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APPENDIX 1

UNIVERSITY OF PRETORIA
PhD QUESTIONAIRE

RECOGNITION OF COMPETENCE : AN EMPOWERMENT MODEL FOR THE RETENTION OF EXCELLENT TEACHERS IN THE CLASSROOM

The aim of the research is:

1. To investigate human resources management factors that influence the quality of service in public education.
2. To identify ways and means of developing teachers so as to retain them.

ASSURANCE TO CONFIDENTIALITY

The respondent is assured confidentiality in this process. No name, address or telephone number is needed. Your answers will be treated with the utmost confidentiality. However, data regarding gender, post held, type of school, age will be needed for analysis. They are not needed for identification.

INSTRUCTIONS

1. Do not write your name on the answer sheet.
2. Circle the answer of your choice or write your answer in the space provided.
3. This questionnaire must be completed by all teachers – principals, deputy principals and heads of departments.
4. Learners are not considered for this research.

PART A : BIOGRAPHICAL AND EDUCATIONAL DATA

1. What is your gender?

Male	1	Female	2

V3 [ ] 5

2. How old are you? [ ] years

V4 [ ] 6-7

3. How many years have you been involved in education? [ ] years

V5 [ ] 8-9

4. Type of your school

Primary	1
Secondary	2

V6 [ ] 10

5. What is your present position?

Principal	1
Deputy Principal	2
Head of Department	3
Teacher	4

V7 [ ] 11

6. My experience in my current post is [ ] years

V8 [ ] 12-13

7. What is your **highest qualification** (circle one only)?

2 years education diploma	1
3 to 4 years diploma	2
B degree (3 to 4 years)	3
B degree and diploma	4
Honours degree	5
Masters degree	6
Doctoral degree	7
Other qualifications (specify)	8

V9 [ ] 14

8. My **field of specialisation** in my qualifications is

Management	1
Science	2
Mathematics	3
Technology	4
Commerce	5
Humanities	6
Other field (specify)	7

V10 ☐ ☐ 15-16

9. The present learner enrolment at my school is

0 - 478	1
479 - 839	2
839 - 1 159	3
1159 - 1 329	4
1329 - 1 644	5
1645+	6

V11 ☐ 17

10. How many teachers are involved in teaching (excluding the principal)?   ☐

V12 ☐ ☐ 18-19

11. In which geographical area is your school situated?

In a city	1
In a township	2
In an informal settlement	3
On a farm	4
In a rural village	5

V13 ☐ 20

PART B : RECOGNITION OF COMPETENCE

In this section, our aim is to determine the challenges that management and teachers encounter and are adverse to quality education.

Indicate your feelings of the reasons for teachers entering teaching by circling either **agree**, **neutral** or **disagree**. Circle one option in each case.

For Office use only

1. Reasons for entering teaching

To have a personally satisfying job	1	2	3	V14		21
To have a high-paying job	1	2	3	V15		22
To make a contribution to the society	1	2	3	V16		23
To be of service to children	1	2	3	V17		24
To have more time off during the year	1	2	3	V18		25
To pursue an interest in a particular subject	1	2	3	V19		26
To have a backup job while pursuing another career	1	2	3	V20		27
To work in a noble, moral and ethical profession	1	2	3	V21		28
To pursue an interesting career with interesting colleagues	1	2	3	V22		29
To have job security and a steady income	1	2	3	V23		30
I like children or youths	1	2	3	V24		31
I didn't know what else to do with my college education	1	2	3	V25		32
I didn't think there was any career open to me	1	2	3	V26		33
I was influenced by my friends and/or family	1	2	3	V27		34

2. Commitment to teaching as a lifelong career

1. Indicate whether you **agree**, are **neutral** or **disagree** with features of a teaching career that **satisfy you most**. Circle one option in each case.

Holidays	1	2	3	V28		35
Opportunity to practice one's own ideas	1	2	3	V29		36
Economic security	1	2	3	V30		37
Staff/pupil relationships	1	2	3	V31		38
Working hours	1	2	3	V32		39

2. Which of the following offer teachers prospects of career retention? Circle one option only.

Management	1
Curriculum	2
Teacher-pupil ratio	3
Affirmative action	4
Technology	5

V33 ☐ 40

3. Which of the following remain a threat to your continued service in teaching? Circle one option only.

Management	1
Curriculum	2
Teacher-pupil ratio	3
Affirmative action	4
Technology	5

V34 ☐ 41

4. What is the most **unsatisfactory aspect of teaching**? Circle one option only.

Class size and workload	1
Status of the profession in society	2
Promotion prospects	3
Extent of non-professional work	4
Overwhelming changes	5

V35 ☐ 42

Indicate your rating of the **current situation** at your school. The following scale is used. Circle one option in each case.

Highly satisfactory	1
Satisfactory	2
Uncertain/do not know	3
Not satisfactory	4
Highly unsatisfactory	5

3. Reward and compensation

The rate at which promotion occurs	1	2	3	4	5
Intrinsic rewards used in teaching	1	2	3	4	5
Extrinsic rewards used in teaching	1	2	3	4	5

V36 ☐ 43
V37 ☐ 44
V38 ☐ 45

Teachers seek promotion because

It is a logical step in attaining career goals	1	2	3	4	5
It is a form of motivation derived from accumulated experience to perform even better	1	2	3	4	5
It provides a means of salary increment	1	2	3	4	5

V39 ☐ 46
V40 ☐ 47
V41 ☐ 48

For Office use only

It is a challenge to perform better than others	1	2	3	4	5	V42		49
It is a matter of pride and competence	1	2	3	4	5	V43		50
It is a means of recognising competence	1	2	3	4	5	V44		51
It gives more influence in day to day running of the school.	1	2	3	4	5	V45		52
It increases one's freedom and power	1	2	3	4	5	V46		53

Answer each question to show how you feel by circling the number of the statement which describes your opinion. The following scale is used.

Very often	1
Rarely	2
Seldom	3
Never	4

4. Career contingency factors

Being male is regarded as a distinct advantage	1	2	3	4	V47		54
Having a degree, preferably from a university, is believed to give a teacher advantage in selection	1	2	3	4	V48		55
It is believed that teachers are unlikely to gain promotion within one school	1	2	3	4	V49		56
Teachers are willing to move between schools in a restricted geographical region that is within commuting distance of their place of residence	1	2	3	4	V50		57
Further study favours promotion	1	2	3	4	V51		58
Making a contribution outside the classroom, through extra-curricular activities, augurs well for career advancement	1	2	3	4	V52		59
Experience is considered an indication of one's competence	1	2	3	4	V53		60
There is willingness in teachers to work in rural areas	1	2	3	4	V54		61

5. Indicate whether you **agree**, are **neutral** or **disagree** with each of the **possible reasons for leaving teaching**. Circle one option in each case.

Inadequate, low salary	1	2	3
No chance for advancement	1	2	3
Opportunity to do something else more rewarding	1	2	3
Poor working conditions	1	2	3
Student-related problems	1	2	3
Management and administration-related problems	1	2	3
Lack of respect (low status)	1	2	3
Emotional aspects (e.g. stress, frustration)	1	2	3

V55   62
V56   63
V57   64
V58   65
V59   66
V60   67
V61   68
V62   69

PART C : EMPOWERMENT

1.   Management principles

Indicate your feelings about the prevailing situation in your school. If you **agree, circle 1**, and if you **don't agree, circle 2**.

	Agree	Disagree
One should ignore certain faults in the work of subordinates in order not to discourage them.	1	2
I spend too much time sorting out problems that my subordinates ought to be able to deal with.	1	2

V63   70

V64   71

	Agree	Disagree
If anyone finds any fault with my work I would prefer that he or she tells me face-to-face.	1	2
It is difficult to execute many education office decisions.	1	2
Many of our most important decisions are based on insufficient information.	1	2
A good manager is the one who shares decision-making and work.	1	2
I am willing to let my staff decide on teaching routine activities.	1	2
I take pride in my teachers.	1	2
Our organisation values teachers resolving conflict in a healthy way.	1	2
Teachers must be self-educated and empowered to enable them to cope with transformation challenges.	1	2
I am willing to let my staff decide on policy matters.	1	2
I am concerned about my teachers' welfare.	1	2
Managers must be facilitators in the process of transformation.	1	2

V65		72
V66		73
V67		74
V68		75
V69		76
V70		77
V71		78
V72		79
V73		80
V74		81
V75		82

2. Empowering school management models

Indicate your feelings or emotions about the current situation of the relationship between the school and the district. The following scale is used:

Always	1
Often	2
Seldom	3
Never	4

All teachers, principals, deputy and HODs may complete this section by circling on the appropriate space provided.

To what extent does the district/area manager:

Value commitment to the development of the individual within the district?	1	2	3	4	V76		83
Value treating all individuals as significant stakeholders in the organisation?	1	2	3	4	V77		84
Value a 'we' spirit and feeling of ownership in the organisation?	1	2	3	4	V78		85
Value empowering employees to support information and resources?	1	2	3	4	V79		86
Value all employees as equally important members of the organisation?	1	2	3	4	V80		87
Believe that employees act in the best interest of students and the organisation?	1	2	3	4	V81		88
Value employees as having the expertise to make wise decisions?	1	2	3	4	V82		89
Value investing in the development of employees?	1	2	3	4	V83		90
Value placing decision-making as close to the point of implementation as possible?	1	2	3	4	V84		91
Value honesty in words and actions?	1	2	3	4	V85		92
Value the unwavering commitment to ethical conduct?	1	2	3	4	V86		93
Value difference in individual philosophy and practices?	1	2	3	4	V87		94
Value commitment to redress past imbalance in human and physical resources?	1	2	3	4	V88		95
Value allocating resources equitably?	1	2	3	4	V89		96
Value consistent and responsible pursuit of non-racialism and non-sexism?	1	2	3	4	V90		97
Value support for school development plans?	1	2	3	4	V91		98
Value involvement, partnerships and networks as basic tenets for quality education?	1	2	3	4	V92		99
Value commitment to the culture of teaching and learning?	1	2	3	4	V93		100

3. Change management

Indicate whether you agree or disagree with the following Statements. Circle your choice.

	Agree	Disagree			
I always tell teachers why changes are made.	1	2	V94		101
I like to be told exactly how I am to do my job.	1	2	V95		102
I believe that rational, logical thinking should win the day.	1	2	V96		103
I am keen to try things out to see if they work in practice.	1	2	V97		104
If can't do a new task in my job, I keep trying until I can.	1	2	V98		105
I give up on things before completing them.	1	2	V99		106
I avoid facing difficulties	1	2	V100		107
If something looks too complicated, I will not bother to try it.	1	2	V101		108
When I have something unpleasant to do, I stick to it until I finish it.	1	2	V102		109
When trying to learn something new, I soon give up if I am not initially successful.	1	2	V103		110
When unexpected problems occur, I don't handle them well.	1	2	V104		111
Failure just makes me try harder.	1	2	V105		112
I feel insecure about my ability to do things.	1	2	V106		113
There really is no such thing as a problem that can't be solved.	1	2	V107		114
Teachers are still in the dark about curriculum changes.	1	2	V108		115
Most of the short courses on curriculum changes are trivialised by lack of resources.	1	2	V109		116
It is possible to implement changes at school.	1	2	V110		117
Teachers need to improvise to keep the education system going.	1	2	V111		118
I feel very enthusiastic about changes in my job.	1	2	V112		119
I would stay in teaching if it were not for these changes.	1	2	V113		120

For Office use only

	Agree	Disagree		For Office use only		
I have difficulty working in a new and unfamiliar situation.	1	2		V114		121
Learning new skills doesn't excite me very much.	1	2		V115		122

4. Teams, partnerships and networks.

Indicate the frequency of the situation or behaviour among teachers in your school by circling one option in each case. The following scale is used:

Almost always	1
Quite often	2
Hardly ever	3
Never	4

					For Office use only		
We are involved in decision-making at our school.	1	2	3	4	V116		123
There is a free flow of ideas in our groups.	1	2	3	4	V117		124
Ideas are judged on merit rather than their source.	1	2	3	4	V118		125
Our meetings include everyone who needs to attend.	1	2	3	4	V119		126
Authority and responsibility are shared.	1	2	3	4	V120		127
Teachers are encouraged to partner and network.	1	2	3	4	V121		128
Other stakeholders are encouraged to contribute.	1	2	3	4	V122		129
Consensus, rather than compromise guides decision-making.	1	2	3	4	V123		130
I am a self-reliant person.	1	2	3	4	V124		131
It's difficult to remain excellent in a group.	1	2	3	4	V125		132
I do not do well in groups.	1	2	3	4	V126		133
I am prepared to listen and co-operate.	1	2	3	4	V127		134
Groups give more pleasure in tackling work.	1	2	3	4	V128		135
Groups offer stimulating ideas about teaching.	1	2	3	4	V129		136
Schools should partner with tertiary institutions.	1	2	3	4	V130		137
Schools should network with business.	1	2	3	4	V131		138
Schools should partner with parents.	1	2	3	4	V132		139
Partnerships with unions can better minimise strikes.	1	2	3	4	V133		140

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5. Excellence in teaching

Every teacher strives to be excellent. It may be in extra-curricular activities or academic life of the school. Indicate your beliefs about teachers in each of the following statements: (circle your option)

Teachers are punctual, dedicated and self-disciplined.	1	2	V134	141
Teachers offer quality lessons and assessment.	1	2	V135	142
Teachers do an excellent quality job despite insufficient resources.	1	2	V136	143
Teachers contribute to the decline in quality education by their inadequate planning, control and organisation.	1	2	V137	144
Despite all odds teachers are enthusiastic about their jobs.	1	2	V138	145
Teachers have no say in matters that directly affect them in the classroom.	1	2	V139	146
Teachers are involved in unions to cover their inefficiency and ineffectiveness.	1	2	V139	147
Teachers are demoralised by lack of commitment from learners.	1	2	V141	148
Teachers are over-burdened by the new system (curriculum 2005)	1	2	V142	149

THANK YOU FOR YOUR PARTICIPATION.

NORTHERN PROVINCE
EDUCATION, ARTS, CULTURE AND SPORTS
SOUTHERN REGION

AREA OFFICES

NAME	ADDRESS	NUMBER OF SCHOOLS		
1. APEL	The Area Manager Apel Area Private Bag X12 APEL 0739	Pre-primary Primary Secondary Private Tertiary **TOTAL**	= = = = = **=**	30 47 31 1 1 **110**
2. BOHLABELA	The Area Manager Bohlabela Area Private Bag X1009 BURGERSFORT 1150	Pre-primary Primary Secondary Tertiary **TOTAL**	= = = = **=**	15 62 49 1 **127**
3. DENNILTON	The Area Manager Dennilton Area Private Bag X647 GROBLERSDAL 0470	Pre-primary Primary Secondary Special Tertiary Technical Coll **TOTAL**	= = = = = = **=**	36 64 38 1 1 1 **141**
4. MAGAKALA	The Area Manager Maglakala Area Private Bag X12 ATOK 1150	Pre-primary Primary Secondary **TOTAL**	= = = **=**	25 88 48 **161**
5. NEBO	The Area Manager Nebo Area Private Bag X1220 NEBO 1059	Pre-primary Primary Secondary Private **TOTAL**	= = = = **=**	46 70 36 1 **153**
6. SEKHUKHUNE	The Area Manager Sekhukhune Area Private Bag X1220 SEKHUKHUNE 1124	Pre-primary Primary Secondary Private **TOTAL**	= = = I = **=**	32 70 36 2 **140**

Year Compiled: 1997

INFORMAL INTERVIEW QUESTIONNAIRE

1. Academic background

1.1 What field of specialisation are your qualifications?

1.2 Do you think you are/were ready to assume management post?

1.3 What problems do you encounter in your practice as a manager?

2. Parental involvement

2.1 Are parents actively involved in the management of the school?

2.2 What is the cause, according to the answer above?

2.3 What is the attitude of teachers towards parental involvement?

3. Teachers' morale

3.1 Do you think teachers are enthusiastic about their jobs?

3.2 What might have contributed to low morale?

4. Communication

4.1 Do you think there is effective communication between schools and the department of education?

4.2 Why?

5. Appointment/Redeployment and Job security?

5.1 Are appointments handled properly by the department?

5.2 Which problems are encountered in the appointment process?

5.3 Do you think redeployment is handled successfully? Identify the problems associated with redeployment.

6. Provision and supply of resources

6.1 Are you sufficiently resourced in terms of books?

6.2 What do you think might be the problem?

7. Leadership

7.1 Is principal in control of the institution?

7.2 What leadership problems do you encounter in your school?

8. Trade unions

8.1 Are the members of your staff affiliates to trade Unions?

8.2 What do you think as the main contributor to rise in trade unionism among teachers?

8.3 What problems do you encounter with trade unions?

9. Empowerment

9.1 Are there staff empowerment programmes? Are they enough?

10. Rewards

10.1 Are the rewards offered to teachers enough?

10.2 Why?

11. Learner representation

11.1 Do you have any representation for learners in the governance structure of your school?

11.2 What problems do you encounter with this structure?

APPENDIX 3

NORTHERN PROVINCE
EDUCATION, ARTS, CULTURE AND SPORTS
SOUTHERN REGION

AREA OFFICES

NAME	ADDRESS	NUMBER OF SCHOOLS		
1. APEL	The Area Manager Apel Area Private Bag X12 APEL 0739	Pre-primary Primary Secondary Private Tertiary **TOTAL**	= = = = = =	30 47 31 1 1 110
2. BOHLABELA	The Area Manager Bohlabela Area Private Bag X1009 BURGERSFORT 1150	Pre-primary Primary Secondary Tertiary **TOTAL**	= = = = =	15 62 49 1 127
3. DENNILTON	The Area Manager Dennilton Area Private Bag X647 GROBLERSDAL 0470	Pre-primary Primary Secondary Special Tertiary Technical Coll **TOTAL**	= = = = = = =	36 64 38 1 1 1 141
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Year Compiled: 1997

STRATIFIED RANDOM SAMPLE

RESEARCH PROGRAMME

SAMPLES

AREA		NUMBER OF SCHOOLS		
1. APEL	Primary	=	5	
	Secondary	=	10	
2. BOHLABELA	Primary	=	10	
	Secondary	=	10	
3. DENNILTON	Primary	=	20	
	Secondary	=	15	
4. MAGAKALA	Primary	=	10	
	Secondary	=	10	
5. NEBO	Primary	=	20	
	Secondary	=	15	
6. SEKHUKHUNE	Primary	=	15	
	Secondary	=	10	
	TOTAL	=	**170**	

FIELDWORK DATES

First Block   **Dates**

Dennilton
Nebo   17 January 2000 to 21 January 2000
Sekhukhune

Second Block   **Dates**

Apel
Bohlabela   24 January 2000 to 28 January 2000
Magakala

RESEARCH ACTIVITIES

1. Interviews
2. Dissemination of questionnaires
3. Collection of questionnaires
4. Giving support to respondents

RESEARCH FIELDS

1. Schools
2. Area offices
3. Circuit offices
4. Principal's meetings