APPENDIXES

APPENDIX A: THE RESEARCH QUESTIONS USED IN THIS STUDY

SECTION A: RESPONDENTS’ PERSONAL INFORMATION

Name...
Age...
Home language...
Marital status...
Sex: Male ( )  Female ( )
Number of years as a principal...
Qualifications...

Mr/Mrs/Miss

Before I can go further, I would like to thank you for honoring my request and sacrificing your time to allow me to come and interview you. I would like to make you aware that whatever information is given here will remain confidential. Your name and the school’s name will not be disclosed. This information is for study purpose. I am an M. Ed student doing my research study at UNIVERSITY OF JOHANNESBURG.

SECTION B: INTERVIEW QUESTIONS

The following interview questions are directed to school principals:

1. How do you involve your subordinates in decision making?

2. Do your subordinates have authority in implementing their decisions?
   If no: What are your reasons?

3. Do the teaching staffs practice the new methods of teaching according to OBE?
   If yes: How is the learners’ performance?
   If no: What steps have you taken to ensure that OBE approaches are implemented?

4. How do you check that effective teaching and learning do take place?

5. If learners’ performance is not satisfactory what type of intervention is provided?

6. What do you do to assist educators in their teaching problems?

7. Is there a school policy that guide all the stakeholders when working towards education of learners?

8. Do learners and teachers conform to the schools policy and constitution?
9. Is the environment under which education takes place conducive to the culture of teaching and learning?

10. How do educators assist each other in problems that concern education?

11. What are the strategies that have been adopted to bring the effective culture of teaching and learning to the picture?

12. What effects do these strategies have on the culture of teaching and learning?

13. Why did you choose these strategies?

14. How are parents involved in the education of their children?

15. How are tasks allocated to educators?

16. What is the role of the school governing body to the effective success of the school?

17. How are learners involved in participating toward effective learning?

18. How do you involve the following stakeholders in school activities School Management Team, educators, learners, parents and external bodies?

19. What are the problems that you encounter within the school environment? Does the school have teaching and learning policy?

20. How do you handle the misbehaviors of the educators and learners?

21. How do you perceive the performance of the educators and learners?

22. How actively are the following involved in the school’s activities the community and the business sector?

23. Does your school have a functional laboratory? If not available what steps have you taken to have it in your school?

24. Does the school have a functional library? If not what have you done about it?

25. How do you develop educators professionally?

26. How are learners encouraged to deliver their best performance?

27. Do you motivate and reward educators for their exceptional performance?
If yes: How?
If no: Why?

28. Comments:
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APPENDIX B: RESPONSES FROM SCHOOL PRINCIPALS

School A: Responses

1. Delegate jobs to subordinates to make responsible decisions independently and be able to account for them.

2. Yes. Since they can account for any decision taken.

3. Yes. They have been attending OBE workshops learner performance is average. The three quarters perform well.

4. The job is delegated to heads of departments who also have to report back to me.

5. It is the responsibility of the subject teacher to decide on the type of intervention to be done.

6. Arrange workshops and in-service training. We first start by using our own human resources and if there is no one who has that particular skill we arrange for external consultants.

7. Yes. Educators and the SGB draw it.

8. Yes. We talk very strongly to them.

9. Yes educator learner communication is smooth and their relationship is quite warm. Educators are free to request assistance.

10. I encourage teamwork.

11. The starting point is to discipline teachers and learners.

12. Learners pass in great numbers and educators do their work.

13. If there is no discipline there will be no order. Educators would do as they please and will not do their work and learners would not study and the pass rate would be very poor.

14. We now and then call a meeting to discuss the progress of their children.

15. According to their ability and skills achieved their experience and expertise.

16. Their governance is positive. They support the educators and assist them by ensuring that there is discipline within the school environment.
17. We involve learners through the Learner Representative Council (LRC) and school councilors to discuss issues that have problems.

18.
- Allocate duties to educators according to their job descriptions.
- Assign tasks according to their ability.
- They participate through learner representative council.
- Through meetings and through SGB.
- Involve them according to activities that are to take place and we invite those who have expertise in that particular field.

19. Drug abuse by learners. We always refer them to NICRO. Yes we have a teaching and learning policy.

20.
- Warn them. If there is no change we will take legal steps, through Education Employment Act and SASA.
- We talk to them, If they do not change we call them to discuss the matter and if they continue misbehaving we suspend them. The length of the suspension depends on the seriousness of the misconduct.

21.
- Good.
- Good.

22.
- We do involve them but they do not participate.
- Even the business does not participate and when requesting donations they do not offer us. They claim that they already have schools, which they have adopted.

23. Yes: It operates properly and we have furniture and laboratory equipment.

24. Yes: The library has good books which learners can refer to for their class projects.

25. By in-service training and workshops.

26. We give them awards and or arrange for learner exchange with overseas learners of Sand fjord Vinderegaende Skole of Sand fjord in Norway.

27. Yes: We offer awards and send them to Sand fjord Vinderegaende Skole to go and teach there as an incentive and to learn more about teaching and learning methods and learn other teaching skills.
28. No comments.
School B: Responses

1. We have an SMT, which administers the daily running of the school and supplies information to their department. They discuss issues of the department that educators encounter. The SMT reports to the management the problems, developments and challenges, educators make decisions in their departments and bring them to SMT. We also use staff meetings to involve educators to allow them to make decisions.

2. Yes, there are certain periods were we capacitate educators on how to make decisions.

3. We are further education training. We have not yet been trained to start with OBE approaches therefore we have not implemented OBE methods since the school starts from grade 10 – 12.

4. We have a school management plan which informs all educators about the curriculum activities which have to be implemented for the year. The plan has dates of implementing certain duties and responsibilities. We make sure that those responsibilities and duties are adhered to.

5. We use different departments to find out the problem areas through subject meetings. We also seek advice from district subject facilitators. We engage parents through learner progress meetings which take place in the evening once every term. To as them to ensure that learners study.

6. We from time to time invite subject facilitators to advise us. We also encourage educators to interact with other educators from other schools through clusters.

7. Yes. SGB together with SMT drew-up the school policy.

8. Yes: They are called to a disciplinary committee where they are reminded about their respective disciplinary measures they have to adhere to. If they still continue the SGB disciplinary committee intervenes.

9. Not entirely. As a school, which is situated in a disadvantaged area, we lack resources; for example: Material and human resources.

10. Our educators are involved in labour unions; it is in their meetings where they highlight their problems, most of them we resolve in such meetings and also through clustering of schools gives educators an opportunity to discuss about problems that concern education.
Mainly school monitoring by the respective district have played a major role in making sure that there is a culture of teaching and learning in the school. The principal also brings in disciplinary measures and strategies that will ensure that there is accountability in both educators and learners. Learners are also included through the learner representative council which from time to time we have workshops for development held by the department ‘officials which is funded by the department of education.

They have a positive effect because our pass rate has been growing from 38.29% to 94.2% in grade 12 in 2003.

These strategies came about because there was a migration of learners from the township to the suburbs with the idea that there is no culture of teaching and learning in the townships this had a negative impact to the job security of educators in the township. Parents of learners in the township were beginning to dig deeper into their pockets to make sure that their children get effective teaching and learning and quality education.

Encouraged to attend learner progress meetings, which take place once every term. Parents’ response has not been positive because most of them are not educated. They ignore our invitation. We also encouraged them to visit our school after teaching hours. Only few parents do come.

We’ve got different committees for example: The disciplinary committee, Entertainment committee, Cultural committee, Bereavement committee, morning devotion committee and Sports committee. Each committee is lead by an educator who chairs in all the meetings and makes sure that the policies are formulated and implemented.

The SGB is in charge of the governing of the whole school. They implement policies such as admission, regulate times of the school, and they determine the language policy of the school. They are also responsible for formulating a policy for code of conduct for both learners and educators and maintain the school buildings. They are also responsible for determining the effective running of the school finances, which include running of the school fund, drawing up of budget from the finances of the school.

From time to time learners are engaged in workshops for development and in turn disseminate the information they have gathered through these workshops to the entire student body. The school also invites motivational speakers from time to time to motivate the entire student body.

SMT is comprised of HOD and subject heads, principal and deputy, heads of department head their respective departments and subject heads and specialists in their own subjects and the deputy principal heads all the curricular activities in the
school. The principal is responsible for the general running of the school and is assisted by the SMT.

- Educators are encouraged to be involved in co-curricula and extra-curricular activities of the school.
- Each classroom elects two learners to represent their classroom. This body forms part and parcel of the Learner Representative Council.
- Parents are invited to come to school from time to time to get advice on how they can be involved in the learning of their children. This is done through learners’ progress meetings, which take place once every term. The SGB also call a general parents meeting, which take place once every school term. It is in these meetings that parents are informed about the developments that occur within the school environment and their inputs are accepted.
- External bodies are teacher unions and the community organizations around the school. They are also invited from time to time to interact with stakeholders of the school whereby a bond is formed between the communities around the school surroundings.

19.  
- We’ve had burglaries, breaking in by neighboring children, which is caused by high rate of unemployment of people living around the school environment. Exchange of drugs between the learners and drug lords has impacted negatively to the culture of learning within our school. Lack of role models from the community around our school is a disadvantage.
- Yes. We follow the GDE 450 B; 450 c; 450D and 450E school subject policy.

20.  
- Misbehavior of educators is regulated by the acts such as SASA, the Employment of Educators Act (EEA) and National Educational Policy Act. Each educator is provided with a file, which contains all these acts. From time to time these acts are revised in special meetings to make sure that educators understand them and adhere to them. Those who do not adhere to these acts are disciplined through the disciplinary procedures and codes are instituted against them, to make sure that discipline is not a punitive measure but a corrective measure.
- Each learner is given a copy of the code of conduct of the school at the beginning of the year and they are expected to adhere to it. Those who do not are summoned to appear before the disciplinary committee of the school and the necessary disciplinary measures are instituted against them.

21.  
- The performance of educators is of high standard because all the educators are well qualified to teach their respective subjects. They are also involved in self-development in that they are furthering their studies on a part time basis through the various universities around Gauteng Province.
- Performance of learners is average because the school lacks the necessary resources. There is also lack of parental support, which impacts on their
performance. Parents do not attend learner progress meetings regularly and they do not pay the school fees.

22. We’ve been inviting motivational speakers coming from the community to motivate learners about their studies. The community uses school buildings to conduct their meetings and different church denominations use our classrooms for their services. The money for renting contributes towards fund raising activities.

23. No. We have applied for sponsorship from various companies for this purpose but up to now we have never received any positive response. The fund that is provided by the Department of Education is not enough for the implementation of a functional laboratory. We have tried to inform Gauteng Department of Education about this matter but unfortunately we were unsuccessful.

24. No. The library does not have enough resources to cater for a high school such as ours. We have tried to engage the District Education Department responsible for our area, but there were no positive responses.

25. We seek for help from the District Officials headed by the Institutional Development Officials (IDSO) for the developmental programs such as “conflict management and resolution” and “interpersonal relationship” and “financial management skills.” The school has requested the Education Department to arrange funds for the above mentioned programs.

26. During the meetings learners are also invited to attend. They highlight the problems they encounter in their studies. Former students who achieved good results and have since progressed in their respective careers are invited to come and motivate the current learners of our school. The school also gives awards for best performance to learners as a way of encouraging them to learn harder.

27. Every year educators are given certificates in recognition of best performance either to the subject teacher or to the department as a whole. Both academic and extra-mural activities are taken into consideration.

28. Comments

In my opinion it is of critical importance that principals should develop themselves in as far as leadership and management is concerned. For schools to reach the highest and required performance necessary for the development of both educators and learners, the education mentors are required. Principals need to employ consultative and transparent kind of leadership, which they can only
acquire if they can take management and leadership courses through part time basis.

The school, which prosper are those in which the education leaders are aware of all the development and changes, which were brought about by our new democratic dispensation. The principal must teach educators to accept change from the apartheid to democracy and must also make them aware that change is not easy. Consultation and involvement, which is not biased, must be the order of the day in schools.

Proper communication channels amongst stakeholders are of critical importance. The Governing bodies of the schools must also be properly inducted to be able to carry out their duties in an effective and efficient manner. The Department Education must support education by providing the necessary resources to enable educators to execute their duties effectively.

Learners must from time to time be taken to workshops whereby they will be developed to cope with the challenges and demands brought about by the new democracy. Educators must see it as a challenge to change the mind set of the parents of the learners in the school to be involved in the learning of their children. From experience I have learned that learners who do not have the full support of their parents usually do not do well in their school’s work.

In conclusion, I can say, each stakeholder in education must ensure that they play their part for the success of the school.
School C: Responses

1. We call meetings regularly and share ideas, brainstorm and take decisions and make resolutions for whatever problems we encountered. In some cases we hold meetings with subject departments and air our views and come to resolutions for problem encountered get feedback from educators.

2. Yes, as long as they are communicated.

3. They have difficulty in implementing the OBE approach because even after attending the workshops. They feel that they did not achieve any knowledge since the staffs who train them are not conversant with the OBE strategies. There are no textbooks for OBE and teachers end up not knowing what to teach learners. They teach them about taxis and learners do not benefit.

4. We use period registers which are given to LRC members in each class to monitor whether there is effective teaching and learning.

5. The learners write tests regularly and at the end of the term the report is written and if the learner did not perform well we call the parents to discuss the problems. Educators assist learners by offering individual remedy regularly and they are given simple work and as they improve they are given more difficult work according to their ability until the child improves.

6. Most problems are in OBE approaches especially Mathematics, English and Science. Quality learning project is a non-governmental organization project which trains, our teachers who have a problem in those learning areas. They attend workshops once a week. The organization is sponsored by JET STORES.

7. S.G.B has its own policy, which covers all the stakeholders and how they should go on with they work. The school has different policies for each subject. The learners have COSAS and it has its own policy and we also have SACE policy for the code of conduct in the school.

8. Yes. If the teacher does not follow the rules there are two verbal warnings and the third one is a written warning and the educator must also write a letter to state why the school should not take an action against him/ her and in most cases they apologize. The same procedure also happens with learners and we call the parents to report the child’s misbehavior and we try to come to a resolution. Some change but others do not.

10. Yes. We are under good conditions the only problem is lack of school furniture, but other resources are fine.
10. In the area we have clusters of teaching subjects. Each subject has its own cluster meetings where they discuss and solve their competence in that particular learning area.

11. For Grade 11&12 we conduct morning classes and afternoon study for an hour. Sometimes educators take advantage of these afternoons and teach. During June recess the learner have holidays for a week and for rest of the holiday they come for lessons. In September they do not close. Learners are motivated toward learning. Teachers are interested as they take in initiative to have holiday classes. Educators plan the holiday timetable together.

12. We have produced good result.

13. We wanted to have effective quality education and to finish the syllabus to ensure that there is certainly effective teaching and learning.

14. Parents are not supportive. When we hold meetings they come but are very passive. We hold meetings according to Grades at the beginning of the year. Parents do not visit the school to inquire about their children’s progress and problems. They only come at the end of the year when the child did not perform very good to request us to condone the child.

15. By delegation, through the SMT. When it comes to school committees we ask teachers to volunteer to participate in the activity they prefer. For those who do not volunteer we co-opt for them because we wish every teacher to participate in school activities. We allocate subject teaching according to their ability and qualifications of the teachers.

16. The SGB is not fully involved. They only come to meetings and never come to find out about the problems we encounter. They do not raise funds; they are only interested in controlling funds, which they never contribute towards. It is just fortunate that we never encounter serious problems.

17. Grade12 learners attend morning classes and in the afternoon there is study for the whole school.

18. • SMT is involved in teaching and administering and running their department.  
   • Educators involved in teaching and extra mural activities.  
   • Studying and extra mural activities. The LRC are a link between educators and learners. They are responsible for registering the teacher period attendance and whether effective teaching does take place and record for the learner class register which is of great help and make it easy for educators to know who attended the lessons.
Parents are not supportive although we expect them to support us, they are a burden to the SGB.

They offer financial assistance; conduct workshops for teacher and for learners.

Dagga smoking to a lesser extent because it is done by only a small group of boys. We are guided by the “code of conduct” and school’s policy which they know they have to respect.

Yes, We have a period register and Gauteng Department Of Education subject policy, which is called GDE 450 B, 450 C, 450 D and 450 E.

For educators we are guided by SASA and the code of conduct and schools policy and education Employment Act.

Through a schools code of conduct policy.

Performance is excellent about 80%.
Performance is good about 70% because we are not supposed to push learners.

Not at all active.

We have good relationships with businesses such as Vodacom, JET Store and Primedia.

Yes we have Geography, Biology and Science laboratories they are well equipped.

Yes, we have a well equipped library and students use it.

We call consultants to come and conduct workshops in different spheres such as financially, personally, interpersonal relationships and conflict management skills and teaching subjects.

Every year in January we give awards to learners who have performed exceptionally well from Grades 8-12 those who have passed Grade 12 final examination. Last year our results dwindled from 91% in 2002 to 60% in 2003. Most learners in this group had a learning problem.

Yes, we always give awards to educators for their exceptional performance we also throw a party as an incentive these educators are nominated by other educators not the management or me in particular.

I have no comments.
School D: Responses

1. Discussions are made jointly. You consult with members. Anything to be done should be done together.

2. Yes. Discussions can be implemented provided I know about those decisions because in the end I have to be accountable for all those decisions. But if it is something that concerns the curriculum the educators can implement their decisions in class.

3. Yes, they do, because that is the system of the Department of education. They attend workshops to be experts in implementing those approaches and I have also attended those workshops.

4. From time to time the HODs give report so that I can put pressure on those who do not do their work effectively. After checking the educators’ work, I give feedback.

5. We have what we call intervention programs here at school, whereby teachers provide extra lessons. We ask parents to monitor that learners do study at home.

6. Assistance is always there, the HODs are always assisting a subject teacher with teaching methods and presentation and if they can’t reach the learner they call other external educators for assistance. If the learner has a problem that is from home we always refer the learner to outside assistance.

7. Yes. We do have a policy, which is drawn by all stakeholders and parents are also involved and learners are represented by Learner Representative Council (LRC).

8. Yes. We have a disciplinary community. We monitor to find out if learners do conform. We’d call parents if learners continue misbehaving even after talking to them. Concerning educators we summon them and are disciplined by the site committee and settle their matter according to the Department of Education Policy. If it is beyond our control we involve the District.

9. Yes.

10. From time to time, there are meetings of particular subjects and held according to grades to discuss and solve problematic issues to assist each other. Educators do interact and discuss issues and see how to resolve the problem but if it is beyond their control they consult with the District.

11. In our school here we have programs whereby we meet with learners and parents to discuss their problems. We ask parents to assist us by motivating a child at home to learn.
12. Usually there is a great improvement. We found that learners pick up greatly.

13. Because we realized that there is a lot of laxity as far as learners are concerned. We decided to involve every stakeholder to motivate learners to study.

14. They are there in SGB and they also monitor their children’s school’s work and give a report to the school.

15. We usually divide tasks according to their interest, for monitoring periods it is done on equal bases,

16. All the activities that are to take place in the school the SGB is involved and they participate actively.

17. From time to time they come and report problems they encounter in their classrooms. If the teachers did not attend to his/her class period they report.

18. • We hold our meetings every Wednesday wherein we iron out issues. We check how we can improve or put our weight on problems that we experience.

• From time to time we hold our meetings; at-least every other week and we also accommodate emergency meetings.

• Learners bring reports concerning matters where there is dissatisfaction through LRC.

• With parents we talk about issues that concern the progress of the school.

• They come as per invitation by the school concerning matters, which concern intervention.

19. • Drug abuse is our major problem. We do counseling because we have teachers who are trained for that, but if the matter is beyond our control we refer them to “NICRO.”

• Yes. We follow the Gauteng Department of Education subject policy (GDE 450 b; GDE 450 C; GDE 450D and GDE 450E). All children have the right to equal education.

20. • We talk to them as an SMT first but if they go on we charge them according to the Education Employment Act,
• The Disciplinary Committee is responsible for dealing with disciplinary cases. They decide on what to do with such a problem.

21.
• Educators’ performance is good.
• That of learners is satisfactory. Their performance gradually improves every year, the pass rate (1996=36%; 1997=47%; 1998=46%; 2000 03=60%-80%-94%).

22.
• The community is an eye to our school. Individuals come and volunteer to clean up the school.
• We have business partners who sponsor the school such as Brait SA Women of the World (the Jewish Women’s Organizations) offer bursaries to learners.

23. Yes. Our laboratory is well equipped and we are busy improving it. Our sponsors are contributing towards its renovation.

24. Yes. It is well equipped and it is of assistance to teaching and learning.

25. We encourage them to register for private study if we feel that there is a room for improvement. We do conduct workshops for interpersonal relationship through our educators who have skills and I also conduct some if it is necessary.

26. Morning and afternoon studies, we give them awards in a form of certificates for the best performance according to grades every beginning of the year.

27. We only do it verbally and give them, certificates every beginning of the year and hold a ceremony for all teachers of different grades.

28. Comments

The Department of Education should be able to check schools in townships for there’s a shortage of accommodation. There should be buildings of new classrooms especially in areas where schools are overpopulated.
APPENDIX C: AN APPLICATION LETTER TO CONDUCT INTERVIEWS AT
THE FOLLOWING SCHOOLS:
Morris Isaacson High School; Seana-Marena High School; Mafori Mphahlele High
School and Moletsane High School.

24 Bimray Avenue
Extension 9
Ennerdale
1830
06 July 2005

The Divisional Manager
Johannesburg South Mega
P.O. Box 90064
Bertsham
2013

Dear Sir/Madam

RE: AN APPLICATION LETTER TO CONDUCT INTERVIEWS

I hereby wish to request you to allow me to conduct interviews in your schools. I am
presently enrolled with the UNIVERSITY OF JOHANNESBURG at Soweto Campus, in
the Education Department. I have registered for Masters Research in Management in
Education.

My topic is:

“IMPROVING SCHOOLS THROUGH EFFECTIVE HUMAN RESOURCE
MANAGEMENT.”

My Supervisor is Professor J.R. Debeila (Tel. No: 933-5659).

Yours Faithful
Philginia Matsiliso Mosuetsa.

_________________________
Signed