CHAPTER FOUR

ANALYSIS OF DATA, INTERPRETATION AND RECORDING OF FINDINGS FROM THIS STUDY

4.1 INTRODUCTION

In chapter three the researcher dealt with the implementation of research methodology and research design. In this chapter the researcher will focus on analysis of data, interpretation and recording of findings of the responses of different respondents.

According to Bogdan and Biklen (2003:147) data analysis is a process of systematically searching and arranging the interview transcripts, field notes and other materials that is accumulated to enable the researcher to come up with findings. Analysis involves working with data, organizing and breaking them into manageable units, coding and synthesizing them.

Interpretation is the development of ideas about findings and relating them to literature and to broader concerns and concepts. It involves explaining and framing ideas in relation to theory, other scholarships and action as well as showing why your findings are important and making them understandable. Data is analyzed according to data findings. The results are assessed to give a clear picture of whether there is a positive culture of teaching and learning at Soweto Secondary Schools. The research will able to establish if there were problems, which principals encountered in attempting to bring about effective quality education; to learn how they tackled those challenges within the school environment. Data is interpreted after the results of all the questions have been evaluated.

4.2 METHODS OF DATA ANALYSIS

The researcher, when analyzing the data arranges all interview scripts that she has collected to enable her to come-up with the findings and interprets data by developing ideas about her findings and relates them to the literature. Best and Kahn (2003:259) state that in descriptive analysis the researcher describes all the important aspects of the study including the setting, both temporally and physically, individuals being studied and the
purpose of any activities being studied, the view of participants and the effects of any activities on participants. Improving schools through effective human resource management is the main focus of this study and can be a powerful strategy for improving the culture of teaching and learning.

The study is conducted at selected Soweto Secondary Schools. The principals are the main interviewees since the authority of leading and managing the schools is vested in them by the Department Of Education. It is their responsibility to ensure that there is effective teaching and learning within the school environment. The principals’ views are very important. The researcher investigates whether the effective human resource management can improve schools’ teaching and learning. The collected data is interpreted while the researcher is interviewing the respondents and through observation and document study. During the interview there is conversation between the interviewer and the interviewee through a language in which the meaning of an utterance plays a role in a particular social practice, for example an educational setting. The researcher uses the rhetoric language that is understood by both the interviewer and the interviewee during the interview session (Creswell, 1994:122).

4.2.1 Document analysis

The researcher’s main concern was also to investigate whether the principals have policies for each activity that takes place within the school environment. How do they involve their subordinates in drafting those policies and their implementation? The researcher established that all four schools stated that they use the assessment forms from Gauteng Department of Education. Assessment 450 B is used for a learner who will receive additional support in the following year. Assessment 450 C is used for motivation to retain a learner in the same grade in the following year. Document 450 D is used as a Summative record form for a learner. Document 450 E is a Summative record sheet used as a subject policy for the effective teaching and learning. Only two schools gave the researcher their policies, which are relevant to educative leadership for improving schools through effective human resource management. Principals draft their policies through collaboration with all the stakeholders and they are also implemented as intended. The Learner Representative Council is also involved in administering the “class period
register” for the attendance and effective teaching of educators and as a class register for absent learners during class periods.

4.2.2 Epistemological dimension

In qualitative research the researcher interacts face-to-face with the informants whereby he/she is able to observe the informant’s body language such as facial expressions and can read from these expressions whether the respondent is relaxed or uncomfortable. Thus the researcher could be either subjective or objective in his/her investigation (Creswell, 1994:4).

4.2.3 Axiological dimension

The researcher’s values are kept out of the study to avoid being subjective and biased during the interview. This procedure is also applicable when interpreting the collected data (Creswell, 1994:4).

4.2.4 Ontological dimension

The researcher aims to understand the reality by discovering the meaning of people in a specific environment attached to it. Intentional behavior creativity can be explained and not predicted (Creswell, 1994:4). This is in line with the theory of constructivism. The researcher tries to construct new meaning out of the utterances made by the interviewee.

4.2.5 Methodological dimension

Qualitative methodology is dialectical and interpretive through an interaction between the researcher and the respondent (Creswell 1994:7 and Schwandt, 1997:37). During the face-to-face interaction of the researcher and the interviewee, the researcher will interview the respondent through question and answers in the form of casual conversation while at the same time he/she interprets the respondents’ responses.

For example:

Q: Do your subordinates have authority in implementing their decisions?
If no, what are your reasons?

**School A**
Yes. Since they can account for any decisions taken.

**School B**
Yes. There are certain periods where we capacitate educators on how to make decisions.

**School C**
Yes. As long as those decisions have been communicated to me.

**School D**
Yes. Decisions can be implemented as long as 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, educators can implement their decisions in class.

### 4.3 INDUCTIVE ANALYSIS

The researcher’s general conclusion relies on observation during an interview (Schwandt, 1997:126). Observation starts from unstructured to structured investigation (De Vos, 2000:282). During the course of this chapter the researcher will give his/her findings concerning the respondents’ answers. What the researcher observed while conducting her study is that there was order and discipline at the schools where the study was conducted. During class periods teaching and learning did take place. There were no learners roaming around outside the classrooms while teaching was taking place; educators were honoring their class periods and not loitering in their staff room.

During school hours the school gates were locked and security personnel manned them. At schools B and C the gates are opened only during breaks while at schools A and D they are opened at the end of school hours. Learners were within the schools’ premises for the whole day. The researcher also observed that the schools have trophies, which were achieved through the learners’ performance. The culture and climate within the schools’ environment is conducive to teaching and learning. The reception of the researcher at these schools where the study was conducted was pleasant.
4.3.1 Data verification

This states whether the statement is true or accurate. To verify is to confirm, substantiate or validate a claim. When analyzing data the researcher verifies the problem and validates the accuracy of the data collected (Schwandt, 1997:270).

Cohen and Manion (1991:318) state that:

“Validating interview measures, is to compare the interview measure with another measure that has been shown to be valid.”

Jacobs and Gawe (1998:335-336) states that there is no positive teacher learner relationship and those teachers and learners undermine the principals’ authority. This is an issue of the past. The researcher disagrees with the above statement because during the investigation of the study the researcher observed that at all the four schools where the study was conducted, the principals’ authority is highly respected by both the educators and the learners. The researcher also discovered that educator learner relationship is positive and their communication is smooth.

4.4 PROCESSES OF QUALITATIVE ANALYSIS

The researcher in qualitative research is more concerned with the processing of data collected to clarify the results of her study and to interpret the data collected (Bogdan and Biklen 1998:6). The interviewer analyses the responses of the interviewee to get answers to his/her questions whether effective human resource management can improve the culture of teaching and learning at Soweto Secondary Schools.

According to Creswell (1994:155) there are procedures to be followed when analyzing and interpreting the collected data. These are the guidelines:

- The researcher will first read all the responses of individual questions to get the gist of the content.
- The researcher will pick one answer document and read through all the responses to find out the underlying meaning.
When the researcher has read all the responses, similar answers are clustered together.

After clustering the responses according to their similarities and differences the researcher will reach the final findings of the study and write a conclusion.

### 4.5 PERSONAL DATA OF RESPONDENTS

Personal data of respondents concerns age, home language, marital status, gender, experience and educational qualifications. All the respondents are school principals.

#### 4.5.1 Identifying particulars

Table 4.1: Age of respondents in years

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of respondents per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 – 20</td>
<td>0</td>
</tr>
<tr>
<td>21 – 30</td>
<td>0</td>
</tr>
<tr>
<td>31 – 40</td>
<td>0</td>
</tr>
<tr>
<td>41 – 50</td>
<td>1</td>
</tr>
<tr>
<td>51 – 60</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

One respondent is between 41 and 50 and three respondents are between 51 and 60 years.
Table 4.2: Home languages of respondents

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of respondents per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.Sotho</td>
<td>0</td>
</tr>
<tr>
<td>N.Sotho</td>
<td>3</td>
</tr>
<tr>
<td>Tswana</td>
<td>1</td>
</tr>
<tr>
<td>Zulu</td>
<td>0</td>
</tr>
<tr>
<td>Xhosa</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>0</td>
</tr>
<tr>
<td>Venda</td>
<td>0</td>
</tr>
<tr>
<td>Tsonga</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

The three respondents are Northern Sotho speakers and one respondent is a Tswana speaker.

Table 4.3: Marital status of respondents

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of respondents per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>0</td>
</tr>
<tr>
<td>Married</td>
<td>4</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

All four respondents are married.
Table 4.4: Experience of the respondents

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of respondents per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>2</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>0</td>
</tr>
<tr>
<td>16-25</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

Two respondents have principal experience of between 0-5 years one respondent has 6-10 years experience the other one has 16-25 years of experience in the post.

Table 4.5: Qualifications of respondents

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number of respondents per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD</td>
<td>1</td>
</tr>
<tr>
<td>B.A</td>
<td>1</td>
</tr>
<tr>
<td>Beds</td>
<td>0</td>
</tr>
<tr>
<td>M.ed</td>
<td>2</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The three respondents have university degrees while one respondent has only Senior Teachers Diploma (STD) qualifications.

According to the above demographic data the researcher postulates that it had no effect on the challenges that principals face at Soweto Secondary schools. The effectiveness of the schools depended on the principals’ accountability, efficiency to manage, ability to lead and democratic management styles. All principals involved their subordinates in decision-making and encouraged teamwork and positive culture and smooth working relationship climate within the school environment.
Summarily, the researcher’s observation is that all four respondents are matured, married and responsible persons. The researcher also observed that they are stable, respectful and disciplined and can communicate smoothly with their subordinates. They apply democratic leadership style and collegiality in the sense that they allow their subordinates to participate in decision making and have the authority to apply their decisions. At School B the principal is not a university graduate but most of his subordinates are university graduates and some are still furthering their education. These educators are knowledgeable and they greatly contribute toward the effective running and management of the school. Hence there is teamwork within all the schools. All four respondents manage their schools effectively. There is quality teaching and learning culture. The Grade 12 results have been gradually improving. Learners have also achieved awards in their academic and extra-mural activities.

4.6 INTERPRETATION OF COLLECTED RAW DATA

In this context “Q” stands for “question.”

Q: How do you involve your subordinates in decision-making?

All four respondents indicated that educators are involved in decision-making. Decisions are made jointly or through subject department’s meetings. These decisions are reported to the School Management Team (SMT). Thereafter the SMT will give feedback to its subordinates. This is done because in the end the principal will be held accountable for all the decisions that have been taken within the school.

Q: Do your subordinates have authority in implementing their decisions?
If no, what are your reasons?

All four respondents allow their subordinates to implement their decisions and they should be accountable. One of the respondents stated that educators should first verify with the principal unless it is decisions that concern subject teaching. The other respondent indicated that those educators are trained on how to make responsible decisions.
Q: Do the teaching staff practice the new methods of teaching according to Outcomes-Based-Education (OBE)?
If yes, how is the learners’ performance?
If no, what steps have you taken to ensure that OBE approaches are implemented?

Two respondents, schools B and D indicated that educators do implement OBE approaches when teaching. Educators also attend workshops in order to acquire the expertise of different methods of teaching. One respondent reported that she also attended those workshops. The learners’ achievement has greatly improved. The learners in those classes where OBE is implemented are able to apply acquired knowledge and skills.

The other two A and C respondents stated that OBE approaches are not implemented. One indicated that their school uses Further Education and Training (FET) that is the school was still using the old curriculum. The educators have not yet been trained for OBE approaches and the school starts from Grade 10-12. The other respondent stated that educators do not understand the methods of teaching and how to implement them. The educators complained that the trainers are not knowledgeable and have no expertise.

Q: How do you check that effective teaching and learning does take place?

Two respondents indicated that, the task is delegated to the Head of the Departments who reports to the SMT and they give a feedback to educators. One respondent indicated that educators who do not perform effectively are dealt with accordingly.

The third respondent indicated that they have a school management year plan which has dates and responsibilities of each educator in which they should comply to.

The fourth respondent stated that the Learner Representative Council (LRC) is involved to ensure that each educator performs effectively during class periods. The LRC is supplied with a period register to indicate if the educator attended his/her class period and that there was teaching and learning. The learners’ period attendance is also monitored.

Q: If learners’ performance is not satisfactory what type of intervention is provided?
All four respondents indicated that the learners who do not perform well are assisted through different intervention programs, such as extra class lessons and homework.

Q What do you do to assist educators in their subject teaching problems?

All four respondents indicated that educators are assisted in their teaching problems through teamwork. The other two respondents stated that it is the responsibility of the HODs to coach other educators who have teaching problems. The respondents also indicated that they also request external assistance to offer training and workshops to educators in different subjects where they encounter teaching problems.

Q: Is there any school policy that guides all the stakeholders when participating towards the education of the learners?

All four respondents mentioned that there is a policy which was drawn by the School Governing Body (SGB) and SMT. In some schools it was drawn by all stakeholders.

Q: Do teachers and learners conform to the school’s policy and constitution? What disciplinary measures are taken if they do not respect the school rules?

All four respondents indicated that learners and teachers conform to schools’ policy and constitution. If they do not respect them the “disciplinary committee disciplines them through following the correct procedures.

Q: Is the environment under which education takes place conducive to the positive culture of teaching and learning?

All four respondents indicated that the environment under which education takes place is conducive to teaching and learning. Although the other two respondents stated that they lack material resources and human resources but educative teaching is implemented.

Q: How do educators assist each other in subject problems, which concern education?
Two respondents indicated that they solve education problems through school subject clusters. While one respondent stated that educators assist each other through their labor union.

The remaining two respondents indicated that educators assist each other through teamwork and one respondent added that if educators cannot resolve the problem they invite Subject Advisers to come to their rescue.

Q: What are the strategies that have been adopted to bring about the effective culture of teaching and learning to the picture?

Two respondents indicated that learner and teacher discipline has been most important as a starting point. One respondent postulated that monitoring of schools by the Independent District Supervisors ensured the culture of teaching and learning at schools. The other two respondents stated that parents and learners are involved. Parents are asked to monitor their children to study at home and learners are inducted through the LRC who attend workshops for learner development and they in turn workshop the whole student body. The last respondent stated that the school has learner programs such as morning classes, afternoon study and extra classes during school holidays. These are planned and conducted by educators of the school, who also draw the timetable for running the program.

Q: What effects do these strategies have on the culture of teaching and learning?

All four respondents stated that these strategies improved learner performance gradually. In Grade 12, end of the year results escalated.

Q: Why did you choose these strategies?

All four respondents indicated that they wanted to ensure that there is high quality of educative teaching and learning. One respondent added that their school tried to curb the migration of learners to city and suburb schools. This migration impacted on educators’ posts because the teacher-learner ratio is moving downwards.
Q: How are parents involved in the education of their children?

Two respondents indicated that parents are not supportive. While the other two respondents stated that the parents are actively involved in the education of their children.

Q: How are tasks allocated to educators?

All four respondents indicated that subject-teaching tasks are assigned to educators through their expertise and experience but extra-mural activities are allocated according to their interest. Those who do not participate in any activity, the sports committee involves in any activity done at school; because every educator is expected to contribute towards the effective success of the school.

Q: What is the role of the School Governing Body for the effective success of the school?

Three respondents stated that the SGB is actively involved in school activities. One respondent indicated that their SGB does not participate in school activities at all.

Q: How are learners involved in participating toward their effective learning?

Two respondents, B and D indicated that learners are encouraged to disclose their problems and to report any educator who does not honor his/her teaching period.

One respondent, C stated that learners are involved by letting them to attend afternoon study. The Grade 12ths also attend morning classes. The respondent A stated that their learners are developed by attending workshops. The LRC members are trained in study skills and they disseminate knowledge to the entire student body. The school invites motivational consultants to come and motivate the entire school.

Q: How do you involve the following people in school activities?

School Management Team; educators; learners; parents and external bodies.

All four respondents indicated that, SMT is responsible for administering and running of the school and also perform their professional functions.
All four respondents stated that educators are involved in their professional and extramural activities according to their ability and interest.

All four respondents indicated that learners are involved in school activities through their LRC who bring reports from the learners to SMT. One respondent stated that they act as a link in administering class period register of educators for honoring and teaching during their class periods. They also keep a register of learners who are attending their lessons.

Three respondents A, B and D indicated that parents participate in school activities. The SGB acts as a link between parents and the school constituency. One of the respondents C indicated that parents are not at all supportive. Even when invited to come to school meetings or visit the school to inquire about their children’s progress. They expect the SGB to do everything.

Q: What are the problems that you encounter within the school?

All four respondents indicated that drug abuse is their main problem. The other respondent stated that they are frequently faced with regular burglary. There is also breaking into the school and stealing the school’s property and also lack of role models within the community which is around the school.

All four respondents indicated that they have teaching and learning policies. They also follow Gauteng Department of Education subject policy and the other one added that the school has period register policy.

Q: How do you handle the misbehavior of the educators and learners?

All four respondents indicated that the disciplinary measures are taken through the South African Schools Act and the Education Employment Act against defaulters. Disciplinary measures are taken by following the correct procedures of verbal and written warnings.

All four respondents follow the correct procedures according to the schools’ code of conduct for learners.
Q: How do you perceive the performance of the educators and learners?

Two respondents indicated that the educators’ performance is exceptionally high while the other two respondents stated that educators’ performance is just good. Two respondents indicated that learners’ performance is good and one respondent stated that learners’ performance is satisfactory but it gradually improves. While another one stated that learners’ performance is average.

Q: How are the following involved in school activities?

- Community and the business sector.

Two respondents indicated that the community is actively involved in school activities. They support and take care of the school’s buildings. They hire the classes for social activities. The other two respondents stated that the community does not support them even if they invite them.

Three respondents indicated that, their relationship with the business is excellent. They support the schools through donations. Only one respondent claimed that the business does not contribute toward the school. They applied for donations several times but it was all in vain.

Q: Does the school have a functional laboratory?

If not available, what steps have you taken to have it in your school?

The three respondents indicated that they have well equipped laboratories; one disclosed that their school has laboratories for the different subjects such as: Physical Science, Geography and Biology. While the other respondent stated that, they do not have a laboratory. The school has been applying for donations but never succeeded.

Q: Does the school have a functional library?

If not available, what have you done about it?

Three respondents A, C and D indicated that their schools have well equipped libraries and function properly. Only one respondent B stated that their school does not have a
functional library. The library does not have sufficient books, the books that are available are not so good; are not conducive to high school education. The school has been applying for sponsors but failed.

Q: How do you develop educators professionally?

All four respondents indicated that the educators are developed through workshops (skill development programs) and also added that educators are encouraged to further their education.

Q: How are learners encouraged to learn for the best performance?

All four respondents indicated that, their learners are given merit awards at the beginning of every year after the Grade 12 results have been published. Learners from all grades are awarded for their best performance. One respondent stated that learners attend extra morning classes and afternoon study periods. While the other respondent also stated that the educators have individual face-to-face interaction with learners to highlight their problems. The former students are regularly invited to come and present a motivational talk to the current learners.
While the other respondent indicated that learners are sent overseas through learner exchange program with the Sondefjord Vindergarende skole at Sondefjord in Norway.

Q: Do you motivate and reward educators for their exceptional performance?

All four respondents indicated that educators are acknowledged for their exceptional performance even in extra-mural activities; they are awarded merits and arrange a social function for them. The other respondent further explained that educators are also given an opportunity to go to Sondefjord Vindergarende Skole to go and teach there to achieve knowledge and skills and learn new methods and skills of teaching.

Only two respondents commented while the other two refrained from commenting. These comments will also appear on “APPENDIX B” together with the responses of the interview.
4.7 CATEGORIZATION

Categorization is the process of grouping concepts, which seem to relate to same phenomena. The naming comes from the researcher. It is selected on how it normally appears rationally and linked to the data it represents (De Vos, 200:272).

Collected data is classified into meaningful categories. They are labels which the researcher uses to re-arrange data. Categorization is derived from data collected by utilizing the actual terms used by the respondents. Categories may also derive from terms used in an existing theory and literature (Saunders, Lewis and Thornhill, 2000:383).

Categories are recognized by relationships of terms emerged from the data collected and sub-categories from the open coding (Saunders, Lewis and Thornhill, 2000:398).

The following are categories and sub-categories from interviews with principals:

Table 4.6: Categories and sub-categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together</td>
<td>Clusters, involvement, teamwork, decision-making, implementation, problem solving, assistance, participation.</td>
</tr>
<tr>
<td>Authority</td>
<td>Reporting, feedback, conform, discipline, respect.</td>
</tr>
<tr>
<td>Intervention</td>
<td>Workshops, programs, training, consultation.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Motivational talks, disciplinary</td>
</tr>
<tr>
<td></td>
<td>Committee, code of conduct, Monitoring, benchmarking,</td>
</tr>
<tr>
<td></td>
<td>-empowerment, teambuilding,</td>
</tr>
<tr>
<td></td>
<td>-teaching models, period register</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Morning classes, vocation lessons,</td>
</tr>
</tbody>
</table>
- improvement, afternoon study,
- educative teaching

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>expertise, experience, extra-mural activities, administering, managing, managing, performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>Burglary, drug abuse, stealing, lack of role models.</td>
</tr>
<tr>
<td>Support</td>
<td>Donations, care of school buildings, fund raising.</td>
</tr>
<tr>
<td>Incentives</td>
<td>Merit awards, social functions, learner and teacher exchange, Acknowledgement.</td>
</tr>
</tbody>
</table>

**4.8 RECORDING OF FINDINGS FROM THIS STUDY**

At the end of the survey after recording the data collected the researcher writes a report according to what has been reflected during the interview and the discussion with the respondents.

The principals of the schools where the researcher conducted the study implemented democratic leadership style. Their subordinates are free to make decisions and have authority to implement them. The Grade 12 results have greatly improved. The principals as the effective human resource managers have improved the culture of teaching and learning at their schools. The principals indicated that learners and educators respect their authority. The environment of the schools is conducive to teaching and learning. There is total respect for authority. There are disciplinary measures taken for non-conformists.

Educators and learners are empowered through workshops and training. Both learners and educators are encouraged to perform exceptionally well. Although at some schools there is no functional laboratory or a library, nevertheless there is effective teaching and learning. There is order and discipline within the schools’ environment. All stakeholders contribute towards the effective success of the schools. The relationship of the schools
constituency is healthy. During school hours there is no unnecessary movement outside classrooms. There is high security for both learners and educators, since there are security personnel at the schools’ gates. The principals at these schools are matured, responsible and well disciplined and knowledgeable. They work as a team with their subordinates. The principals involve their subordinates by assigning them some management tasks. They are not autocratic but they are participative and transformative leaders who also involve other stakeholders in decision-making because they are not authoritative managers.

The principals of the schools where the researcher conducted her study are organized, responsible and highly accountable. They are not managers of their offices only but also manage human resources. They seem to be aware of all the activities that take place in their schools. They are concerned about the development and education of teachers and learners. At some schools parents are actively involved in the education of their children but in other schools parents are reluctant to participate. The principals postulate that parents do not participate. Most of them are illiterate so they feel inferior; they are not aware that they have the right to be involved in the education of their children. They think that it is the responsibility of the principal and the educators. Some disclosed that they have good relationship with the community and the business sector.

While other schools claim that the business and the community do not support the school even after they tried very hard to involve them to participate and contribute toward the effective success of the school. Although there is this negative relationship with external bodies this does not affect the schools to do their utmost best to improve the education of their learners. There is effective teaching and learning through those difficult circumstances. There is discipline at all these schools; even though the abuse of drugs by learners is rife. The schools regularly refer these learners for rehabilitation; it is of great help for some learners while for other learners they stop the use of drugs temporarily and thereafter they continue with the abuse of drugs.

The morale of both teachers and learners is positive. There is sound culture and climate within the school environment and it is healthy, warm and conducive to teaching and learning. There is a good spirit of teamwork amongst the educators; they also participate in decision-making and contribute efficiently and effectively towards the education of
learners. The Grade 12 results of each school have gradually improved every year. The school principals of these schools appreciate and acknowledge the excellent performance of the educators and learners and offer them merit awards every year.

4.9 INTERPRETATION OF FINDINGS

Although the effects of political riots at Soweto schools hit hard on the progress of education of learners, but this is an issue of the past. The culture of teaching and learning is excellent. Both educators and learners have developed interest in education. The educators and learners respect principals’ authority. The school buildings have been renovated to suit the culture and climate that is required at schools. Although at one school there is still no functional laboratory and library but the school functions as positively as other schools that have both resources. The Gauteng Department of Education ensured that there is positive reconstruction and development of the culture of teaching and learning in Soweto schools. The Education District Department monitors the functions of the schools and the performance of the educators. The educators are ethically professional and the principals are constructive managers and leaders who collaboratively function positively with other stakeholders to develop the culture of teaching and learning within schools.

4.10 LIMITATIONS

The researcher faced a problem concerning the time scheduled for the appointments. At three of these schools the respondent was either not around or had forgotten about our appointment and had to schedule another appointment. At one school the researcher found the respondent ready to be interviewed. The researcher could not use the tape recorder for the interview; there was no informed consent from the interviewee to use it. They were very sensitive and felt victimized and were suspicious. The researcher respected their freedom of choice to be interviewed without a tape recorder.
4.11 VALIDITY, RELIABILITY AND TRUSTWORTHINESS

Validity is the extent to which the materials collected are a true, represent an accurate picture of what or who is being studied. The researcher can use validity checks such as triangulation, re-interviewing and re-analysis (Hitchcock, 1999:42 & 104). In chapter1 the researcher explained that triangulation is the employment of more than one method of data collection through unstructured interview and participant observation, document study or diaries (Hitchcock & Hughes, 1993:104-5).

The researcher used triangulation to establish trustworthiness of her study through interviews, observation and document checks. The researcher studied these schools’ policies and found that they are relevant to their intended goals to be achieved. Reliability refers to the extent to which any particular method of data collection is replicated. In the qualitative research method the researcher is more concerned with validity; it reflects consistency rather than reliability, which reflects the generalization of findings (Hopkins, 1993:155). When another person using a different technique repeats the researcher’s study he/she would discover the same findings.

4.12 CONCLUSION

The data presented, analyzed and interpreted in this chapter was collected from Soweto Secondary Schools by interviewing the principals, as they are the human resource managers of the schools and they are the primary sources of information. The main aim of the researcher was to validate that the effective human resource manager could improve schools by changing the prevailing negative attitude towards education to the positive and constructive education for the benefit of the learners.

Through the researcher’s observation it was discovered that there is order and discipline at those schools. The educators’ and learners’ morale is positive toward education; the principals no longer experience the high rate of absenteeism from both teachers and learners. The political culture and climate of schools is positive. The School Management Team and the Department of Education consider the Learner Representative Council as the rightful representative and they function collaboratively together with the educator labor union, which it is also considered. These bodies are no longer considered as threats
to both the principals and the Department of Education. Hence there is resuscitation of a culture of teaching and learning at Soweto Secondary Schools.

In Chapter five, the researcher will focus on the synthesis, findings, recommendations and concluding remarks.