

Annexure A Questions used while interviewing principals

- 1 Are there teachers who defy regulations and orders? If there are, please explain why they do this.
- 2 What steps do you take as a principal against a teacher who defies regulations and orders?
- 3 Explain in detail why you think some teachers do not teach classes when they know very well that they are supposed to be teaching.
- 4 Explain why you believe some teachers do not implement the decisions that have been taken in staff meetings.
- 5 Do teachers quarrel with you or another teacher on the school premises or around the school premises? If yes, why do they do this?
- 6 Are there teachers who have sexual relations with school girls/boys? If yes, how do you discipline a teacher who does this?
- 7 How does a teacher who uses profane language or insulting language when talking to you or to learners affect the management of the school?
- 8 Give reasons why some teachers are regularly coming to school late.
- 9 Are there some teachers who do not treat you with respect and courtesy? If so, what could be the reasons for doing this?
- 10 Do teachers hide important circulars? If so, why is this being done?
- 11 Are some teachers disrupting classes in one way or another? Please explain in detail why this is done.
- 12 Are there some teachers who cause conflict among staff members? If yes, please explain how they cause conflict.
- 13 Do some teachers occasionally incite learners against principals? If yes, how do they do this?
- 14 Drug and alcohol abuse is becoming prevalent among teachers. If you also experience this at your school, please explain to what extent it occurs.
- 15 In your opinion, what effect do the above phenomena have on your management and leadership?

Annexure B Questions used while interviewing teacher organisations (unions)

- 1 What constitutes educator misconduct?
- 2 Could you explain why some teachers defy regulations and orders?
- 3 In your opinion, what should be done with a teacher who defies regulations and orders?
- 4 Explain in detail why some teachers do not take the classes they have to teach.
- 5 In your opinion, what should be done to curb the practice mentioned in 1.4 above?
- 6 Why do some teachers sometimes quarrel with the principal?
- 7 Are there teachers who use profane language to learners as a measure of discipline? If yes, what is your opinion of such behaviour?
- 8 What causes some teachers to be continuously and unlawfully absent from school?
- 9 Are there teachers who have sexual relations with school girls/boys? If yes, what should be done with such teachers?
- 10 Are there teachers who issue learners with false reports? If so, what method or mechanism can be used in order to curb this practice?
- 11 What could be the reasons why some teachers do not treat principals with respect and courtesy?
- 12 Do some teachers abuse alcohol? If so, in what way is this affecting their profession?
- 13 Why do some teachers not dress in accordance with the agreed code of dress?
- 14 Why are some teachers still administering corporal punishment in spite of the fact that it has been legally abolished?
- 15 What effect has drug abuse on the teaching practice of some teachers?
- 16 In your opinion, how does drug abuse by educators impact on the management and leadership of principals? Please give practical examples.
- 17 As a teacher organisation, what are the problems that you experience with regard to the handling of misconduct cases by principals?

Annexure C Questions used while interviewing School Management Developers

1. Management as a practical activity of a principal

How competent or incompetent is the principal in carrying out the following? (Please give practical examples i.e. what actually happened, quoting the incidents and the dates where necessary; not forgetting to mention **the situational variables** that impact on the management of principals because they are school-based):

- 1.1 Administration
- 1.2 Control (class-visit, lesson preparation)
- 1.3 Systems and structure
- 1.4 Improving educators skills
- 1.1.5 The setting of standards

2. Leadership as a practical activity of a principal

How does the principal deal with the following in his capacity as a leader? (Please think about his skills, techniques and the **situational variables** that hinder him in carrying out the leadership activities):

- 2.1 Innovation
- 2.2 Originality
- 2.3 Motivation
- 2.4 Inspiring trust
- 2.5 Long term perspective
- 2.6 Influential (towards the achievement of goals)
- 2.7 Risk taking (think about decision making)

3. Is the principal perceived as a leader by his followers (educators and non teaching staff)?
Please support your response with reasons and by giving a practical example if you say yes or

no. For instance, if he at one stage was chased away or accused by educators through learners (think about the incidents that occurred from 1990 to date); please indicate and give reasons that led to him being accused or chased away.

4. Indicate as to how the principal conduct himself in respect of the following (Please do not forget to mention incidents that support your response, while taking into account the **situational variables**):

4.1 Independence

4.2 Organising

4.3 Self-confidence

4.4 Courageous

4.5 Knowledgeable

5. Choose **only one** leadership style that the principal uses, and indicate as to why does he resort to it. Please do not forget to mention the **situational variables** that contribute to him opting for the leadership style you have chosen.

5.1 Authoritarian

5.2 Democratic

5.3 Laissez-faire

Annexure D Letter to Principals of sample schools

P.O. Box 2983

WELKOM

9460

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Dear Sir/Madam

I am conducting research in Education Management, specialising in Education Law. The study I am pursuing is such that the site committees/the principals/the school management developers must be taken on board because the study deals with teacher misconduct which is a topical issue at the present moment. As your school has been chosen as part of the sample, I am requesting you to participate in this study. I am intending to hold discussions with you immediately after school on at if it suits you. I am also requesting you to allow me to bring my tape recorder along to record data. If you are against the idea of the tape recorder, please do not hesitate to say so.

Your co-operation in this regard is highly appreciated.

Yours sincerely

Chopo J. Teleki

Annexure E Letter to Chief Education Specialist, Education Planning

Tel.: (057) 397 1719

Cell.: 082 2511 299

P.O. Box 2983

WELKOM

9460

3 November 2000

For attention: Chief Education Specialist-Education Planning

The Head of Education

Private Bag X20565

Bloemfontein

9300

Dear Sir

Request to Conduct Research at Four Schools in the Odendaalsrus District

I am a registered PhD student at the university of Pretoria. My promoter is Prof. Beckmann, J.L. At the moment I have reached the stage where I must embark on an empirical survey. I therefore request the Department to grant me permission to conduct research at four secondary schools which have been purposely selected in the Odendaalsrus District. The title of my thesis is *Juridical aspects of teacher misconduct: a management perspective*.

On completion, it is believed that the study will contribute significantly to management of schools by educational managers in our country, in general, and for the Free State Province in particular. Attached to this letter are the following:

- (a) a letter from my promoter whereby he requests that I be allowed to carry on with empirical study at aforementioned schools,
- (b) a research proposal which explains the aim of the research project,

- (c) a draft letter to the principals/the union site committees and
- (d) questions which will be used for interviewing principals and teacher unions.

Your co-operation in this regard is highly appreciated.

Yours sincerely

Chopo Teleki

11505 Harry Oppenheimer Street

Sir Ernest Oppenheimer Park

Motsethabong

9463



FREE STATE PROVINCE



Enquiries : Mr W.B. van Rooyen/LB
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Tel: 051-404 8077
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2000-11-08

Mr C J Teleki
P O Box 2983
WELKOM
9460

Dear Mr Teleki

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 1 November 2000 refers.
2. Research title applied for: **Juridical aspects of teacher misconduct: a management perspective.**
3. Permission is granted for your request to conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Principals/educators participate voluntarily in the project.
 - 3.2 The names of the schools and principals/educators involved remain confidential in all respects.
 - 3.3 Interviews with principals and educators must be conducted outside normal tuition time of the school.
 - 3.4 Recording of interviews on tape recorder may only take place with direct permission of the official being interviewed.
 - 3.4 This letter must be shown to all participating persons.
 - 3.5 A report on this study must be donated to the Free State Department of Education after completion of the project where it will be accessed in the Education Library, Bloemfontein.
4. You are requested to address a letter to the Head: Education, for attention
W.B. van Rooyen
Room 1213
C.R. Swart Building
Private Bag X20565
BLOEMFONTEIN
9301
accepting the above conditions.
5. We wish you every success with your research.

Yours sincerely

HEAD: EDUCATION