CHAPTER ONE

GENERAL ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Ever since the 1976 Soweto school riots, teaching and learning has been drowning and the pendulum of education spirit has been clicking anti-clockwise. As a result parents removed their children from Soweto schools to the city and suburban schools. These suburban and city schools are costly due to expensive traveling and high school fees. Parents prefer to keep their children in these schools rather than bringing them back to local township schools. Most of these local schools lack facilities. The environment at some schools is not conducive to teaching and learning due to vandalism of facilities. According to Hartshorn as cited by Lethoko, Heystek, and Maree (2001:311) the teacher and learner morale has dismally deteriorated due to frequent disruptions by students. Furthermore, they discovered that in South Africa, black schools were characterized by poor Grade 12 results, high absenteeism, late coming to classes and irregular attendance of classes by both teachers and learners.

As stated above, important facilities that enhance learning such as libraries and science laboratories were destroyed and if there are any, they are far from being called libraries and science laboratories as their facilities are dilapidated and lack the necessary equipment and books. In some instances there are also no qualified teachers who are responsible for these centers of learning (laboratories and libraries). Thus the researcher argues that the infrastructure, culture and climate of schools have an impact on the effective management of teaching and learning. The researcher will argue further that it is important to attend to the attitudes of the teaching staff and the leadership style of the principals in order to bring about change and ensure effective human resource management and to suit the ethics of professionalism. To improve the situation, the school policies should be those that can compel all the stakeholders to participate responsibly and take accountable decisions. The department of education can intervene to reinvent the culture of teaching and learning and retrain teachers to equip them with the new strategies and approaches of Outcomes-Based Education (OBE).
Now that the riots are over and we are in the new dispensation of a democratic government and the wheels of education have turned to a different direction, the new education system needs educators and learners to work towards effective teaching and learning, to bring about a warmer climate in schools. Teachers are expected to be ethically professional and principals to lead effectively and efficiently. Employment of strategies such as benchmarking, empowerment, teambuilding and multi-models of teacher effectiveness could guide the school leadership in creating an effective culture of teaching and learning.

1.2 PROBLEM STATEMENT AND THE SIGNIFICANCE OF THIS STUDY

The quality of teaching and learning in Soweto schools has gradually been dropping and deteriorating. Some teachers lack relevant teaching skills. There is concern about the poor attitude and culture of all role players in schools. In some instances teachers and learners are demotivated and do not care about their schools and environment, the situation is characterized by low morale. Some of the managers, in this case the principals, are lost and seem not to know what they are doing or simply lack service.

They seem to find it hard to manage their schools effectively. Thus, the question to ask is, why the fabric of education has dismally collapsed and lost its effective results does teamwork exists within the school environment or not. According to van Deventer (2003:3-4) the authority of the principals have been overlooked by both teachers and learners. The educator-learner relationship is not positive. Thus, the focus of the study is on how the culture of teaching and learning can be revived in schools and how the school climate can be resuscitated to ensure a conducive learning environment.

1.2.1 Research questions

The questions to be answered are:

- To what extent does effective human resource management serve towards school effectiveness of teaching and learning at secondary schools?
- What are the effects of school climate with regard to quality education?
- How can the relationship of all stakeholders contribute to effective human
resource management for effective teaching and learning at schools?

- How can the school leadership, especially the principals, utilize their leadership styles to improve schools for teaching and learning?

1.3 AIMS AND OBJECTIVES OF THE RESEARCH

The main aim of the researcher is to investigate the extent to which the effective human resource management could serve in improving schools for effective teaching and learning in Soweto Secondary Schools. The following objectives are interlinked with the above goals:

- To determine the effects of school climate with regard to quality education.
- To determine how the relationship of all the stakeholders can contribute toward effective culture of teaching and learning.
- To investigate the leadership styles that can be utilized for improving schools and also provide guidelines.
- To investigate what the causes of poor performance of teachers and learners are, and also the problems which the principal might encounter in bringing about effective quality education.
- To suggest ways and means of effectively managing the human resource in schools and by providing guidelines for improving the culture of teaching and learning

1.4 RESEARCH METHODOLOGY, RESEARCH DESIGN AND RESEARCH PARADIGM

According to Vulliamy; Lewin and Stephens (1990:3), research methodology involves research design, data collection and data analysis, and theorizing the social, ethical and political concerns of the social researcher. Thus, questions need to be raised about the actual problems which, the researcher will be confronted with during the investigations. Again, to consider ways in which techniques, theories and processes are developed by
the researcher in relation to the experience of collecting, analyzing and reporting data.

Cryer (1996:45) states that research methodology concerns a body of methods, processes and working concepts, rules and postulates.

The qualitative method of research will be implemented by interviewing principals as leaders and managers of schools. The qualitative method of research is chosen because it may be a face-to-face method whereby the researcher can observe peoples’ facial expressions and examine words. According to Hummelvoll and da Silva (1998:372-373) qualitative researchers accumulate data by interacting with selected individuals in their setting and by acquiring documents relevant to the study. Silverman (2000:90) states that qualitative research can be performed by observation, accumulating text and documents; interviewing people or making audio recordings. During this study both phenomenology and ethnomethodology approaches will be utilized, as there will be verbal communication.

1.4.1 Research design

Research design concerns the planning of how to collect data, which is relevant to the study, given by respondents and also the selection of the interviewee and visits to the sites. It also deals with the management of data and analysis thereof. Management of data involves storing of field notes and reorganizing them around a set of categories deriving from the research categories (Marshall and Rossman, 1989:126).

The researcher selects his/her relevant respondents from selected natural setting in their own social context where they will feel free and secure. Interviews are conducted through a dialogue whereby discussions take place through face-to-face interaction.
1.4.1.1 Phenomenology

According to Cohen and Manion (1995:29), phenomenology is a theoretical point of view that advocates the study of direct experience taken at face value; and one which sees behavior as determined by the phenomena of experience rather than by external, objective and physically described reality.

When the researcher decides to utilize the phenomenological approach she seeks to avoid all the prejudgments and preconceptions of phenomena to reveal the essence of the elements of consciousness and thinking. According to Hitchcock and Hughes (1993:100) in order to collect information that constitutes the natural attitude, ordinary common sense and practical reasoning of everyday life, phenomenological approach would facilitate the process. The researcher endeavors to understand the meaning of events and interactions to ordinary people in particular situations and understanding of human interaction (Bogdan and Biklen, 2003:23).

1.4.1.2 Ethnomethodology

Ethnomethodology refers to the study of how people create and understand their daily lives and their method of accomplishing everyday life (Bogdan and Biklen, 2003:28). The principal interacts with all role players in education. His/her experience will allow the researcher to collect more information about various situations and how they make sense of their everyday world, and activities rationally accountable (Cohen and Manion, 1995:31). Ethnomethodologists use notions like indexicality and reflexivity.

- Indexicality is the ways in which actions and statements are related to the social context producing them and the way their meanings are shared by the participants but not necessarily stating them explicitly.
- Reflexicality is the way in which all accounts of social setting descriptions, analyses, criticisms and the social settings occasioning them are mutually interdependent. The researcher will be doing the study at school as a natural setting where teaching and learning occurs and whereby the principal as a leader
manager is in authority and is accountable for all activities that take place at school (Cohen and Manion, 1995:31).

The researcher wants to find out how Soweto Secondary schools can be improved through effective human resource management to resuscitate the culture of teaching and learning.

1.4.2 Research paradigm

The research paradigm is a naturalistic inquiry of understanding a social or human problem or field of study. It concerns theories and methods such as educational theories and the phenomenological approach which is an exploratory and descriptive and ethnomethodological approach whereby the researcher interacts with respondents through observation and collaborating with them to describe the context, participants and activities involved in the research. Thus the researcher will employ a qualitative research paradigm, which will ensure an exploratory and descriptive form of research. The qualitative research paradigm is a constructivist approach or naturalistic; it is an intensive process of data collection (involves many variables) in a naturalistic setting. Individuals, who are involved in the research situation, construct reality. The researcher needs to bracket his/her philosophy of life to report his/her investigations faithfully and rely on responses of the informants and through observation while interacting (Creswell, 1994:1-5 and Maykut and Morehouse, 1998: 64).

While interviewing the respondents, they create a meaning in their own response and the researcher recreates and constructs his/her own meaning through negotiations and reconstructing his/her ideology from the discussions. The researcher suspends his/her values to understand the reality to discover and uncover propositions (Maykut and Morehouse, 1995:11-12).

Qualitative researchers interested in meaning (how people make sense of their lives, experiences and their structures of the world) and are inductive in the sense that the researcher establishes abstractions, concepts, hypotheses and theories (Creswell, 1994:145). Qualitative researcher is concerned with process but not results and the main instrument for collecting data.
The researcher will go to the schools personally to collect data from the principals by asking the same questions and writing answers as they respond. This is a face-to-face interview done at the natural setting of the respondents.

1.4.3 Sampling

Sampling is a procedure, which allows the researcher to select people from a large group (Hitchcock and Hughes, 1993:81). The researcher attempts to collect information from a smaller group or sub-set of the population to gain knowledge that is representative of the total population under study (Cohen and Manion, 1995:87). Thus the researcher will select principals randomly from four secondary schools for the purpose of this study. The four principals as leaders and managers will be interviewed.

The study will focus on school principals’ management styles. The researcher will select principals randomly as a sample from different Soweto schools and use an interview schedule as an instrument to interview the respondents.

1.4.4 Data collection strategy

According to Bogdan and Biklen (2003:109) data is the raw materials collected by researchers from the surveys they conducted. It forms the basis of analysis. Data consists of interview transcripts, observation, field notes and official documents and a questionnaire.

1.4.4.1 Interviewing and recordings

The researcher will interview respondents by using an interview questions and make correct decisions on how to record interview material, by taking notes during the interview session, write verbatim main features and exchanges of the interview when finished (Hitchcock and Hughes, 1993: 94).
1.4.4.1 Structured and unstructured questions

Structured questions are close-ended questions which only one specific answer from the respondents. The answer could either be yes or no, or they may choose an answer from the list provided. Unstructured questions are open-ended questions which allow the respondents freedom to elaborate when answering the questions (Czaja and Blair, 1996:18).

In this study structured and unstructured questions will be designed to allow the researcher to be able to ask the principals the same questions and accommodate principals to air their views through usage of unstructured and structured questions. It is easier for the interviewer to probe for additional information (Czaja and Blair 1996:46).

These types of questions are important in qualitative research as the researcher is able to ask about attitudes, knowledge and opinion, information and behaviors. The open-ended and close-ended questions improve the flow of interview.

1.4.4.2 Observation

During the interview the researchers will observe and interpret correctly the important matters concerning interview interaction, verbal and non-verbal communication between themselves and their interviewee (De Vos, 2000: 308).

1.4.4.3 Document analysis

Analysis of documents will be done to illuminate issues surrounding the policy of the culture of teaching and learning. The school’s policy and human resource programs for improving the school will also be analyzed. Obtaining documents could be difficult and time-consuming as some respondents may be unwilling to share their “confidential” documents (Hopkins, 1993: 14).
1.4.5 Data analysis strategy

Data will be analyzed and interpreted to explain and frame ideas in relation to theory about improving schools through effective human resource management for teaching and learning. Analysis of data will be done from the field notes collected through observation; transcripts of verbal interviews, categorization of themes will be implemented by using qualitative content analysis procedures. In the end recommendations and concluding remarks will be given based on research findings (Silverman, 2000:90).

Data analysis entails three activities data reduction, data recoding and drawing of conclusions, verification and reports. Analysis of data is the process of bringing order, structure and meaning to the mass of collected data. Qualitative research analysis investigates for general statements relationship among categories of data and builds grounded theory (Marshall and Rossman, 1989:112).

According to Bogdan and Biklen (2003:147) data analysis and interpretation is the process of systematically arranging the interview transcripts, field notes and other materials collected to enable the researcher to come up with findings. It involves working with data, organizing and breaking it into manageable categories, coding, synthesizing and searching for patterns.

1.5 TRUSTWORTHINESS

The trustworthiness of the study depends on utilizing multiple ways of collecting data by means of triangulation. Thus in this study trustworthiness is established by using triangulation.

1.5.1 Triangulation

According to Bogdan and Biklen (2003:107) triangulation was first borrowed from social science to convey the idea that to establish a fact you need more than one source of information that is many sources of data are better than single source. Multiple sources lead to fuller understanding of the phenomena the researcher is studying such as
observation, interviewing and documents analysis so that the strength of one method can compensate for weakness of another method.

According to Martella, Nelson, and Marchand-Martella (1999:563-564) this approach is used in both qualitative and quantitative methods of research. As stated above, in this study the researcher will use the qualitative methods to collect data by interviewing, observation and studying the school documents (including the department’s policies).

Triangulation has four types of strategies that are used to establish trustworthiness such as data source, analyst, theory perspective and methods (Martella, et al. 1999: 27-8).

- **Data sources:** Comparing data of an interview with that of the observation and that of documents to provide valid information obtained from one source by gathering information from another source.
- **Analyst:** This is the use of multiple interviewers or observers to reduce being biased. In this study the researcher will not use this approach as she will be the soul data collector.
- **Theory perspective:** Data can be interpreted from different theoretical perspective. For example learners can be taught to be more independent through learning how to solve problems. In this study the principal can be advised to use the positive models of education and the strategies of sound culture of teaching and learning.
- **Methods of triangulation:** This is to compare data gathered from two or more methodologies such as qualitative and quantitative methods. In this study the researcher will be using only the appropriate method, which is the qualitative method.

When relying on a single source of evidence there is a possibility that some inaccuracies or prejudices may be incorporated in that evidence may have an impact on the researcher. Triangulation is an attempt to relate different sorts of data to counteract various possible threats to the validity of the researcher’s analysis (Johnson, 1994:8).

- **Observer participant:** The observer becomes a participant observer whereby the he/she separates him/herself from participants, and he/she informs them that they
are being observed to avoid being biased as observers are inclined to have pre-existing attitude or experience (Martella, et al. 1999: 559).

- A complete observer participant: The observer is involved with participants, as if the observer is part of the group; the participants do not know they are being observed. The researcher in this study may use both observer participants and or complete observer depending on the situation in which he/she finds himself (Martella, et al. 1999: 282). In this study the researcher will also observe the relationship of the stakeholders and the management style of the principal.

Observation becomes a research tool only if it serves a formulated research purpose, is planned systematically and related to more general propositions than being presented as an interesting description and is subjected to checks and controls on validity and reliability. These are:

- Structured observation: This is a systematic and planned activity, This is used for classroom studies or meetings.
- Unstructured observation: it records behavior of collectivity or group in a meeting or formal activities or record way of life (Johnson, 1994:53-54).

1.6 LITERATURE REVIEW

Schools are formal organizations and obviously every organization has goals to be achieved. In order for the organization’s goals to be attained effectively it has to have someone who will be the driving force and be ready to make sure that the goals of the organization are obtained. The organization needs a manager or leader whose main role is to lead and manage the organization effectively.

The school as an organization must be led by an authentic character rich leader and build a school which is not only academically successful and morally responsive but also ensure that it is an environment which, teachers, learners and parents are happy to be part of. This will thus depend on the leadership style of the principal (Sergiovanni, 2003: i).
There are different theories that can be useful for school heads and be guiding factors and also models. The choice depends on the leader’s leadership style. There are many models in education but the researcher will only select a few of them for the purpose of this study, such as formal, bureaucratic, hierarchical, and collegial models and Transformative leadership and also multi models for teacher effectiveness.

1.6.1 Theoretical educational models

Theory refers to a coherent set of assumptions, which purport to explain, predict and be used as a guide to practice (Hopkins, 1993:72). While a model is an approach that managers have utilized to pursue organizational agreed upon goals and could be adopted and implemented to attain those goals to satisfy the organizations’ expectations (Bush, 1995:29).

The models can be adopted by the school principals to change the negative culture within the schools and to ensure that the principals’ relationships with their subordinates are smooth.

1.6.2 Formal model

A Formal model stresses the official and structural element of organizations. According to this formal model the focus is on obtaining the objectives of the institution through rational approaches. Formal models are hierarchical systems whereby the manager utilizes rational means to attain the agreed goals. The authority of the organization is vested in their manager as formal positions and they are accountable to all the decisions that may be taken (Bush, 1995:29).

1.6.3 Bureaucratic model

The Bureaucratic model is considered to be more important than formal models. According to Bush (1995:35) schools are bureaucratic systems and its leaders are bureaucratic leaders. Schools are often said to be bureaucratically or professionally oriented. Schools vary in the way in which bureaucracy is followed. At schools there is a need for specialization and division of work. Bureaucracy is associated with Max
Weber’s ideal characteristics division of labor and specific allocation of responsibility, reliance on fairly exact hierarchical levels of graded authority, administrative thought and action based on written policies, rule and regulations, an impersonal universalistic bureaucratic environment for all inhabitants and the development and longevity of administrative careers (Sergiovanni, 1988:28).

1.6.4 Hierarchical model

The Hierarchical approach concerns a vertical system of relationship and communication. The manager or leader is at the top. Authority and responsibility of the organization is vested in his/her hands. The manager cannot do all the duties he delegates some tasks to the departmental heads and be accountable to any decisions taken. The Hierarchical model has elements of bureaucracy and roles are graded vertically. Authority is passed from top to bottom, that is, from senior to junior in delegating roles.

Accountability for performance is from junior to senior. In organizations, authority and accountability are impersonal. They are performance oriented rather than person oriented (Bush, 1995:35).

The researcher postulates that in some instances the principal has to be strict to ensure that the planned goals and assigned tasks that have been delegated to his subordinates are achieved according to time expected. To make every stakeholder perform effectively without being dissatisfied by the way they are being treated, depends on the principal’s leadership and or management style.

1.6.5 Collegial model

Collegial models as an approach is concerned with power sharing and decision-making. It involves all the stakeholders. The Collegial approach has two forms that may be restricted. A leader may have all the authority of control. A pure collegial approach is whereby the power and decision making are shared and all members contribute towards the policy of the organization, whereby consensus can be reached in determining the policy of the organization (Bush, 1995:52).
1.6.6 Transformative leadership

According to Harris, Day, Hopkins, Hadfield, Hargreaves and Chapman (2003:17) the transformational leader seeks to alter the culture contents in which people work. It focuses on the moral values and value-laden activities of a leader and how these are disclosed to other colleagues.

The transformational leader tries to use his/her power through other people rather than controlling them. Hodgekin and Sergiovanni, in (Harris et al, 2003:17) state that as defined, it is a moral art rather than a technical science and there is also a notion of shared or devolved leadership activity whereby the head teacher does not only monopolize leadership.

1.6.7 Culture of teaching and learning

The culture of teaching and learning is the concept that is widely used in South Africa. It concerns the attitude of all role players towards teaching and learning with the presence of quality teaching and learning processes in schools. This has been gradually lost since the 1976 riots in South Africa, more especially in Soweto where it started (van Deventer, 2003:3). In secondary schools the culture of teaching and learning has dismally collapsed. There are no sound philosophy, values and norms at these schools (van Deventer, 2003:3).

1.7 DEFINITION OF BASIC CONCEPTS USED IN THIS STUDY

In this study the following concepts are explained: Effective, human resource management, management, resuscitation, culture, climate, teaching, learning, political culture, efficiency, benchmarking, and empowerment teamwork, teambuilding, leadership and educative leadership, theories and models.

1.7.1 Effective

When a thing or person is effective it is when it produces the intended results successfully, and is skilled in a particular field. When something is effective it means it is

The principal who is effective can be able to change the negative culture of teaching to a positive culture whereby every stakeholder within the school will work as a team towards the effective success of the school and produce good results in all respects.

1.7.2 Human resource management

Human resource management is concerned about people, its philosophy, culture, policies, practices and procedures. It includes aspects such as screening, recruiting, training, rewarding and appraising. It is a function performed in organizations that facilitates the most effective use of people (employees) organizational and individual goals (French, 1990:5; Dessler, 1997: 2 and Ivancevich, 2001:4).

1.7.3 Management

Management is the act of running and controlling a business or a similar organization (Oxford Advanced Learners Dictionary, 2000:778) According to Piek (1991:1) management is to control and direct, to guide or to lead and van der Westhuizen (1999:55) states that “management is a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place.

1.7.4 Resuscitation

To resuscitate in this context means to breathe new life into, give artificial respiration to quicken, renew, revive, save, restore, and bring to life, revitalize (Collins, 1992:428). In this study to resuscitate means to restore or revive a desirable culture in schools.
1.7.5 Culture

According to van der Westhuizen (1999:609) culture is a human creation and arises when man interacts with nature and ennobles it according to the dictates of his culture. “Is a manifestation of the norms and values which are held dear by people” it is cohesive by nature, directed by nature, and it determines behavior.

1.7.6 Climate

By climate in education we refer to the organizational climate it “involves the internal activities, types of people in an organization, work procedures, physical layout, form of communication, attitude, dedication and loyalty of inmates of the organization as well as the exercise of authority. Any social environment is formed by norms, outlook on life and attitude reflected in the milieu concerned (van der Westhuizen, 1999:630).

1.7.7 Political culture

The political culture in schools as in a society generally rests upon limited conceptions of democracy and participation. It is the outcome of a wider political culture, which gives some credence to notions of consultation and shared decision-making in policy formation and in management practice (Grace, 1995:46).

1.7.8 Teaching

Teaching is helping people to learn by giving information and to give knowledge or instruct or train someone, (Oxford Advanced Learners Dictionary, 2000: 1333 and Cambridge Dictionary, 1995: 1494).

The principal of the school should ensure that every learner is provided with the relevant information and that there is effective teaching and learning.
1.7.9 Learning

Learning is the process of gaining knowledge and experience (Macmillan English Dictionary, 2000:810). According to Ivancevich (1995:705) learning is the act by which a person acquires skill, knowledge and abilities that result in a relatively permanent change in his or her behavior.

1.7.10 Efficiency

Efficiency is the achievement of given outcomes at the lowest cost. It also refers to the relationship between output and the cost of the inputs used to produce that output (Coleman, 2002:13 and 105). According to Glover (1996:64) it is the provision of effective activities at maximum coat, considering the balance of human and physical resources.

1.7.11 Benchmarking

Benchmarking is the process of measuring actual performance of other who shares broadly similar characteristics (Creese, 1999:53). According to the Oxford Advanced Learners Dictionary, (2000:102), benchmarking is something that can be measured and used as a standard that other things can be compared with. According to Drury (2000:13) benchmarking is a technique that is increasingly being adopted as a mechanism for achieving continuous improvement. It is a continuous process of measuring a firm’s products, services or activities against other best performing organizations either internally or externally to the firm. The objective is to ascertain how the process and activities can be improved. Benchmarking should involve an external focus on the latest developments, best practices and model examples that can be incorporated within the organizations. It therefore represents the ideal way of moving forward and achieving high competitive standards.

1.7.12 Empowerment

Empowerment is to give power or authority to do something (Oxford Advance Learners Dictionary, 2000:411). According to Levin and Lockheed (1993:163) empowerment
refers to the ability of the key participants to make important decision at the school level and in the home to improve the education of students (Deetz, Tracy and Simpson, 2000:102-103). Empowerment is based on information sharing participatory structure teambuilding and team-based decision marking, relevant training opportunities and rewarding employees for risk and initiatives.

1.7.13 Teamwork and teambuilding

Teamwork is when a group of people work together at a particular job. A team is a group of people who may not be equal in experience talent or education, but are equal in commitment to work together to achieve established goals for the good of the organization (Individual Team Organization Focus, 2001:3). According to Arcano (1995:25) a team shares a common vision and purpose. Every member supports and believes in the vision adopted by the group. The vision must unite a group into a cohesive team. Everyone must work together to attain a common objective. Every member recognizes his or her responsibility to the other members of the team. Mears (1994:6) states that teamwork is really appropriate in situations that require high interdependence among individuals, which covers most tasks performed in an organization. Ruding (2000:170) defines a team as a group of two or more people working harmoniously together with a common, agreed purposes and goals. Teambuilding is a development that helps an organization’s members to work more efficiently in a group.

1.7.14 Leadership and educative leadership

Leadership is a process of influencing the activities of an organized group toward goal setting and goal accomplishment; it is more in effecting change. Leadership is a willful act where one person attempt to construct the social world of others. The exercise of leadership by the principal involves making clear the meaning of activity in the school by posing and securing answers to questions such as what the purposes of the schools are. How teachers should work with students to reflect our purposes. What the relationship between the school and its local community should be. Growth in leadership is about empowerment opportunity, space, support and capacity growth (Crawford, 1997:25 and Harris, 2003:97).
Educative leadership is central to negotiation of what will count as important in education and will count as morally right. It is concerned with the action of the development of professional values, intentions and practices and it appears to be a deliberate attempt to cultural elaboration. It also helps professional educators to justify their involvement in and contribution to education. Educative leadership is more concerned with ways of knowing, valuing and the organization (Duignan, 1992:3-4).

1.8 LIMITATIONS

The researcher may encounter problems in the sense that some principals may be reluctant to participate in the interview or may not answer questions faithfully. The researcher anticipates any form of disappointment. Lack of finance for traveling purposes and time for moving from one school to another can be another barrier for the researcher when collecting data. The sample size may be a threat to the validity of this study because it may not be a representative of the population in that area due to a small number that is selected for the purpose this Med. coursework mini-dissertation.

1.9 DELIMITATIONS

Improving schools through effective human resource management is the focus of this study at Soweto secondary schools. The study will be performed in the field of educational management. The sub-field is human resource management. The sample consists of randomly selected school principals of four secondary schools in Soweto.

1.10 DIVISION OF CHAPTERS

In this mini-dissertation the chapters are divided as follows:

CHAPTER ONE

In this chapter the aim was to present the general orientation of the study; the research problem and the methodology on how to investigate and collect data. It also indicated the division of chapters in this whole study.
CHAPTER TWO

The second chapter deals with literature review on improving schools for a culture of teaching and learning through effective human resource management and strategies to create a sound culture of teaching and learning in schools.

CHAPTER THREE

This chapter deals with the implementation of research methodology, research design, collection and recording of raw data.

CHAPTER FOUR

Chapter four deals with analysis and interpretation of results as well as recording of findings from the empirical study.

CHAPTER FIVE

Chapter five deals with the synthesis, findings, recommendations and conclusion.