to make such alteration.
5.4.1.2 Questionnaire Administration

The questionnaire comprises of (see, appendix _I, II, III_) was administer in the University of Eastern Finland electronic software programme called the E-lomake, a browser-based application that allows the researcher to create e-surveys and handles the responses. The questionnaire was designed to provide the schools MS awareness information about the school. It also comprised of questions about the demographic information of individuals and with the approval letter from University of Eastern Finland (UEF) (See Appendix V) distributed through the STGDS E-Learning space, emails and WhatsApp Messaging to further keep constant reminders with the permission from the principal. Before the questionnaire was distributing a pilot, study was done with the Namibian student at the University of Eastern Finland in order to fix the necessary hiccups that might have not been detected earlier.

5.4.1.3 Questionnaire Data Processing

The E-lomake was employed to generate the data electronically and later conveyed into IBM SPSS 23 & 25 a statistical software program, this program was utilized for all the data analysis as from May 2018. The 3 questionnaires that belong to parent, pupils and teachers had QUAL and quantitative responses which no case was missing from the data. This research included Descriptive study as it is directed toward reporting and understanding the demographic data of the stakeholders in the necessity of advancement and why they should enhance the MS of STGDS.

5.5 Pilot Study

A pilot questionnaire was circulated on Thursday, the 14th of December 2017 among15 Namibian education student at the University of Eastern Finland to make sure that appropriateness of the questions and content of the study, whether the data could be analysed and provide the answers to the research questions, and whether the E-lomake software was appropriate and working well for my study.
However, after the pilot study, minimum changes and editing of the questionnaires had been done with the questions that the content of the pilot questionnaire had problem to understand, answer and processing. Considering the timeframe of the studies and the scarce resources, was conducted among the UEF fellow student from Namibia and few amendments were considered for the improvement on the understanding and clarity of the questions before the ultimate actual data collection.

5.6 Data Collection

Following the convergent design by Creswell, (2019, p. 187), data collection included gathering simultaneously qualitative data and quantitative data at the same time as indicated in the questionnaire, analysing the two databases separately, and then merge the results from the two databases”. The process will inform the participants by making appointment with the principals, teachers and meet parents in parking lot, through or by verbally and electronically informing them during working hours to set up an appropriate time when the questionnaires can be filled in. The data collection the process was done though the emails, schools IPad have and cell Phones through a link send by the researcher.

The research information, gathered in spring semester of 2018 during the month as from the 10th January till the 4th of March 2018, adopting a mixed method designed questionnaire. This method is chosen because qualitative is appropriate to allow the participants to voice their opinions that are vital to understand the MS of the school. The quantitative approach is appropriate to identify the differences in the elements in statistics based upon on the established for the purpose to examine the perception towards the advancing of the MS of STGDS. Comparatively, the study took samples from data collected from STGDS with the reason to clarify crucially important aspects that found in educational MS as outlined in the study background. Thereby, the explanation includes aspects that make up the literature review which will be considered vital for the enhancement of the MS in education.
Identically, for this study the researcher intent to determine the perceptions towards the MS of the STGDS. A convergent MMR is employed to compare, discus the similarities and differences of both numerical data and text data from the questionnaire. Moreover, the reasons for this study to employ this approach are to measure the relationships between the factors and gender. Similarly, in the study, individuals and text variables will be explored by using Content text analysis, specifically the summative analysis which use counting and comparing words. Creswell (2018) therefore mentioned that content approaches give a descriptive about the phenomenon under study with a reason to provide richness as well as to find a clear insight from the data gathered.

Although Fixed Mixed Methods design which according to Creswell (2018), a “methods planned and predetermined at the begging of the research and the process and procedures therein are implemented as planned (p.52)” The study’s questionnaire is predetermined and fixed as it was designed way in advance before the study but on the contrary, the study will allow an interactive approach where components will highly depend on one another.

In the same fashion, and for the reality of the most practical purpose and guidelines of human behaviour in general, the study will be guided by a working plan that matches the study in order to understand the translation of the STGDS stakeholder’s impression on the coherent view towards the MS that ought to align the existence of the school to the set purpose and goals.

Equally important, the study adopts the convergent design which Creswell (2018, p.65) describes as a design that “occurs when the researcher intends to bring together results of quantitative data and qualitative data analysis, so they can be compared or combined”. The study forge to compare the groups participants and also combine the results from the two approaches to obtain a more complete understanding of the perception of STGDS community towards the MS.

Thus, this will assist in validating one set of quantitative findings with the qualitative findings. More so, the researcher intends to determine whether participant’s coloration in their responses if they look at quantitative predetermined scales and if they are asked open-ended qualitative questions. The researcher plans to combine the data for further test and descriptive analysis.
Therefore, the illustration below depicts the process how the convergent design will be carried out.

This was the maximum number of data collected between the given days, although I had expected more responses since, I have a good relation and connection to the school but unfortunately the maximum available information is what will represent this study. During the actual data collection, a letter was sent electronically to all the parents through the principal’s office urging all that could to participate and gave the reason for the survey as well. For pupils and teachers, the researcher informed the teachers while gathered in the staffroom before their morning briefing. For pupil the researcher briefly informed them during an assembly gathering in the morning. This was done to create freedom of expression as the researcher also expressed the reason for the research. Pupils were informed and given a choice to take part in the study by using IPads during school hours and that was also the case with teachers. Each parent was approach through the emails provided by the school and WhatsApp messaging from the school database information for those parents with no email addresses.

The researcher followed up with a second email to remind the parents and teacher since they were the once with lower number of responses. In the end the E-Lomake survey questionnaire produced a sum of 203 responses during the indicated period in the table 5.1. Both data was electronically drowned with the E-Lomake browsers-based application which was then conveyed to IBM SPSS 23 & 25 program, which is used to analyse the quantitative data. The qualitative data was manually analysed through content text analysis mostly summative from the three groups since they cannot be analysed electronically. The qualitative answer was entered into word document for further categorizing and interpretation.

5.7 Data Analysis

The data analysis section clarifies the quantitative and qualitative mixed analysis (Creswell (2018, p.209) emphasized that data analysis in an MMR consist of “analysing separately the quantitative data using quantitative methods and qualitative data using qualitative methods”. In
this study the priority will be assigned to the quantitative analysis as most dominant component in mixed method analysis (p.209). The data will be interpreted and summarized accordingly as well as combine the literature review with the result of the questionnaires in order to reach a conclusion.

5.7.1 Quantitative Analysis

As briefly, outlined by Creswell (2018), form of quantitative data analysis, “the researcher analysis the data based on the type of questions or hypothesis and the use of suitable statistical test address those questions or hypothesis” (p.214). For the consideration of this study, that data was moved from e-lomake form to SPSS IBM 23/24 software browser-based application as quantitative data given in quantitative questions in the questionnaire.

The quantitative analysis will be done through descriptive and inferential statistics, also the allocation of average mean as perceived between the participants and describe the findings through illustrations in order to conclude. The data is analysed, and the first report is on descriptive statistics indicated the frequencies of variables that includes the Mean (M) and Standard Deviation (SD) for the average of value which has equal number of observed values (Creswell, 2018). Moreover, the descriptive statistics plays a vital role by providing the overall observed similarities and differences as the study researches to develop understanding of the perceptions of all stakeholders on the MS of the school.

For inferential reporting purposes, a Pearson correlation matrix was employed to further pronounce if there is a relationship between the variables that are acceptable at the school to promote appropriately pupil’s development through the alignment of the MS. This test will be employed to assess the statistical significance of the study which is at a level of .05 levels. As the study examines the perception towards the MS of the school, thus any finding will require independent replication of results. Therefore, if the statistical significance is not obtained, it might cause the researcher to lose interest in examining the phenomena. This might force the researcher to consider Type I and Type II error to administer the risk further.
Correlation provides a measure of linear statistical relationship between two variables that test statistical significance (Muijs, 2011). For this study the Pearson correlation was deliberately tested on variables that are associated with the quality of education delivery, school development programs, school strategies and school community against the pupils social, physical, emotional and intellectual development involvement questions in order to answer the hypothesis of the study. I tried the correlation matrix to see if the relationships between the four components of pupil’s development are interlinked.

The second examination will be done by employing correlation to determine the relationship between in the relative to questions that will meet the description in order to figure out the relation between how the pupils wellbeing is develop socially, emotionally, physically and intellectually and other variables in the questionnaire to answer the hypothesis of the study. The description analysis will then be followed by inferential analysis as indicated in the design of the study.

5.7.2 Qualitative Analysis

The qualitative analysis will provide understanding of the MS of the school through hand code analysis, by developing related evidence into appropriate groups. As Creswell & Clark Plano (2018), inductive analysis helps the grouping of broader themes or perspectives and can be linked the bigger picture of the research (p.214). A comparison method will be used to key words and phrased to compare each groups and categories to represent common themes or text from the qualitative transcript. The interrelated themes will than used to derive the findings for the purpose to provide evidence for answering the qualitative questions and further merger the findings with quantitative to give the conclusion to the study. The trustworthiness of the themes will be interlinked to the MS concepts in this study and will be decided by the researcher’s consensus established for the study.

The design of the questionnaire consisted open-ended questions, which would allow for the study to be an MMR. The analysis provided evidence that numerous factors could lead and enhance the MS of a school, although the qualitative findings are a supporting act of quantitative in this is
study; they play equally a relevant role in the conclusion the study. Therefore, the purpose of the qualitative analysis is to provide and ensure that a rich, thick portrait of the MS of STGDS in Windhoek. The key words were coded from the participants (parent, teacher and Pupils) and phrased for themes.

The illustration bellow provides the wider understanding of the qualitative questions in the questionnaire:

Table 5.3 Summary of the open-ended questions in the study

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Question (QUAL)</th>
</tr>
</thead>
</table>
| Section B (Uniqueness) | 1. *At STGDS, intellectual development is encouraged? Please Justify your Answer:*  
2. *At STGDS, social development is encouraged? Please Justify your Answer:*  
3. *At STGDS, physical development is encouraged? Please Justify your Answer:*  
4. *At STGDS, emotional development is encouraged? Please Justify your Answer:* |
| Section C (Implementation): | 1. *In what other ways do you use the schools mission statement in teaching and leadership practices?*  
2. *If you were given an opportunity to change the mission statement of the school, what will it be and why?* |
| Section D (Personal Opinion): | 1. *What do you personally think about education, school community, school strategies at St Georges School?*  
2. *What do you want to be changed at St Georges School?* |
To support the quantitative analysis, the qualitative analysis revealed that the MS could be characterized by 4 answering the set questions in the study. These main themes corresponded to the categories of description regarding the perceptions towards the enhancing STGDS, as they were frequently mentioned or related in the open-ended answers of the questions mentioned above. The themes were derived with an open mind aiming at describing of things that are relevant to the study.

The process begins by examining and considering the suitable way that it makes the qualitative text analysis. Think about the school ideology to focus the connection with the MS of the school. The counting of unique most appearing words or phrase will be grouped together to form a theme that will assist the quantitative analysis. Then after the usable simple format for analysis to represent each word counted as they appeared. Various themes emerged and were assigned through word document and Excel file in which the themes codes derived, only choosing the 4 most and frequently appeared words in phrases as eluded by different participants. The themes were thus manually ceded for data analysis. The themes that are considered key and in directly relating to the research questions are discussed in the results.

5.8 Reliability and Validity, Research Ethical Consideration

A written approval letter (see Appendix V) for my thesis was governed by the University of Eastern Finland (UEF) code of conduct for academic practices, and the code of ethics for the research in philosophical faculty involving human participation, issued by the UEF Committee on Research Ethics. Teachers, pupils’ and parents participated voluntarily in this study, where a questionnaire was forwarded to all through an email, WhatsApp SMS after the approval from the STGDS Principal.

All participants received a written instruction on information that defines the purpose of the research. Participant’s involvement guarantees of anonymity in any public reporting or publications and assurance that they are free to withdraw from the research at any point. Individuals have been granted permission to withdraw if she/he saw that the project no longer
adhere to the standards set in planning, implantation and reporting or something infringing upon his/her was mentioned above. Thus, participants are informed prior to the date of collecting data of what is expected of them and each individual will be confidentially handle and any information will not be exposed unwontedly as well as their privacy will be protected. Therefore, the researcher obtained permission from the principal’s office at the STGDS in Windhoek.

Maintaining professionalism, the researcher conducted the research ethically. Confidentiality will be applied to manage the private data in this research so that subjects identities are not linked with their reactions while they are anonymous subjects, characteristics can also not be linked even by the research with his/her individual response. The research ensured absolute privacy of the participants by ensuring that, no one will be allowed or accessed to the record except the researcher and his supervisors. Participants must be rest assured no private data would be shared without the individual’s knowledge or against his/her will.
6. RESULTS

In this chapter, result will present results from the quantitative and qualitative analysis findings of the study. Although the study seems very light in participation from the school perspective the amount of work that goes into the analysis is enormous as the participants (N=203) data represents positive and negative responses. The sections will discuss the results in the same arrangement as the research questions in the study. The discussion will start with the perceptions towards MS and how that influences the relations among the four measure of pupil’s growth (Intellectual, social, physical and emotional development) as identified by the study.

Table 6.1 Summary Pearson Correlation Matrix of observed developmental measures

Teachers Matrix

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social</td>
<td>.386</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Physical</td>
<td>.395</td>
<td>.594</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Emotional</td>
<td>.396</td>
<td>.057</td>
<td>.284</td>
<td>-</td>
</tr>
</tbody>
</table>

Pupils Matrix

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social</td>
<td>.285</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Physical</td>
<td>.255</td>
<td>.431</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Emotional</td>
<td>.432</td>
<td>.626</td>
<td>.407</td>
<td>-</td>
</tr>
</tbody>
</table>
Parents Matrix

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social</td>
<td>.428</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Physical</td>
<td>.491</td>
<td>.469</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. Emotional</td>
<td>.298</td>
<td>.462</td>
<td>.427</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: by McCabe, Roediger, McDaniel, Balota & Hambrick (2010).

Note: Coefficients below the diagram represent correlation of parents for a total sample of (N = 40); Coefficients in the middle of the diagram represent correlation of pupils for a total sample of (N = 132); Coefficients above the diagram represent correlation of teachers for a total sample of (N = 31). Coefficient printed in bold are significant (p > .05).

The Table 5.1 shows that Pearson correlation coefficient indicates positive correlation among all the measures in the matrix. The more intellectual influence on pupils’ social, emotional and physical development with regard to MS, the positive the pupils of STGDS.

6.2 The Extent to Which the Alignment of The MS to School Affects the Intellectual Development of Pupils

As a result, for teachers, there is a positive significant correlation between the variable “Uniqueness: STGDS is fostering towards academic success of all its learners” and “Implementation: I Use the Schools MS, when I make decisions related to new ideas or programs”, r = .58, n =29, p < .001. We therefore refuse reject the Null hypothesis in this study that H₁- All stakeholders positively affect the intellectual development activities of STDS through the MS. This means that intellectual development of pupils is not entirely affected by the implementation of school development programs or ideas.
Therefore, from the correlation table, it can be seen that correlation coefficient equals 0.581, indicating a strong relationship, as surmised earlier, \( p < .001 \) and indicates that the coefficient is significant different from zero.

We can conclude that for STGDS MS there is evidence that intellectual development is related to implemented school programs. In particular, it seems that the more the school programs are aligned to schools MS the greater their intellectual development \( (r=0.581, n = 29, p < .001) \).

In these results, the Pearson correlation between Intellectual and social development is about 0.428, intellectual and physical development is about 0.491, between physical and social development is about 0.469, between social and emotional development is about 0.462, between emotional and physical development is about 0.427, which indicates that there is a moderate positive relationship between the two variables. But for emotional and intellectual development is about 0.298 which indicates that there is a weak positive relationship between the two variables. The relationship between these variables is positive, which indicates that an increase in one variable results in the increase in the other variable. In conclusion, there is insufficient evidence to conclude there is a significant linear relationship between all variables indicates in the parents’ matrix because the correlation coefficient is not significantly different from zero.

This theme arrives as a result of 95% of respondent in repeatedly alluded on the academic success of the school that is the main attraction and lead the school’s image. Intellectual deployment was coded when the keywords “academic success”, Intellectual excellence or “academic excellence” emerged in STGDS MS. Representative involves parents when for example; “STGDS employed exceptional academic program” and for teachers added that “STGDS the school has all it takes to equip each its pupils to attain their greatest academic potential”. Pupils on the other hand mostly represent that “teacher are dedicated to provide a challenging learning that will continuously stimulate and enhance knowledge acquisition to prepare all the pupils for intellectual development as STGDS is dedicated to excellence. Pupils intellectual success is further relative to quality education and most respondents emphasized on the high standards of the STGDS specifically the primary level and the motive to strive towards motivating pupils to be successful citizens in the near future.
6.2 The Extent to which the Alignment of the MS to School, Encourages the Social Development

The answers to this particular question re-emphasized on the parental involvement and the socialization of pupils with the real world. The community engagement takes place at a regular basis and it is being commenting to carry on as it supports all the other basic needs to make the school a success. The community encourages the MS inclusion of the outer world because it supports school projects, cultural events etc. Parental participation is on high note because of the MS that open the door for inclusion. Thus, these codes developed from key words such as “socially”, “social development”, “social engagement”, “informal collaboration”, “socially”, or “pupils partnership empowerment”. It characterized that it raised social development where pupils beat the challenges and obstacles that might hinder their social and other development.

Further, with Parents, there is a significant a weak relationship between “Implementation: The schools mission statement is used when the school makes social decisions related to new ideas or program” and” Personal Opinion: Having pupils and parents committed to the schools mission statement helps the overall school’s performance”, $r = .28$, $n = 38$, $p > .07$. We fail to reject the $H_1$-All stakeholders positively affect the social development activities of STDS through the MS.

Therefore, the Pearson correlation value indicates 0.288 between “Uniqueness: St George's school, aim at outperforming other private schools” and “and Implementation: The schools mission statement is used to develop and select the methods for assessing our progress towards implementing positive school image”, which suggest that the two variables as medium correlated to each other. An increase 1 unit in one of the two variables will lead to an increase of 0.288 of the other. The same will happen for increase of reduction. The increase in making decisions related to new ideas or program will help in learners and parents committed to the school’s mission statement that will help the overall school’s performance. Thus, the $p$ – value between social development and MS is 0.071. Because the $p$ – value is greater than the significant level of 0.05, there is in conclusion evidence about the significance of the association between the variables.
Moreover, as result on pupils, there is a significant a strong relationship between “Uniqueness: At St George's school, learners are prepared to become future responsible citizens” and “Uniqueness: At St George's school, the community is involved in the future learning opportunities”, $r = .42, n = 130, p < .000$. We refuse reject the $H_1$-All stakeholders directly affect the physical development activities of STDS through the MS because they fail to equal to 0 in our test. Therefore, the Pearson correlation value indicates 0.426 between “Uniqueness: STGDS is fostering towards physical development of all its pupils” and “Uniqueness: At St George's school, the community is involved in the future learning opportunities” which suggest that the two variables as medium correlated to each other. An increase 1 unit in one of the two variables will lead to an increase of 0.426 of the other. The same will happen for increase of reduction. The increase in preparing learners for future responsible citizens at the school will increase the community involvement at the school. Thus, the above statement is justifiable given the markedly small p-value: .000 much smaller than .01 significant values.

The responses include: “pupils are given the responsibilities to cooperate with others to achieve at most success because STGDS intends to cultivate the culture of socially responsible pupils of higher moral culture. The theme also integrates the outside stakeholders who are committed to social collaboration and contributors towards high standards engagement as “integrated community members, parent, teachers and pupils at large”. As most parents represented these themes: “pupils should be able to develop to the fullest social characters for them to be fearless, productive citizens of their society as well as collaborative pupils who are empowered for societal partnership inspiring and motivating individuals.

6.3 The Extent to which the Alignment of the MS to School, Encourages the Pupils Physical Development

Although the question opens entirely to anything possible, the respondents care more about the pupils at STGDS and the environment where teaching and learning is taking place. The concerns are more developing the school and its programs. To bring it on part with international standards through innovations of extracurricular, curriculum and leadership reinforcement.
The innovation of tools such as e-learning and competitiveness is highly encouraged to development of the school. Thus, the third theme arrived from key words such as “physical care”, “environmental well-being”, “physical development”, “physical” or other determined attempts. This represented as for parents “the nurturing of intellectual, emotional, social as well as physical growth of pupils which enables them to convert to their fullest intellect capacity”. “Providing and teaching productive curriculum associated with safer environment” are further examples noted. Pupils anew through “caring of individuals in a safe environment that “enables them to acquire quality education” and for parents “advances the MS where the community will nurture and promote secure learning environment”.

In these results from teachers, the Pearson correlation between Intellectual and social development is about 0.386, social and intellectual development is about 0.386, between physical and Intellectual development is about 0.395, which indicates that there is a moderate positive relationship between the two variables. The Pearson correlation between social and emotional development is about 0.057, between emotional and physical development is about 0.285, which indicates that there is a weak positive relationship between the two variables. But for physical and social development is about 0.594 which indicates that there is a moderately strong positive relationship between the two variables. The relationship between these variables is positive, which indicates that an increase in one variable results in the increase in the other variable. In conclusion, there is insufficient evidence to conclude there is a significant linear relationship between all variables indicates in the teacher’s matrix because the correlation coefficient is not significantly different from zero.

6.4 The Extent to which the Alignment of the MS to School, Encourages the Pupils Emotional Development’

Most respondents believe extracurricular where pupils and parent engage is a positive image to maintain the school image and as it serves and implement the MS of the school which foster to engage all kinds of people through revised curriculum that will match acceptable standards.
Some respondents accreted that the school strategies enacted through the MS provide room for pupils to be inspired through quality leadership and mentoring. The implementation of set goals is very encouraging. Therefore, the theme emotional development was coded through words such as “emotion”, “emotionally” or “emotional development” where used in MS responses for this study. Teachers mentioned for example, “a child to be happy, productive and a well-balanced person, needs emotional empowerment to able to lead, participate in a diverse society”. Parents feel pupils should be “inspired to be inspiring in emotional decision making and motivated to be strong at heart when facing emotionally challenges”. Pupils represent that “pupils are enthusiastic and eager to achieve higher standard”.

Also, as result on pupils a significant a weak relationship between “Uniqueness: STGDS is fostering towards academic success of all its pupils” and “Uniqueness: St George's school encourages life-long learning”, \( r = .30, n = 130, p < .000 \). \( H_1 \) -All stakeholders positively affect the physical development activities of STDS through the MS. Therefore, the Pearson correlation value indicates 0.305 between “Uniqueness: STGDS is fostering towards academic success of all its pupils” and “Uniqueness: St George's school encourages life-long learning” which suggest that the two variables as medium correlated to each other. When an increase 1 unit in one of the two variables will lead to an increase of 0.305 of the other. The same will happen for increase of reduction. The increase in fostering academic at the school will increase in encouraging life-long learning at the school. Thus, the above statement is justifiable given the markedly small p-value: .000 much smaller than .05 significant value. This means that intellectual development of pupils is not entirely affected by the implementation of school development programs or ideas.

Therefore, from the correlation table, it can be seen that correlation coefficient equals 0.305, indicating a weak relationship, as surmised earlier, \( p < .001 \) and indicates that the coefficient is significant different from zero. We can conclude that for STGDS MS there is evidence that physical development is related to uniqueness of the school. In particular, it seems that the more the school activities are aligned to schools MS the greater their physical development \( (r = .30, n = 130, p < .000) \).
Parents mostly included “develop child-cantered opportunities for pupils to experience ongoing success and academic excellence. Teachers included key words such as social particularly as “it is essential that education be provided to all pupils”, “to be collaborative partners among parents, pupils, community at large and teachers with combined teaching and learning effort. Pupils also responded for example, “to be inspired for excellence in their school work and be provided with life-long learning opportunities”.

As result on with Parents, there is a significant a moderate relationship between “Uniqueness: St George's school, aim at outperforming other private schools” and Implementation: The schools mission statement is used to develop and select the methods for assessing our progress towards implementing school programs”, $r = .34, n = 38, p < .000$. We reject the $H_4$ - All stakeholders positively affect the emotional development activities of STDS through the MS. Therefore, the Pearson correlation value indicates 0.349 between “Uniqueness: St George's school, aim at emotionally outperforming other private schools” and “and Implementation: The schools mission statement is used to develop and select the methods for assessing our progress towards implementing cultural doctrine school programs” which suggest that the two variables as medium correlated to each other. When an increase 1 unit in one of the two variables will lead to an increase of 0.349 of the other. The same will happen for increase of reduction. The increase in outperforming other private schools will increase the used to develop and select the methods for assessing progress, programs and performance. Thus, the $p – value$ between emotional development and MS is 0.349. Because the $p – value$ is greater than the significant level of 0.05, there is inconclusion evidence about the significance of the association between the variables.

The quality of accessible learning environment, significance of learning, integral technology, games, play excursions to develop a better knowledge acquisition through emotional involvement of pupils, indicated a positive outcome that means pupils are constantly emotionally prepared at STGDS.
7. DISCUSSION

In this study, correlation analysis of data comprises the major purpose of schools MS in this study ought to examine the roles and usefulness of implementing a MS to advance the school. Consistent with our hypothesis, we found significant relationship between intellectual, social, physical and emotional growth in pupils with MS at STGDS. These can be confirmed as stated by the strength of the relationship between the four measures of pupil’s development, as was rather similar across all measure and supported by the mean, standard deviation and qualitative contribution. The understanding of how the school community perceive the MS of the school and to determine how the MS inspires: Pupils growth socially, emotionally, physically and intellectually.

As illustrated in the theory section, STGDS MS is capture in four dimensions of children development needs. Ironically, this study confirms that all hypotheses contain positive relationship between the four measures. Thus, our study shows that intellectual and social developments are significant drivers of pupils’ development through aided by aligning the MS school planning, strategies and implementation, which in turn impact the emotion and physical development. The key elements in development are the cognition and social capacity of pupils. The findings on the perceptions of towards the MS to advance the school and the pupil’s achievement were further discussed in education quality which revolves around pupil’s creative and emotional development, learning to support the objects of the MS which is associated with citizenship, security and equality promotion.

Our results confirm that the MS alignment encourages the intellectual development of pupils at STGDS although not entirely related. With the first hypothesis, the results show the school may considerably enhance the MS through the development of intellectual capacity of the pupils. As a defined vision, the implementation and strategic planning with the various set of values that come from with and are highly rooted in the school culture, it drives the all other aspects of development and decision towards MS of the school (Popov et al., 2015). When a school on the core values looks to assist to adequately prioritise resources and make important decisions consistently. With the first question and hypothesis on intellectual, the results show that once a
school is committed to its MS in conjunctions with core values that determines the course of the school’s actions and decisions, results facilitated the perception towards the MS across the external stakeholders and enforces commitment. The study shows that intellectual development is one of the significant drivers of MS at STGDS.

This suggest that female teachers believe in social development which includes collaboration learning, pupils team work, co-operations among teachers and the community, school community engagement has important influence on nurturing children to become better citizens and to achieve their set objectives that will lead to enforce the schools MS. The second hypothesis indicates that social engagement at school strengthens the MS of the school. Social development is associated with innovation among children, teachers and parents, proactive participation while taking calculates risks. Parents, teachers and pupils who relate social development to decision making, shows resulting behavior contribute to actively set strong bonds and trust that generate growth that will assist children to believe in themselves among different people and adapt to various environments.

Social development reflects the school leader’s awareness of the bigger picture on the mission of the school in order to prepare pupils to become socially potential members of the society. This indicates that leaders broaden the social understanding of the pupils to develop more into acceptable personal attributes (Lee, 2013). As the second highly frequent theme directly linked to collaborative learning and internal as well as external partnership that ignite pupil’s success defines the school’s consistency specifically the common planning that involves the broader society which relatively shows in the study MS.

Physical development influences the children to abide to the MS of the schools (Fergusen et al., 2013, p. 444). Growth entails understanding the environment and the policies, plans and decisions taken to foster the school’s well-being. Significant relationships among the measures confirm that building children’s well-being is the start of growth. Positive relationship between measures is evident in support of significant association between social, emotional and intellectual development. One can conclude on pupils’ results, as the relationship between these variables remains positive, which indicates that an increase in one variable results in the increase
in the other variable. In conclusion, there is insufficient evidence to conclude there is a significant linear relationship between all variables indicates in the pupils’ matrix because the correlation coefficient is not significantly different from zero. The Pearson correlation between Intellectual and social development is about 0.285, intellectual and physical development is about 0.255, which indicates that there is a weak positive relationship between the two variables. The Pearson correlation between intellectual and emotional development is about 0.432, between emotional and physical development is about 0.407, between physical and social development is about 0.431, which indicates that there is a moderate positive relationship between the two variables. But for Emotional and social development is about 0.626 which indicates that there is a moderately strong positive relationship between the two variables.

The above results therefore some confidence that the school is indeed fostering towards great achievement as one will clearly notice that leadership at the school work around the clock to make the school a better institution. There seems to be ownership of the MS from teachers and the community which shows in the results. The planning of the school process are accessible to everyone involve that makes it possible for high motivation of teachers to work for the school and very inspiration for pupils to attend the school.

As Fergusen et al. (2013) believes that availing a caring, secure and safer environment contribute to pupil’s success through school development programs, school strategies and community involvement that will be vital for the high standard school performance. Thus, the outcome of the result provides challenges for MS to enhance better environments that focuses on attaining academic success. Providing this type of support to pupil’s shows that the importance of nurturing pupils for academic success, (Nsiah & Walker, 2013) must strive for highly proficient growth of human person. Qualitative analysis suggestion the emotional development as one of the frequently mention theme closely followed the physical development. Emotional development provides opportunity for pupils to establish better resilience during especially during major growth periods of early childhood and adolescence.

Meanwhile teachers are the backbone of the school processes, and should be critical to improving learning by supporting the system, support the community and the overall plan of the
school, they become significant in improving the efficiency in implementing the MS objectives as well as sustain high level required to enhance the desired achievement of the MS. Thus, teachers’ professional attributes and attitude, motivation and the utmost energy they invest in pupils are critical in teaching and creating learning of integrity.

7.1 Future Aspirations

This study confirms that the four measures contribute towards the growth of the children. Namibian school principals are in search for teacher and pupils with attitude as much as they not looking for aptitude especially when they are hiring teachers or recruit new pupils to become part of their schools’ culture. Thereby, looking appropriate candidates to carry the schools MS and culture to greater heights, the preference goes to develop individuals with the right outlook than hiring those with great skills but have a low aspiration and low motivation. Thus, if teachers, pupils and parents are motivated, upbeat and eager to learn new skills and acquire knowledge that will prove an edge towards the MS of the school which is what leaders would want to have.

Instructions look for individuals with high levels of emotional intelligence who are able to co-operate in a diverse working environment. Schools as well as institutions of high education therein, need to produce pupils/individuals with better interpersonal skills because they are more likely to thrive when they collaborate and understand leadership better who are daily entrusted to foster forward their schools MS.

MS of a school advocates for a diverse life experience in multi-disciplinary environment which is needed within all teachers. Teachers with the ability for leadership skills that will inspire the community, cultivate the culture to in doctrine the schools MS informally and formally. This is possible only if teacher and the community at large understand the culture of the school. Cultural fit requires how fast an individual can adopt to the core values and collective behaviors that make up the school. Thus, right fit advocate happier teacher staff which will encourages them to perform to the school’s expectation and achieve the set goals. These possibilities are thus edged through MS that is able to shape schools’ culture, the geographic location, personality traits,
values and working style. Therefore, the school has to implement its MS to enforce uniqueness from the rest in a challenging environment.
8. CONCLUSION

Although school around the world are faces with troubles in running, implementing and maintaining functioning school, obviously some effort in building culture of nurturing future generations with potential qualities to survive any wind turbulence is imminent. The argument can vary about the alignment of MS to the management process to ensure that the school is guided to efficiently challenge the technological invasion, fiscal challenges and confront social disparities with smarter approach through planning. More parents, teachers and the society make critical review of the MS of school to gain insight about their operations. AS for STGDS, adopting MS shapes strategic decision-making, to inform and guide internal and external stakeholders. Effective MS influence all activities if not most of them in a school that lead to the enhancement of the pupil’s favourable development. In this study I have elaborated a process for aligning curricula with the school’s mission of creating positive social change for pupils, staff and community and the understanding of the general education.

Most impressive schools possess a vivid direction. As defined by many researchers, they indicated that schools that clearly demonstrate knowledge on their MS become more effective and efficient in running it day by day. A MS acts the empowerment too to all stakeholders involved the operations of the school. Although, there is a perceived behavior that the existing culture in education seriously inhibits the performance of pupils and the contribution of the society. The study shows, and it seems teacher’s motivation and give pupils insufficient information to maintain the MS for accolade achievements. AS it has been noted, MS act as the driving force behind the successful school strategies of private school’s mission.

As Allen, Kern, Vella-Brodrick & Water (2018, p.251) pointed out that, there are a number of reasons why it’s important for a school to align their MS, thus deem it immensely important to advance the schools MS. For a private school to attract pupils and educators of high quality, communication of a high standard is prerequisite for a positive image for the school. For this reason, that there is a need to advance the MS through efficient strategies to improve the school’s services, school performance and uplift the relationships with the school community.
Moreover, and vital, MS should inspirational to all stakeholders through renewed motivation for the school to achieve those goals that its MS seeks to attain. A MS thus, being the driving force of all school activity. To evaluate the MS alignment to various school activities, a clear focus must be conveniently positioned towards pupil’s academic performance. By incorporating and overcoming challenges, support the planned and necessary higher levels of academic achievement with commitment. Pupil’s social development activities should be incorporated in the MS as it is an important aspect that empowers pupils to lead their lives into a brighter future with both social and intellectual skills.

In conclusion, the school management should clearly express and acknowledge the obligation for the school to work in association with its pupils, teacher’s administration staff, the community, school council and all necessary stakeholders to achieve the total purpose. Consequently, the desired philosophy and dedication towards the development of an effective and highly performing school, MS must be employed and fully accepted as a living written record with day-to-day practical details guiding all involved about the school existence. For the school to stay credible in nurturing the pupils honestly especially maintaining and arouse the intellectual, social, physical and emotional growth of young people and trust. The school need to align its day to day operations to the mission statement that acts as the guiding base and the reason and purpose for existence.

8.1 Evaluation of the Study

The study provided clarity about the relationship between teacher, pupils and parents and broad understanding of how the STGDS MS is perceived in regard to the growth of a child as “WHOLE” that entails four measures mentioned in the study. The study uncovers that there is no significant evidence between the measures. As a result, the community involvement, school programs, school strategies have a huge duty in helping the school to nurture pupils through vigorous school development activities, while giving them several opportunities and experiences that will boast the education in the country.
The study unveils various elements that are important. The MS which is regarded as the statement that portrait the vison that serves to guide the school programs, planning of various activities, and development of appropriate exciting pupil’s activities in conjunction with the community as well serving as the basis of internal and external communication tool for the school. This is to drive the effectiveness and efficiency of all members of the school to attain the set objectives for the success of all pupils to raise their potentials.

Consequently, the MS process is a lengthy journey to in-doctrine all members, thus it requires ample time, sufficient to develop and implement a MS that will leads the school to achieve notable performance while giving the pupils the opportunity to grow in self-confidence.

Lastly, the MS is essential tool for ownership. The important findings during this study, was the advocating of ownership of the school’s activities through planning process that will effectively implement the MS. Thus, the study reveals that teachers, pupils and the community at large need to work hand in hand to make the school a place where productive citizens are groomed. These include several stakeholders driven by the leadership of the school through community engagement, school development activities, strategic planning and decision making that cater for all affected in enhancing the growth of pupils in school. Therefore, the MS should be the reinforce school activities constituting the basis for recruitment and hiring prospective newcomers that will easily adopt to the directions of the school.

8.2 Limitation of the Study

According Creswell & Clark (2018) on qualitative inclusion as with many, qualitative examination generalizability is not part of this kind of studies as though it ought to find what the underlying social phenomenon is. This study is looking for the perception towards the advancement of one school MS because not many of us paid attention to what it inferred and set out in the community. The research was to a certain the extent constrained by time schedule, finance, implication of scarcity of information about the study. The study acknowledges that the size is little on study that took place. The study was done at one private school in the Khomas
Region, although there are other private schools with similar situation. This study had the further limitations: The information nature of sensitivity and answers gather from the respondents may possess a consequence on participant’s responses. Participants may be unwilling to answer to the questions associated to their competitive advantages and long term-plans. As private schools are in a competitive market among others, the headmaster may be unwilling to disclose full facts, especially those relating to pupils’ number, class structure remuneration and market strategy.

The selection and the number of participants does not permit a generation of result to the entire population. Considering more extensive follow-up study may produce a better tolerance of the complexity about the perceptions towards MS to enhance the school’s performance. The study assumes that teacher’s perception of their principals and of their occupation contributes significant to the explanation of the MS. Furthermore, teachers’ perceptions are subjective and it may be that their perceptions are affected by other various factors such as influences or remuneration. Consequently, the electronic data collection methods have increased and becoming common, it is still possible that the methods can lead to bias in the findings, notably non-repose bias, specifically that the study is unable to account for those participants that did not respond to the survey. More so, as the discussion in the results section that there were no significant differences found between the measures.

8.3 Implications for Further Studies

At the beginning it was hard to find Namibian related information which has causes a lot of discomfort to relate the study to since there is no evidence of any other research done on a MS of schools in Namibia.

The study reveals that the arrangements to enhance the school’s performance and education delivery at its best, the stakeholders should develop a meaningful MS and increase the participation of non-managerial teachers and other staff in the implementation of the MS.

Thus, the study acknowledges further studies in schools regarding the impact of the MS in Namibia.
REFERENCES


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APPENDIX

(I) TEACHERS

Questionnaires (E-Lomake):

St George's Mission Statement

MISSION STATEMENT OF THE STGDS

Mission Statement Survey. All data collect will be confidentially handled and use for this Survey purpose only!

Section A

What is your gender?

What is your role of association at the school?

What is your Nationality?

How many years have you been a parent/Teacher/Admin at the school?

How many years of teaching experience as a teacher in your entire career, do you have
### Uniqueness

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<th>Neither Agree nor Disagree</th>
<th>Agree</th>
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<td>I can make a clear distinction between our school mission statement in term of what they are intending to accomplish</td>
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<td>I consider our school mission statement significantly different from other schools in Namibia</td>
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<tr>
<td>St George's school is fostering towards academic success of all its learners</td>
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<tr>
<td>St George's school, aim at outperforming other private schools</td>
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<td>At St George's school, learners have acceptable behaviours</td>
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<td>At St George's school, learners are stimulated to learn</td>
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<tr>
<td>St George's school provide equal education to all its learners</td>
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<td>At St George's school, parents are enthusiastic about the schools activities</td>
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<td>St George's school, there is mutual respect between learners and teachers</td>
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<tr>
<td>At St George's school, there is mutual respect between parents and teachers</td>
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<td>At St George's school, learners are prepared to become future responsible citizens</td>
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</tbody>
</table>
At St George's School, learners are allowed to lead and be responsible for their achievements
At St George's School, is a safe and friendly learning environment
At St George's School, people from different backgrounds are appreciated
At St George's School, teachers motivate innovativeness
At St George's School, learners are daily inspired
At St George's School, teachers are enthusiastic to teach
At St George's School, learners are enthusiastic to learn
At St Georges School, teachers are committed towards excellence
St Georges School, parents are committed towards excellence
St Georges School, administration staff members are committed towards excellence
St Georges School encourages lifelong learning
St Georges School, community is involved in future learning opportunities

At St George's School, emotional development is encouraged? Please Justify your Answer:
At St George's School, intellectual development is encouraged? Please Justify your Answer:

At St George's School, physical development is encouraged? Please Justify your Answer:

At St George's School, social development is encouraged? Please Justify your Answer:

**SECTION C**

Implementation

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<th>Strongly Agree</th>
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</thead>
<tbody>
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<td>The schools mission statement is implemented for its purpose</td>
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<tr>
<td>The schools mission statement is reviewed periodically as part of the process for continuous improvement</td>
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<td>I am directly involved in the implementation and revising of the schools mission statement</td>
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</tr>
<tr>
<td>My level of participation in the implementation of the school mission Statement positively affects my level of commitment</td>
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<td>I use the school mission statement to communicate a clear purpose to all our students and parents of what we do in our school programs</td>
<td>○</td>
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</table>
I use the school mission statement to develop focus for the teaching and learning.

I use the school mission statement to clarify expectations of the learners' performance in school.

I use the school mission statement to guide my short-term and long-term planning.

I use the school mission statement, when I make decisions related to resources allocation.

I use the school mission statement, when I make decisions related to personal behaviour.

I use the school mission statement, when I make decisions related to new ideas or program adoption.

I help fellow teachers to use our school mission statement as a reference point to guide learners' in classroom and outdoor practical activities.

I use the school mission statement to develop and select the methods for assessing our progress towards meeting our schools short-term and long-term goals.

I use the school mission statement to develop and improve the schools short-term and long-term goals.

Compared to all other responsibilities I have as a teacher, promoting and using the schools mission statement in my actions is most significant.

In what other ways do you use the schools mission statement in teaching and leadership practices?
If you were given an opportunity to change the mission statement of the school, what will it be and why?

### SECTION D

**Personal Opinion**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
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<tr>
<td>The schools mission statement fits my personal goals and values as a teacher</td>
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<tr>
<td>In order to better my job as a teacher, the schools mission statement must be consistent with my personal philosophy of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most learners in your classroom know the schools mission statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most parent are committed to the mission statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Having learners and parents committed to the schools mission statement helps the overall schools performance</td>
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<td>My behaviour as a teacher is affected by whether or not learners and our parents can identify with the schools mission statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you personally think about St Georges School?
Thank you very much for your participation
The Survey's information is highly confidential and Participants Privacy is protected.

ST GEORGES MISSION STATEMENT

My school's Mission Statement

SECTION A

What is your gender?

[ ] Male

[ ] Female

What is Your Nationality?

[ ] Namibia

[ ] South Africa

[ ] Zimbabwe

[ ] England

[ ] German

[ ] Botswana

[ ] Angola

[ ] Zambia

[ ] India

[ ] China

[ ] Other

How many years have you been a learner/student at the school?

[ ] Less than 1 year

[ ] 1 year

[ ] 2 years

[ ] 3 years

[ ] 4 years
Highest grade completed.

- 5 years
- 6 - 10 years
- 11 - 12 years
- 14 years

SECTION B

Uniqueness

<table>
<thead>
<tr>
<th>I can make a clear distinction between my schools mission statement in terms of what they are intended to accomplish</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I consider our schools mission statement significantly different from other schools in Namibia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St George's school is fostering towards academic success of all its learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Georges School, aim at outperforming other private schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At St George’s, Learners have acceptable behaviour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At St George's, Learners are stimulated to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Georges provides equal opportunity to all its learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At St Georges there is mutual respect between learners and teachers
At St George's school, there is mutual respect between parents and teachers
At St George's school, learners are prepared to become future responsible citizens
At St George's school, teachers are enthusiastic to teach
At St George's school, learners are enthusiastic
At St George's school, teachers are committed towards excellence
At St George's school, parents are enthusiastic about the schools activities
St George's school encourages lifelong learning
At St George's school, the community is involved in the future learning opportunities
St George's school enables children to develop to their fullest potential
At St George's school, learners are allowed to lead and be responsible for their achievements
St George's school, is a safe and friendly learning environment
At St George's school, social development of learners is encouraged
At St George's school, intellectual development is encouraged
At St George's school, physical development is encouraged
At St George's school, people from different backgrounds are appreciated
At St George's school, teachers motivate innovativeness
At St George's school, learners are inspired daily

SECTION C
## Personal Opinion

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<tr>
<td>Our School mission statement fits my personal goals and values as learner/student</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Most of the learners in your classroom do know the mission statement of school</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Most parents are committed to the mission statement of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My behaviour as a learner is affected by the mission statement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

What do you personally think about St Georges?

Why do you think St Georges is a good/bad school?

What do you want to be changed at St Georges School?

PROCEED
ST GEORGES MISSION STATEMENT

Dear parents

This is a Case Study on St Georges Mission Statement. Data collected will be highly confidential, will only be used for the intended purpose and therefore your participation is voluntary and highly Appreciated.

SECTION A

What is your Gender?
What is your role of association at the school?
What is your Nationality?
How many years have you been a parent at the school?
Education Level
Completed
## SECTION B

**Uniqueness**

<table>
<thead>
<tr>
<th>Statement</th>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
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<td>At St George's school, parents are enthusiastic about the schools activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
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St Georges School encourages lifelong learning
St Georges School, community is involved in future learning opportunities
St George's school enables all children to develop to their fullest potentials

At St George's School, intellectual development is encouraged? Please Justify your Answer:

At St George's School, social development is encouraged? Please Justify your Answer:
At St George’s School, physical development is encouraged? Please Justify your Answer:

At St George’s School, emotional development is encouraged? Please Justify your Answer:

SECTION C
Implementation

<table>
<thead>
<tr>
<th>The schools mission statement is implemented for its purpose</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>The schools mission statement is reviewed periodically as part of the process for continuous improvement</td>
<td></td>
<td></td>
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<tr>
<td>I am directly involved in the implementation and revising of the schools mission statement</td>
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learners performance in school

The schools mission statement is used to guide my short-term and long-term planning

The schools mission statement is used when teachers and the management make decisions related to resources allocation

The schools mission statement is used when teachers make decisions related to personal behaviour

The schools mission statement is used when the school makes decisions related to new ideas or program adoption

The school help teachers to use the school mission statement as a reference point to guide learners' in classroom and outdoor practical activities

The schools mission statement is used to develop and select the methods for assessing our progress towards meeting our schools short-term and long-term goals

Compared to all other responsibilities teachers have, promoting and using the schools mission statement in their actions is most significant

In what other ways do you use the schools mission statement in teaching and leadership practices?

If you were given an opportunity to change the mission statement of the school, what will it be and why?
In what other ways do you use the schools mission statement in teaching and leadership practices?

### SECTION D

**Personal Opinion**

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<tr>
<td>The schools mission statement fits my personal goals and values as a parent.</td>
<td>○</td>
<td>○</td>
<td>□</td>
<td>□</td>
<td>○</td>
</tr>
<tr>
<td>In order to better teachers job, the schools mission statement must be consistent with personal educational philosophy.</td>
<td>○</td>
<td>○</td>
<td>□</td>
<td>□</td>
<td>○</td>
</tr>
<tr>
<td>Most learners understand the schools mission statement.</td>
<td>○</td>
<td>○</td>
<td>□</td>
<td>□</td>
<td>○</td>
</tr>
<tr>
<td>Most parent are committed to enhance the mission statement.</td>
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What do you personally think about St Georges School?
What do you want to be changed at St Georges School?

PROCEED

Thank you very much for your participation!
UNIVERSITY APROVAL LETTER

Philosophical faculty
School of Applied Education Science and Teacher Education

To Whom It May Concern

Namibian teachers, who are participating in Master's Degree Programme in Primary Education as a part of their studies, are conducting dissertation research. These studies consist of three different parts: a) planning seminar, b) working seminar and c) research report. To be able to complete the dissertation, they have to conduct empirical data collection, which is recommended to be carried out in Namibia. As a supervisor of their master's thesis, I ask for Your kind support for their data collection under all necessary ethical requirements.

In Joensuu, 15th November, 2017

Sari Havu-Nuutinen
Professor
Academic head of the Master's Degree Programme in Primary Education
Supervisor of Thesis

UNIVERSITY OF EASTERN FINLAND
Itä-Suomen yliopisto

JOENSUU
CONSENT LETTER

University of Eastern Finland, Joensuu Campus
Philosophical Faculty
School of Applied Educational Science and Teacher Education

Gustav Gustav
Peltolankatu 5D 47
Joensuu, 80220
Finland
15th December 2017
E-mail: gustvg@uef.fi

Dr. Archford Musodza
The Executive Head
St Georges Diocesan School
P.O. Box 68
Windhoek
Namibia
RE: APPROVAL TO CONDUCT MASTER’S THESIS DATA COLLECTION

Gustav Gustav, a master’s degree student at the above-mentioned institution. It is with pleasure to announce that I have chosen your school to contact in a master’s research questionnaire which aims at assessing the implementation of inclusive education in Namibia. Your input is precious to the outcome of this study. I will as well conduct some observations in some of your classes, so your support in this regard will be highly appreciated. The study is planned to start from the 10th January 2018 till the 29th of January 2018, of which six schools will be visited.

Your answers are of great value to this study whether or not you have much experience teaching students identified as having some special needs in your general education classroom. Every effort will be made to safeguard your identity, and any information you provide will remain anonymous.

Your responses are essential to have complete and useful data on the study as well as contributing to the larger goal of assisting in meeting teachers and student’s needs. If you have questions or concerns, please feel free to contact me at +358449531274/ +264817871976 or on the abovementioned email address. A consent letter for the participant to sign is attached to this letter.

Thank you in advance for your time and participation.

Yours sincerely

Gustav Gustav

Master student (University of Eastern Finland, Joensuu Campus)