

A STUDY OF BILINGUAL SCHOOL EFFECTIVENESS IN CHAOYANG DISTRICT OF BEIJING, CHINA

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ABSTRACT

The purpose of this study was to determine the effectiveness of a bilingual school, Beijing Zhongde School, in Chaoyang District of Beijing, China in the ten dimensions: academic expectations, academic norms, academic efficacy, safe and orderly environment, quality of instruction, parent/school relationship, leadership, job satisfaction, staff development, and student achievement.

A mixture of quantitative and qualitative methods were used, including four sets of questionnaires, documentary study, a teachers' focus group, an interview with the principal, six classroom observations, and a school observation. The population was 2,362 people including 1 principal, 101 teachers, 1,130 students, and 1,130 parents in the school. The sample was 990 people including 70 teachers, 460 students, and 460 parents in the school. The data was analyzed by mean, standard deviation, and content analysis.

Results showed the school's situation of effectiveness was positive. The students' overall perception was at the highest level with the highest mean of 4.29 (S.D.= 0.371), followed by the teachers with 4.20 (S.D.= 0.369), and the parents with 4.03 (S.D.= 0.389), while the principal's was moderate with 3.64. The students, the teachers, and the parents had high average perception levels on each dimension, while the principal had high levels on 5 dimensions and moderate on 3 dimensions. The documentary study showed high student achievement. The qualitative studies displayed the positive teaching and management process.

This research enriches school effectiveness research findings on bilingual education in China. Based on the findings, it is recommended for the government to increase investment in bilingual education to meet the call of globalization in the changing society. This sample school is recommended as a good model to develop the quality of bilingual schools in China. The multi-dimensional methods are recommended for examining school effectiveness in the future so as to improve the overall program for bilingual education. Governmental financial support for students from the lower class is needed for equity of education. At the school level, it is suggested to encourage parental participation. Further studies might sample more schools in different districts and areas.

KEY WORDS: SCHOOL EFFECTIVENESS/BILINGUAL SCHOOL/BEIJING
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