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Appendix 1

Letter of Consent from the Lagos State Ministry of Education, Nigeria



LAGOS STATE GOVERNMENT
EDUCATION DISTRICT II
IKORODU, SHOMOLU & KOSOFE LGAS

Maryland Schools Complex,
Maryland - Ikeja,
Lagos, Nigeria.

Fax:.....
Telephone:.....
P.M.B..... 22nd April, 2009

EDU/DIS II/SA/020/VII/150

Ref. No:.....

Date:.....

The Dean of Faculty,
University of Pretoria,
Faculty of Education,
Department of Educational Management,
South – Africa.

LETTER OF PERMISSION IN RESPECT OF MR.SHONUBI OLOLADE
KAZEEM.

This is to inform you that Shonubi O. K. had applied to carry out research in two of the Schools in Education District II, Ikorodu Zone Lagos State Nigeria.

Considering the fact that result of such will be beneficial to the growth of education. He has the express permission to carry out his research in the above named Schools.

.....

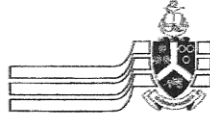
OTUNAIKE A.O. (MRS.)

For Tutor General / Permanent Secretary.



Appendix 2

Ethical clearance



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM 09/08/04

PhD

How leadership and management dynamics contribute to school effectiveness

Ololade Kazeem Shonubi

Department of Educational Management and Policy studies

24 May 2011

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof L Ebersohn

DATE

24 May 2011

CC

Jeannie Beukes
Dr I.J. Prinsloo
Prof W.J. Frasier

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix 3

Letter to Participant

STUDENT RESEARCHER'S SELF-INTRODUCTION LETTER TO PARTICIPANTS

Department of Education Management and
Policy Studies, Faculty of Education,
University of Pretoria,
South Africa.

Selection and participation in a research on the how leadership and management dynamics contribute to school effectiveness in secondary schools in Lagos State- Nigeria

My name is **SHONUBI, Ololade Kazeem**. I am currently a registered PhD student of the above named university. I seek permission to participate in the above titled research. Your Personal details as participants are not required, although you will be interviewed for at least one hour of at every appointed time of my contacts with you. The following will be the importance of the research:

- Create awareness of concerning how network of interactions between School Leadership and Management Team (SLMT) members - principal, vice-principal and HOD; teachers and students may influence school effectiveness.
- Understand what and why of the exhibition of particular leadership and management behaviour by the school SLMT, teachers and students' leader influence school effectiveness.
- Interviews with the participants will be audio-taped.
- You are free to withdraw from this research at any time based on personal reason(s) best known to you.
- Your confidentiality will be guaranteed as neither your name, nor the name and address of your school will be mentioned in neither the analysis nor the discussion of the result of data gathered.

- Participants will have the opportunity to go through the outcome of the thesis (member checking).

In the event of any complaint regarding your treatment in the interview, you can write to:

**The Head,
Department of Education Management
and Policy Studies,
University of Pretoria,
South Africa.**

OR

Visit the university website: www.up.ac.za to get details through which you can contact University academics or officials.

Sign the two consent forms handed to you after reading through them, and keep one for your records while you hand over the second one to the student researcher.

Thank You!

Shonubi, OK

Appendix 4

Letter of Consent from Participant



Dept. of Education Management
and Policy Studies,
Faculty of Education,
University of Pretoria,
South Africa.

Dear Participant,

Selection and participation in a research on the how leadership and management dynamics contribute to school effectiveness in secondary schools in Lagos State- Nigeria

Student Researcher's Name: SHONUBI, Ololade Kazeem (OK)

I have read, understood and considered the letter explaining your intent, mission and requesting my participation in your research. I understand that I will be interviewed for a period of at most one hour on each of your appointment date and time of visit to my school. I therefore indicate my willingness to participate in this research project by signing in the space provided below, knowing that I can withdraw at any time. I also agree that the data collected for the research may be published in a manner that does not disclose my identity in any guise.

NAME OF PARTICIPANT:

SIGNATURE & DATE

SIGNATURE & DATE OF STUDENT RESEARCHER.....

Appendix 5

School Leadership and Management Team (SLMT) Interview Schedule

Interview questions

1. How do you involve teachers in planning of subjects taught in the school?
2. How does the school policy promote quality teaching in the school?
3. How do you involve teachers in discussing the day- to-day teaching and learning activities in the school?
4. How do you ensure organizing of teaching and learning in the school?
5. What are your practices towards delegation of subject teaching in the school?
6. How do you model coordination of teaching at in the school?
7. How does your control practice associate with teacher and student control in the school?
8. How do you motivate teachers to be the best they can towards teaching?
9. How does your communication pattern influence teaching activities in the school?
10. How does your inter-personal relationship with teacher's impact on their teaching activities?
11. How do the principal nurture teaching and learning climate of learning?
12. What role do you play in creating a culture of teaching and learning in your school?
13. How do you manage change with respect to curriculum in the school?
14. How do you do to resolve conflict relating to teaching and learning in the school?
15. What are your strategies of creating a successful school community relationship in relation to achieving successful student's learning?

Appendix 6

Interview Schedule: English teacher

Teacher's interview questions

1. How does your leadership influence your style of teaching do you use in the classroom?
2. How important do you prioritize planning of teaching in the classroom?
3. How important do you consider policy as a mean to effective teaching?
4. How do you prepare/organize your classroom for teaching?
5. How do you motivate students towards understanding what is being taught in the classroom?
6. How do you ensure that your students understand what is being taught in the classroom through communication?
7. How do you understand the importance of creating an encouraging classroom climate due your leadership and management ability?
8. What do you do in ensuring effective control to ensure effective teaching and learning?
9. How does your teaching experience as a teacher encourage/motivate your student academic achievement?
10. Make any other comments to round-off all that you have said.

Appendix 7

Interview Schedule: Student leader

1. How does your teacher's leadership influence his style of teaching in the classroom?
2. How important does your teacher prioritize planning of teaching in the classroom?
3. How important does your teacher consider policy as a mean to effective teaching?
4. How does your teacher prepare/organize your classroom for teaching?
5. How does your teacher motivate students towards their understanding of what is being taught in the classroom?
6. How does your teacher ensure that students understand what is being taught in the classroom through communication?
7. How does your teacher understand the importance of creating an encouraging classroom climate due his leadership and management ability?
8. What does your teacher do in ensuring effective control to ensure effective teaching and learning?
9. How does your teacher encourage/motivate your student academic achievement?
10. Make any other comments to round-off all that you have said.

Appendix 8

School observation schedule

Name of school: (Pseudonym to be used)

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ENVIRONMENT	1	2	3	4	5	6	7
Sanitations and general physical outlook of the school environment							
Display of bulletin boards and adequacy of hallways space							
Well stocked and well used library							
Building, grounds and teaching equipment, e.g. chalkboards, overhead- projectors, etc.							
Clearly defined policies on notice board on issues such as bullying, and student welfare							
ACADEMIC SUPPORT							
Support staff							
School guidance counsellors							
Career advisers							
ORGANISATION							
Administrative and support staff to meet the needs of the students							
Class size and designs with good indoor air quality that produces a more comfortable environment							
Classroom lightning, air temperature							
Design of classroom furniture(Seats and Desks)							

KEYS: Excellent = 1; Very Good= 2; Good= 3; Poor= 4; Adequate= 5; Not Adequate= 6; Not At All= 7

Appendix 9

Classroom Observation Schedule

CLASSROOM LESSON OBSERVATION SCHEDULE

Research Topic: How Management and Leadership Dynamics Contribute to Effective School in Lagos State - Nigeria

Relevant Classroom Information (*Pseudonyms to be used*)

Date:

Name of school:

Number of Student:

Class observed:

Topic Taught:

EFFECTIVE INSTRUCTIONAL PRACTICES					
Effective use of teaching resources					
Effective use of time for lesson planning, reflection and collaborative decision making					
Flexibility to organize students learning in a variety of ways					
Teacher's engagement in meaningful discussions that focus on what is being taught in connection with students' past experiences.					
Interpretations of, and reflexive thinking about what is being taught in the class					
PRESENTATIONS OF LESSONS					
Making connections to what is to being taught from previous lesson					
Teacher and students engagement in meaningful discussions that focus on the interpretation of, and reflexive thinking of what was being taught					

in the previous lesson					
Relevant examples, metaphors and analogies were used to establish connections with student's previous experiences and learning					
Objectives of lesson (topic) presentation was made clear to students					
Presentation was well planned and organized					
Presentation skills and styles, appropriate and effective with a focus on the topic being taught					
Instructional techniques required a majority of the students to be actively involved in learning					
Critical thinking and analysis was modelled and encouraged					
Respect for diverse opinion was communicated					
affectionate, accepting classroom atmosphere was evident					
Teacher motivates the student to ensure that students pay attention towards the achievement of learning the objective.					
Teacher's interest in student learning was communicated					
Teacher's mastery of subject matter was clear and thorough					
Integration of relevant information to support lesson taught					
Appropriate and effective use of audio-visuals, computer or other instructional media/technologies to support presentation of lessons					
STUDENT-TEACHER RELATIONSHIP					
Teacher-student relationship					
Additional assistance used to provide assistance to students based on their specific needs					

Students are proud of accomplishments, discipline, respectful of teachers and others					
Teacher and students demonstrate enthusiasm for teaching and learning					
Teacher's discovery of students' misunderstandings and misconceptions and attendance to them					
Teacher moved around the classroom as he/she interacts with them					
Reinforcement and motivation of student learning (The student-centred teacher)					

SCORE KEYS: Excellent- 5; Very Good- 4 Good- 3; Fair- 2; Poor- 1