A FRAMEWORK FOR MANAGING HUMAN RESOURCES IN SECONDARY SCHOOLS FOR IMPROVED EDUCATIONAL PERFORMANCE

by

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DECLARATION

I declare that the thesis hereby submitted by me for the Philosophiae Doctor Degree, at the University of the Free State, is my own independent work and has not previously been submitted by me at another university.

_____   _____
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I furthermore cede copyright of the thesis in favour of the University of the Free State.

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DEDICATION

This work is dedicated to my mother, Mrs. Mathato Elizabeth Ralenkoane and my late father, Mr. Tselanyane Albert Ralenkoane, who were never hesitant to explicitly warn me of the consequences of not studying since primary school. I can hardly forget your constant emphasis with a saying that "u tla ja masepana a thaka tsa hau", which took me many years to interpret with some understanding.

_____   _____

Makhube M. Ralenkoane (Mr.)   Date

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LIST OF ABBREVIATIONS AND ACRONYMS

ASK	=	Appreciative Sharing Knowledge
BEWAP	=	Basic Education in Western Areas Project
BOS	=	Bureau of Statistics – Lesotho
CEO	=	Chief Education Officer – Lesotho
COSC	=	Cambridge O' Level School Certificate
DfES	=	Department for Education and Skills
DoE	=	Department of Education
ECOL	=	Examination Council of Lesotho
GCE	=	General Certificate of Education
GCSE	=	General Certificate of Secondary Education
GEM	=	Geography and Environmental Management School
HoD	=	Head of Department – School
HRM	=	Human Resource Management
IEA	=	Evaluation of Educational Achievement
ISO	=	International Standardisation Organisation
MBO	=	Management by Objectives
MOE	=	Ministry of Education – Lesotho
NTTC	=	National Teachers' Training College
OECD	=	Organisation for Economic Cooperation and Development
OFSTED	=	Office for Standards in Education
PIISO	=	Pacific Institute Investment in Excellence Programme
PISA	=	Performance Indicators for Students Achievement
RCL	=	Representative Councils for Learners
SACMEQ	=	Southern and Eastern African Consortium for Monitoring Quality
SADC	=	Southern African Development Community
SASP	=	South African Standard for Principalship
SDP	=	School Development Planning
SIP	=	School Improvement Planning
SPIN	=	School Performance Index
SRC	=	Students' Representative Council
TQM	=	Total Quality Management
UFS	=	University of the Free State

UK	=	United Kingdom
UN	=	United Nations
UNESCO	=	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	=	United Nations' Children Fund
USA	=	United States of America
USAID	=	United States Agency for International Development

ABSTRACT

The concept of human resource management (HRM) comes into education as a result of a series of reforms meant to improve the quality of education for all, worldwide. These reforms have encouraged many countries to rigorously engage in initiatives that are meant to improve the quality of their educational governance and management structures. More emphasis was put on managing the crucial human resource during the teaching and learning process, which is the teacher. Evidence from literature has shown that a collective teacher-quality has a positive impact on learners' performance, however, the management of these crucial resources has been an unintelligible hollow in the educational management which in this study is the management of human resources in a high-performance public secondary school in Lesotho. My ultimate aim has been to develop and recommend a framework for use in the effective management of these resources in secondary schools that are unable to procure sufficient educational resources.

I have adopted critical theory and the participatory inquiry research paradigms in my methodology, in order to emphasise inclusiveness, respect for human dignity and empowerment for the research participants. I further have used a combination of the ethnographic research methods that include unstructured interviews and observation techniques and analysed the data through the critical discourse analysis method.

From the findings I have identified two sets of respondents whose inputs I value equally as the managed (teachers who do not hold managerial positions) and the managers (teachers who occupy managerial positions). The information I obtained from these respondents has revealed two distinct sources of meaning that motivate at least eleven different interactional spaces within the case study school's HRM structures and processes. These are the sources of meaning for the school and for teachers respectively. It is within these social interaction intercourses that the HRM strategies at the case study secondary school are used. From the analysis of the impact that they have on the specific interactional spaces at this school, I was able to develop a framework for managing human resources at the public secondary schools that would be applicable to other schools within similar educational settings.

KEY WORDS

Critical discourse analysis

Critical theory

Education quality

Educational governance

Empowerment

Human resource

Human resource management

Human resource processes

Human resource structures

Inclusiveness

Learner performance

Participatory inquiry

Performance management

Professional development

Teacher-quality

ABSTRAK

Die begrip *menslike hulpbronbestuur* (MHB) het die terrein van die opvoedkunde betree as gevolg van 'n reeks hervormings bedoel om die gehalte van onderwys vir almal, wêreldwyd, verbeter. Hierdie hervormings het talle lande aangespoor om doelgerig betrokke te raak by inisiatiewe wat ten doel het om die gehalte van hulle opvoedkundige gesagsverhouding en bestuurstrukture te verbeter. Meer klem is geplaas op die bestuur van kritieke menslike hulpbronne tydens die leer en onderrigproses, wat die onderwyser is. Bewys uit die literatuur het aangetoon dat 'n kollektiewe gehalte-onderwyser 'n positiewe impak op leerders se prestasie het. Die bestuur van hierdie deurslaggewende hulpbronne was egter tot op datum 'n tot nog toe 'n onverstaanbare gaping in die onderwysbestuur, wat in hierdie studie die bestuur van menslike hulpbronne in 'n hoëprestasie openbare sekondêre skool in Lesotho is. My uiteindelike oogmerk was om 'n raamwerk te ontwikkel en aan te beveel vir gebruik in die doeltreffende bestuur van hierdie hulpbronne by sekondêre skole wat nie in staat is om toereikende onderwyshulpbronne aan te skaf nie.

Ek het kritiese teorie en die deelnemende ondersoekende navorsing paradigmas in my metodologie aangepas ten einde inklusiwiteit, respek vir menswaardigheid en bemagtiging vir die deelnemers aan die navorsing te beklemtoon.

Vanuit die bevindings het ek twee stelle respondente geïdentifiseer aan wie se insette ek net soveel waarde heg as die bestuurder (onderwysers wat nie in bestuursposies is nie) en die bestuurders (onderwysers wat bestuursposisies beklee). Die inligting wat ek van hierdie respondente bekom het, het twee kenmerkende bronne van stelle betekenisse wat ten minste elf verskillende interaksionele ruimtes binne die gevallestudieskool se MHB-strukture en prosesse. Hierdie is die bronne van betekenis vir onderskeidelik die skool en vir onderwysers. Dit is binne hierdie sosiale interaksionele gemeenskappe wat die MHB-strategieë by die gevallestudie sekondêre skool gebruik is. Vanuit die ontleding van die impak wat hulle op die spesifieke interaksionele ruimtes by hierdie skool gehad het, was ek in staat om 'n raamwerk te ontwikkel vir die bestuur van menslike hulpbronne by die openbare sekondêre skole wat toepaslik sal wees vir ander skole binne soortgelyke opvoedkundige omgewings.

DOKUMENTE

Kritiese diskoers analise

Kritiese teorie

Onderwys gehalte

Opvoedkundige bestuur

Bemagtiging

Menslike hulpbrom bestuur

Menslike hulpbrom-prosesse

Menslike hulpbrom-strukture

Inklusiwiteit

Leerder perstasie

Deelnemende ondersoek

Prestasie bestuurstelsel

Professionele ontwikkeling

Onderwyser gehalte

CHAPTER I
INTRODUCTION AND BACKGROUND INFORMATION

1.0 INTRODUCTION

The concept of human resource management (HRM) has entered education as a result of a series of reforms intended to improve the quality of education for all worldwide. This important moment of change in educational management history was marked by the Jomtien World Education Conference (1990), which emphasised education as key to the development process and defined it as a human right. It also raised the issue of the level of commitment to the delivery of education of high quality, with countries agreeing upon reform systems that placed more emphasis on equity, equality of opportunity and monitoring of the quality of educational outcomes. A decade later, the World Education Conference (2000) at Dakar renewed this commitment by setting a framework for action on setting goals and monitoring performance towards achieving these goals. Six key objectives and implementation strategies meant to operationalise them were adopted by many countries, including the study area country, Lesotho. Out of these six, the operational objective on *Developing Responsive, Participatory and Accountable Systems of Education Management and Governance* has most relevance to this study. In order to achieve this objective, many countries have undertaken reform of their educational management systems, such that they are more decentralised and participatory at the implementation and monitoring phases, particularly at the micro-school management level (Odden, 2011; Hdiggui, 2006; United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1990, 2000f.).

The World Development Report (2000/1), similarly, has recommended public sector reforms in human resource management that support a market driven economy. The report regards poverty, particularly in developing countries, as a consequence of poor governance and a mismanagement of both the material and human resources. It has recommended forecasting of employment requirements, improved communication systems and performance monitoring in the public sector (World Bank, 2000). The implications for the developing countries in implementing these reforms that have been recommended by both UNESCO and the World Bank are that they have to recruit and select human resources of

the highest quality; manage their performance; capacitate them appropriately; and assess their performance regularly. Recruitment in the public sector, especially in education, has commonly been regarded as government's social responsibility, with capacity building the employees' own responsibility and communication systems hampering proper performance reporting. It is for these reasons, amongst others, that the World Bank has recommended reform. In addressing these challenges in the education sector, Jomtien and Dakar have offered an international platform for countries to take the opportunity to consider the transferable best practice models of educational management. This opportunity has been taken up by UNESCO, through annual global educational quality monitoring reports published since 2000 (Odden, 2011; McKinsey, 2007; Hdiggui, 2006; UNESCO 2001- 2011).

This exposure to international experience has stimulated a range of developments in many countries' education sectors, including the import and implementation of foreign educational governance and management techniques to their local context. The continued inability to achieve the hoped for educational outcomes of innovativeness, technological development, socio-economic growth, peace and stability has forced most governments to prioritise educational policy borrowing and contemporary policy learning, concepts as used in Chakroun (2010). In the process, some had to fully restructure their educational human resource management systems, particularly in the areas of staff recruitment, motivation, training and development, including monitoring and evaluation. These processes constitute the HRM system, which is a component of strategic management that has proved effective in the private sector for many years (Odden, 2011). Evidence of the effectiveness of this system in education is found in the generally better performance of private schools than that of public schools (Odden, 2011; McKinsey, 2007; Steiner-Khamsi & Stolpe, 2006; Steiner-Khamsi, 2004).

The primacy of the human resources (teachers) in education that necessitates their careful selection, organisation, control and monitoring of performance has been re-emphasised in UNESCO's (2005) five-dimensional framework for quality assuring educational performance, as follows:

1. Learner characteristics;
2. Contextual;

3. *Enabling resources*;
4. Teaching and learning; and
5. Outcomes (UNESCO, 2005:34) *(my emphasis)*.

The *learner characteristics* dimension asserts that quality can be achieved through recognising and by responding appropriately to inequalities among students, whether caused by gender, disability, race and ethnicity, terminal illness or emergencies. The *contextual* dimension shows that quality can be achieved through strengthening the links between education and society, and this link would increase the opportunities for obtaining and increasing educational resources. The *teaching and learning* dimension emphasises the importance of effective teaching methods, assessment methods, styles of teaching and classroom organisation techniques. The effectiveness of all these quality aspects largely depends on the level of competence of the teachers. The *outcomes* dimension states that quality education should cut across educational outputs, that is, through achievement and attainment, short-term outcomes and broader societal and economic gains. At the core of these quality aspects is the *enabling resources* dimension, the main input variables of which, according to UNESCO (2005:36) are "material and human resources, with the governance of these resources as an important additional dimension." The human resource inputs that UNESCO has listed include the managers, administrators, support staff, supervisors, inspectors and, most importantly, the teachers (p.36).

Governance, in the context referred to above, implies all aspects of management of educational resources, particularly the human ones. Exclusive focus has been placed on the objective of managing the educational human resources globally since 2009, when concepts borrowed from the HRM field of study, particularly from the strategic human resources management discipline, were used in the public sector to describe the factors of educational production (UNESCO, 2009a). Recruitment and contracting; motivation and support; performance-related pay; and deployment and incentivising for teachers are some of the concepts used extensively in the educational management literature to improve educational quality (UNESCO, 2009a:171-172).

The budgetary constraints that have been caused by the structural adjustment programmes of the 1980s and 1990s (Easterly, 2001; Reimers, 1994) and the global economic depressions of 2008 and 2009 (United Nations Global Outlook, 2011; International Labour Organisation (ILO), 2010) have severely affected the education sector in poor countries by

making the delivery of education of high quality almost impossible. UNESCO (2009a) has argued that tightening recruitment procedures and contracting teachers would address the challenge of financial cuts by reducing costs. Motivation and support would break teacher isolation and encourage a synergy that would eventually result in improved educational performance. Teachers' pay has historically been tied to academic qualification and experience, as in most professions, therefore UNESCO (2009a) suggests that in education it should be tied to the objectives of schools. The selective deployment and introduction of performance incentives in a form of allowances, according to UNESCO, would remedy the challenge of *'urban bias'* whereby teachers chose to work in urban schools and decline to work in areas of hardship such as rural or farm areas (UNESCO, 2009a:171-172) (my *emphasis*).

Efforts to improve educational quality have been made since the foundations of formal school education, with various schools of thought, such as the cognitive school (Piaget, 1971), the humanistic school (Bourdieu, 1977) and the behaviourists (Skinner, 1968) theorising the factors of educational production in terms of input and output criteria. The social development theorists (Engestrom, 1987; Vygotsky, 1978) have placed importance on the processing phase, arguing that educational production should be defined in terms of what the learner does. However, at the core of education theory is the critical social school (Adams, 1970), advocating the interpretation of any theory to social needs. This school of thought has various individual theories with similar arguments functioning within it, one of which is critical theory (Kellner, 1989; Roderick, 1986). Viewing education quality within the spectrum of power relations, dominance, inequity and oppression, critical theory emphasises emancipatory thought and presents a shrewd interpretation of the social life that has enabled deeper and broader thinking on education, particularly on contemporary educational management.

In this study, therefore, I have used the lens of critical theory to focus on HRM practices that are operational at a high performance public secondary school in Lesotho. On the basis of a critical view of the findings I then recommend a framework for use by secondary schools that are unable to obtain adequate educational resources. My thesis is that public schools can perform to the same level or better than private schools, provided an HRM strategy that considers their lack or absence of resources is found. The challenge is a perennial one in most African countries, given firstly the global imbalance in economic

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growth; secondly, unpredictable global drawbacks such as the recurrent economic depression that have caused a decline in economic development aid to poor and middle income countries; and thirdly, socio-political factors, such as inter-state conflicts, monopoly and hegemony. However, poverty should not be an excuse for poor educational performance, only that alternative means for poor schools to function effectively within their means must be researched and published.

1.1 BACKGROUND INFORMATION

The history of the formal school education in Lesotho dates back to the arrival of the French Protestant Missionaries in 1833 (Muzvidziwa & Seotsanyana, 2002; Thelejani, 1990; Butterfied, 1977; Matsela, 1976, 1978). Up to 2010 formal education had functioned as a tripartite alliance between the churches, government and community, with the churches owning and fully controlling more than 90% of all primary and secondary schools (International Bureau of Education (IBE), 2010), and less than 1% being foreign owned and not following the national curriculum. In March 2010, Lesotho schools were placed in three new categories which are the public, independent and special schools. Some functions of the church-owned schools were put under government control, according to the following criteria.

The Education Act of 2010 describes *public schools* as those whose admission requirements are determined by the Minister of Education and Training, and are bound by government rules and regulations. They are funded by the government, charge fees approved by the Minister, and their teachers are expected to register with the Lesotho Teaching Service Department. *Independent schools* are those whose admission policy is not controlled by the government, which charge fees independently as arrived at by their own school boards. The majority of schools in this category follow the Lesotho schools' curriculum, assessment and matriculation systems. Private schools fall within this category, however the Minister approves admission criteria and fees. Under the normal circumstances, the government does not finance the private schools or pay salaries to their staff, but it may grant them subvention under difficult circumstances that threaten their closure (Education Act, 2010:170-171).

The *specialised schools* category, meanwhile, refers to either the public or independent schools that are mandated by the Education Act of 2010 to provide non-educational services that enhance the quality of life of the special learners. Their curriculum is specialised and has to be approved by the Minister of the Ministry of Education and Training, while issues of finance are a responsibility of the Minister of the Ministry of Finance (Education Act, 2010:171). In practice, the special schools do not exist as independent entities but are incorporated with *ordinary* schools, with little provision made to ease challenges usually faced by the specialised group of students.

Prior to the passing of the Education Act of 2010, the education system had followed a 7-3-2 pattern, that is seven years of primary, three years of secondary and two years of high school education. The Act has introduced a new eight-stratum education system, structured as follows:

1. Pre-school – up to four year of early childhood education;
2. Junior school –pre-school and primary school education;
3. Primary school –up to seven years of primary education;
4. Basic education school –primary and junior secondary education;
5. Secondary school –three years of post-primary education;
6. High school –up to five years of post-primary education;
7. Junior college –up to seven years of post-primary education; or
8. Learning centre – for out-of-school basic education (Education Act, 2010:167).

The new classification signifies a revised modus operandi to align educational management at the macro-education policy level with the actual educational needs at the micro-school management level. The legislation has introduced a seven-stratum teachers' career and salary structure which stipulated that, from 2011, teachers would be promoted from a lower level to a higher on the basis of academic qualification, experience and competence, to be measured through a performance appraisal system (Circular Notice 4 of 2009:02). The highest two levels in this stratum are those of the specialist teachers and the senior specialist teachers, in that order. The teachers could apply to occupy these levels after a lapse of three years from 2009, and the three-year period from 2009 to 2011 was intended to enable government to assess their performance before they could apply to occupy these higher positions (Circular Notice 4 of 2009:03).

The employment positions of the school principals, deputy principals and the heads of departments (HoDs) were also exposed to this performance management system. As of 2009, the teachers who occupied these management positions have been employed on the basis of performance contracts limited to five years. The schools were further categorised into three classifications, as A Schools, B Schools and C Schools, determined by the size of enrolment (more than 800, 300 to 800 and less than 300 respectively). The salaries of principals and deputy principals were graded according to this classification in both primary and secondary schools alike (Circular Notice 4 of 2009:05).

The Education Act of 2010 also bestows on the school principals the power to maintain and enforce overall discipline. The Ministry anticipates that this would result in better organisation, management and leadership of schools' daily business, and minimise principals' reluctance to respond to challenges. The principals are supported by school boards constituted by parents and teachers, which have the authority to decide on employment conditions of teachers, including the principal, and to motivate or take disciplinary action against teachers and the school principal (Education Act, 2010, Articles 23-25). The greatest shortcoming of this legislation, however, is that of putting teachers only at the receiving end. No reference is made to how the teachers, as frontline policy implementers, should report undue practice or any noticeable incompetence on the part of school management.

Nonetheless, the HRM process not only focuses on management and control of staff but also involves their professional development in order to ensure efficiency and effectiveness (Odden, 2011). The Education Sector Strategic Plan (ESSP) of 2005 to 2015 has a clear objective to capacitate teachers with lower qualifications to enrol in teacher training programmes for which they qualify. This commitment, moreover, spreads to the improvement of the educational performance in totality as the teachers are furthermore incentivised to take up jobs at schools earmarked as *"difficult"* (Circular Notice 4 of 2009:02) (*emphasis* in original). While there are public outcries over the lack of employment for teachers, schools based in remote rural areas in Lesotho lack qualified teachers. Sometimes teachers in such schools are extremely overloaded as there are no others willing to work under such conditions. In order to address this problem, the government has introduced a series of incentives that include hardship allowance and mountain allowance. Since 2007, school development programmes have been focussed on

the rural and semi-urban areas as another effort to discourage the urban bias (ESSP, 2005:121).

The Government has also implemented teachers' professional training programmes in the form of short-term, in-service and long-term training that is normally offered at teacher training college or university. Schools are urged to support the short-term training by financing the teachers' professional development programmes. They further take the opportunity for capacity building from among staff or from volunteer organisations. For example, beginning teachers have the opportunity to train from in-house and off-grounds induction programmes that introduce them to the day-to-day operations at school. These short-term programmes usually cover areas that are not taught at college but that arise at the workplace. The National Manpower Secretariat gives teachers opportunities to pursue training at college by offering them long-term loan bursaries (World Bank Country Status Report, 2005).

The Government prioritises the provision of physical infrastructure and facilities, and teaching and learning materials. In the last four years, the bulk of the Ministry's budget has been spent on construction of basic education schools, particularly in hardship areas. In addition to the provision of this infrastructural equipment, government has reintroduced a book rental scheme in which learners at secondary school level pay reduced fees in order to rent a set of learning materials that include textbooks, exercise books and writing implements (ESSP, 2005).

1.1.1 Description of the Case Study School

The case study secondary school was a public high school that had been under direct government control since its foundation in 1988. It was under the management of a school principal with one deputy and four HoDs who supervised the departments of Natural Sciences, Social Sciences, Languages, and Practical Subjects. The school had a staff capacity of 31 teachers, of whom 21 were qualified teachers, to a student roll of 1000 at the time of this study. It had 14 class teachers and five stream heads who reported to the HoDs. The number of teachers per department varied from six in Natural Sciences and Practical Subjects departments to nine in the Languages and Social Science departments.

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The government provided the physical infrastructure and paid teachers' salaries, but the school raised additional revenue by charging fees and renting books. There were two staff rooms shared equally by both teachers and the HoDs, one library (which was empty throughout the study period), one computer laboratory and three blocks of buildings divided into 14 classrooms. The principal and deputy principal had partitioned the other staffroom for their offices. Alongside were an accounts panel and the school secretary's two square-metre office in which the switchboard was located. Apart from these buildings, there were principal's and guard's houses by the single school gate, the only source of access to both staff and visitors. The other teachers, including the deputy principal and non-teaching staff, did not reside on the school grounds. A football pitch, netball ground and volleyball court were also visible on the premises. Dilapidated pit-toilets for both staff and students were located by the school grounds, and a perforated security fence surrounded the school grounds.

This school was located on the outskirts of the capital town, Maseru, and served children from very poor locations living around a large industrial area to the south, as well as villages on the same side. On the opposite side, the school shared a boundary with the inhabitants of the more affluent suburbs that had recently been built. In the previous 15 years, however, the school had failed to attract enough students from this wealthy neighbourhood, and instead has been serving mainly those from poor families located in the vicinity, or others who walked 10 to 15 kilometres daily from the semi-urban villages located further to the South. The immediate competitors to this secondary school were private schools, international schools and many other public schools located in the area or at the centre of Maseru. For the 10 years prior to 2010, this public secondary school had managed to produce outputs of high quality, to a large extent matching those of the surrounding private schools (ECOL, 2000-2010). On this basis I argue that the public schools can still perform well, despite shortage of resources. The significant factor is effective management of the resources that are available, whether insufficient, adequate, or in abundance.

1.1.2 Effective Human Resource Management at School

Literature on educational HRM and educational management in general characterises it as the responsibility of the school principals. They monitor effective practice and create a

strong instructional management and leadership (Morton, 2011; Othman & Rauf, 2009; Ng & Chan, 2008; Tanya, 2008; Corcoran, 2007; Brown, 2005; James & Colebourne, 2004; Olum, 2004; Hoy & Miskel, 1996). For instance, they implement school-based management to ensure low staff turnover, prioritise curriculum selection and delivery, and institutionalise staff professional development. They forge community involvement and control, and strongly encourage parental involvement and support. The effective managers increase the teaching and learning conduct time, create a welcoming organisational culture and advocate political acceptance (Long & Ismail, 2009; Den Hartog, Boselie & Paauwe, 2004). Schools as organisations must understand the reason for their existence and aspire to produce output of good quality. They set specific goals in order to fulfil these aspirations and sustain their existence, and it is the responsibility of the school principals to set and diffuse strategic direction by constantly communicating the goals as shared, whilst monitoring and evaluating the teaching and learning process and fostering improvement through timely feedback (Timperley, 2009; Halinger, 2009; Robison, Lloyd & Rowe, 2008; MacNeil, Cavanagh & Silcox, 2003).

School principals who pursue a strong instructional leadership confine decision-making processes within the school's strategic direction (OECD, 2007), constructing and maintaining channels of communication and where necessary consulting with the external school environment. In Lesotho, for example, they configure the internal structure of departments and student management, for example prefects, school captains and class monitors. These structures constitute the communication channels through which the school management passes instructions and communicates, where management receives information and through which it provides feedback. They are not structures of control but merely channels of downward and upward communication. Managing human resources at school should involve proactive as well reactionary communication processes if it is to allow for constructive use of information.

The effective principals also foster unity among the staff (Harvey-Beavis, 2003), significant in addressing a divide between non-academic and academic staff that has caused problems in many schools. The former operate without full knowledge of the school's aspirations, or how it intends to pursue its objectives. The tendency has been to give preferential treatment to the teaching staff because of their contact with students, at the expense of librarians, laboratory technicians, bursars, cleaners, security guards, drivers

and teachers' assistants. For example, if a school's objective is to increase the teaching and learning contact time a librarian must synchronise the issue of books with the lesson timetable. She or he must therefore be aware of and adhere to the school's objectives of time management.

The non-teaching staff should also have an instilled sense of ownership of the business of the school, through seeing results of their efforts contributing towards achieving its main objectives. While principals foster unity they would be encouraging commitment among staff, given that workers tend to be more committed when they fully identify with their organisation (Wales and Welle-Strand, 2008). On the other hand, Spillane, Reiser and Reimer (2003) argue that employees can be active sense-makers who can attach multiple meanings to one instruction, and then implement policies differently, in which case they retard progress. Therefore, a human resource manager who communicates the objectives of an organisation similarly and with clarity to all staff will define individual margins for sense-making within those of the school's strategic direction, a priori. Effective communication requires minimisation of variation in interpreting directives and ensuring information is understood as intended. The unity of command reinforces trust, commitment and perseverance and the ultimate production of outputs of good quality (Spillane, Reiser & Reimer, 2003).

The school principals who pursue a strong instructional management reward performance regularly (Harvey-Beavis, 2003). Feedback would not be enough if it did not include the acknowledgement of high-quality performance for the individual staff members. Most school principals tend to regard rewards as something tangible, hence *awards days* are organised, often at the end of the year or term, to acknowledge good performance. In some countries, a teachers' awards day is a national event at the end of the academic year, however, teachers prefer continuous appreciation of their efforts and a mid-term reward would arouse more motivation and excitement. Similarly, visibility of principals is motivating, especially when teachers are busy, as it denotes interest in their work (see Gaible & Burns, 2005).

Motivation is multi-faceted, and may arise through affording the teachers opportunities for continuous professional development. Workshops, short-term training programmes and long-term college education could become motivational when teachers are encouraged to

enrol for them by the school management. The mere encouragement for teachers to pursue further studies without support, according to Harvey-Beavis (2003), may be frustrating, given that college education is expensive and they often have family responsibilities. Continuous teachers' professional development keeps schools up to date with developments in education around the world, and assists in curriculum revision (Chakroun, 2010; Siebörger, 1999).

Schools exist to serve their communities on a binary continuum, offering knowledge, nurturing skills and instilling the right attitudes in learners' minds from the outset. In turn, the community expects developments that are directly or indirectly linked to the schools located in their area. The stakeholder role of community and parents, in particular, therefore projects itself over all other factors that contribute to the success of the public schools. External management through boards of directors, parent-teacher alliances, the business community and local figureheads such as priests, party politicians, the local intelligentsia, as well as the alumni, all have a positive bearing on improving educational performance. The managers who pursue a strong instructional management weave all these factors intelligently into their day-to-day internal management. These are in addition to such human resources as the teacher who possesses more hands-on experience, who values education of children, who is familiar with other opportunities for success and who provides strong moral fibre for the school (Southworth, 2002; MacBeath & Myers, 1999).

The effective human resource managers possess a universal view of the factors affecting operations of their organisations, that is, they regard them as just part of the worldwide systems of human functioning (Quinn, Fearman, Thompson & McGrath, 1996). They are prepared to take advantage of global developments that could benefit their organisations, and success in commerce has influenced management of the public sector, including schools, and they have begun to realise the results once they start adopting the private companies' management styles (see Caldwell, 2005; Leithwood & Menzies, 1998b). Power to manage is decentralised, long chains of command are curtailed, institutions are encouraged to function as self-contained entities in terms of their reporting structures and financing of their activities. The archetype of corporate management in an education setting is school-based management, under which a school enjoys relative autonomy in the use of human and financial resources, and school facilities. The needs are prioritised and

attended to in their own context of origin, and by using terms of reference that are convenient, given the resources at a school's disposal (Caldwell, 2005).

In summary, the HRM attributes of the school principals I am referring to above are applicable in all schools' contexts, in both the public and private sectors. As well as being based on the exploitation of the material resources they also focus on the principals' ability to harness the available human resources to improve learners' performance. However, the continued variation in results between public and private schools makes it necessary to study the reasons behind the success of the latter.

1.1.3 Success Factors in Private Secondary Schools

The success of the private schools owes much to the positive attitude of the teachers and the non-teaching staff, who in addition to the ample supervision that they enjoy, show enthusiasm for the success of their schools (Okyerefo, Fiaveh & Lamptey, 2011; Lubiaski & Lubiaski, 2006). Intrinsic motivation, rather than the complexity of external influences, motivates their commitment, risk-taking and willingness to make an extra effort in the teaching and learning process (Tella, 2007; Bennell, 2004). It is logical to argue that this commitment is strengthened by salary increments that are transparently linked to overall output. Bonuses are usually a feature of the private sector's motivational strategies, based mainly on the overachievement of objectives and innovativeness that promises success. The implications for a sluggish performance are clear to workers in the private sector in that existence of their organisations depends directly on the levels of staff commitment. High levels of commitment guarantee production outputs of a high quality, while below-standard performance leads to poor returns or even closure. However, in the public sector, consequences of poor performance may take some time to reveal. They are euphemised as 'failure to deliver services' by the ruling political parties, and can easily be politicised as acts of opposition by rebellious bodies (Fullan, 1991, 1993).

The public school teachers also have more freedom to do as they please, for example leaving the classrooms when they wish, whilst reporting structures are build on collegial grounds, with supervisor and supervisee acting as confidants. Familial relationships may interfere with their work and nepotism predominates. The majority of public servants are on the lookout for opportunities for rapid remuneration. These attitudes and malpractices

are not conducive to a teaching and learning environment that leads to success, as the business of the school is considered as secondary. As has been argued, public schools lack strong supervision capable of consistently refocusing the teachers' activities on teaching, research and development (Peterson & Llaudet, 2006).

The success of the private schools also results from the teachers' motivation and professionalism (Green, Machin, Murphy & Zhu, 2010; Tella, 2007; Bennell, 2004). The relationships amongst staff and with students enable a productive interaction in which co-workers can exchange ideas freely, while students also find it easy to approach their teachers. These interactions prioritise formal communication, in which concern is for topics that examine means of realising the school's objectives. It is a business-oriented communication that discusses, for instance, curricular change and pacing, new teaching methods, assessment, and the subject matter at the heart of teaching and learning processes. Reporting structures are clearly defined for both the teachers and learners in the private schools, and so blockages in communication are minimised and misunderstandings clarified. In contrast, the public schools adhere to parental instructional management approaches in which, at least in the Lesotho context, children speak when spoken to and cannot ask certain questions (see Hofstede, 2001). This hampers the routine classroom exchange of question and answer, and makes overall classroom instruction difficult.

The success of the private schools is a consequence of parental involvement with children's schoolwork at home (Uwaifo, 2008; Ozturk & Singh, 2006; Considine & Zappala, 2002). Some parents organise extra lessons on areas in which their children lag behind or show low levels of mastery. They analyse the child's performance trends in tests and assignments, as well their quarterly reports from class teachers. The majority of the private schools regularly report progress of the learners to their parents and guardians, including issues of punctuality and involvement in extracurricular activities. This enables parents to determine the dedication of their children to schooling and to assist those who are less adept or request assistance. Other parents monitor academic work at home by setting study time, assisting with assignments and providing extra lessons. A parent's preference for a private school over a public one already indicates someone who values education and may create the means to upgrade it. Parents from the private schools have a chance to model behaviour to their children, given that most are in a career. Children

observe what they learn at school being put into practice by their parents, and thus are able to link theoretical learning to lived experience (Ozturk & Singh, 2006).

Public schools in developing countries are often dominated by learners from families that prioritise tradition to formal schooling. A child progresses at school provided that none of his or her traditional practices affect the schooling. The traditional initiation schools, early marriages and child labour appear to outweigh formal schooling, because benefits are immediate. Many counter-ideologies work against education, particularly from unschooled parents who complain about every challenge they face and expose children to bad behaviour. Education is criticised for attempting to abolish local traditions, an attempt by westerners to control locals that perpetuates moral decadence (see Nekhwevha, 2000).

In the higher echelons, improved performance in private schools is attributed to the availability of adequate educational resources (Green, Machin, Murphy & Zhu, 2010). Characteristic of private schools are the quality of infrastructure, equipment and facilities, teaching and learning materials, funding and human resources that include teachers, teachers' assistants, students monitors (that is, staff who look after learners in and around school campus). In addition, they have non-teaching staff in laboratories, the library, stores, workshops, and kitchen, and their activities are consciously geared towards increasing the learners' performance. Infrastructure, equipment and facilities have an academic bearing on the provision of learning space. The challenges of overcrowding, high teacher-pupil ratios and shortage of tables, chairs, boards and others is not often encountered in private schools.

Teaching and learning materials are the educational resources that directly mediate learning, such as "language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps, and mechanical drawings; all sorts of conventional signs and so on" (Vygotsky, 1981a:137). According to Kuutti (1996), the:

> tool is at the same time both enabling and limiting: it empowers the subject in the transformation process with the historically collected experience and skill "crystallised" to it, but it also restricts the interaction to the perspective of that

particular tool or instrument only; other potential features of an object remain "invisible" to the subject (1996:27) ("emphasis" in original).

Instructional technological developments have made it easier for the teaching and learning materials of this type to be accessed through electronic media, such as computers. A consistent desire for excellence has put most private schools at the advantage of utilising this medium to augment the teaching and learning process.

As argued above, human resources play the most important role in the school, particularly the teachers. An advantage of private over public schools, given their financial resources, is their ability to attract certain human resources (Harvey-Beavis, 2003). A highly experienced, well qualified and highly innovative teaching force is characteristic of the private schools, while public schools largely attract teachers who see teaching as a *fallback career* and are generally unqualified (see Klassen, Al-Dhafri, Hannok & Betts, 2011; Korb, 2010; Ingersoll & Perda, 2007). Professionalism is found in private schools because their teachers take pleasure in their work and regard it as a career. This is not only because of the relatively high remuneration but also because they made a conscious choice to pursue it on the basis of purely intrinsic motivation (Harvey-Beavis, 2003). Conversely, desperation caused by an inability to find employment elsewhere, combined with the fabricated recruitment practices rife in the public sector, leads to misplacement in which teachers agree to teach subjects for which they are not qualified. Although not yet commonly reported, presentation of fraudulent credentials at public schools remains a threat to the teaching profession, due to the chronic unemployment rate.

Harvey-Beavis (2003) has also shown that non-teaching staff who are qualified in the areas of their operation are attuned to the teaching and learning process in the private schools. However, most governments minimise spending on education when challenges arise, as cutting budgets affects the sector more than any other (Reid, 2010). Given the small budget and resulting low salaries, some of the non-teaching careers that are crucial at school do not attract people who are as qualified as their counterparts in public schools.

In summarising this section, therefore, it is evident that the availability of educational resources at private schools put their students ahead of others. Their students receive abundant support from various quarters, both at school and at home. However,

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responsibility for the provision of excellence applies equally to both private and public schools. The community and government expect results of high quality, particularly from public schools, because of the inherent symbolic value attached to a government caring for the citizens. Education has been indiscriminately expressed as a human right, consequently failure to deliver education of high quality works against this objective.

1.2 STATEMENT OF THE PROBLEM

The challenge of poverty and the related inability of poor countries to finance education persists in tandem. Recurrent global economic depressions and recessions, and the resultant budget cuts referred to above provide evidence that the state of poverty, particularly in poor countries such as Lesotho, will take a long time before being fully addressed. Inadequate financial resources in education impact on the overall provision of educational resources and facilities that are crucial for improving educational performance. On the other hand, governments have an obligation to provide education of high quality to the public, not least as an investment in economic growth. The poor countries therefore have to find a means of delivering education of high quality within their means. These two conflicting circumstances show the need to research ways in which the limited educational resources in poor countries can be harnessed to high-quality education provision.

Evidence from literature reveals it is possible, but the challenge is to improve on and sustain it. Having studied the relationship between educational resources and learners' performance for more than 35 years, from the 1960s, and an analysis of 400 studies on learner achievement, Hanshek (1981, 1986, 1996a, 1996b) concluded that "there is no strong or consistent relationship between school resources and performance" (1997:148). In the UK, Jenkins, Levačić, Vignoles, Steel and Allen's (2005, 2006) studies on the impact of resources on the General Certificate of Secondary Education (GCSE) performance have found no "evidence of marginal resource effects in English [and that] the evidence of resource effects for GCSE mathematics is not consistent" (sic) (Jenkins et al., 2006:43).

Other studies to have found a non-dependable correspondence between the availability of resources and learners' attainment include Ballou (1998), who focuses on the successes and failures of resource intense policies; Hoxby (1999) and Gundlach, Woessmann and

Gmelin (2001), who provide a long-term view of the impact of resources on learner's performance in the OECD. The coining of the term "90/90/90 schools" by Harvard University, characterised as those from which more than 90% of the students are from low income families, more than 90% from ethnic minorities and more than 90% have achieved high academic standards, further supports the thesis that poverty should not be an excuse for poor performance in schools (see Revees, 2005; Marzon, 2003; Simpson, 2003). By expectation, the 90/90/90 schools were destined to failure or poor performance, given their circumstances. However, according to Reeves (2003:6), "one of the most powerful findings of the 90/90/90/ study is the continuous nature of the success of these schools, even as the poverty of students attending [them] remains intractable". Similarly, therefore, conditions of poverty among students, lack of educational resources at school and poor financing of education in poor countries does not proscribe the provision of education of high quality.

Performance Indicators for Students Achievement (PISA) studies carried out in developed countries have shown that spending on education does not correspond to student performance. For instance, results from PISA mathematics scores for students from the largest spending countries were average or below in 2005 (Organisation for Economic Cooperation and Development report (OECD, 2006), and the Southern and Eastern African Consortium for Monitory Quality study (SACMEQ) (2005) reported results with a similar trend in Africa, particularly Southern Africa. Performance scores of learners in literacy and numeracy did not correspond with their countries' spending on education, nor tally with their countries' size of economy or gross domestic product (GDP).

In Lesotho, the SACMEQ study showed a similar trend, with the best performing schools being in urban and remote rural areas that had recently been earmarked as hardship areas (Mothibeli & Maema, 2005). The annual publication of national results by the Examination Council of Lesotho (ECOL) has shown a similar trend in learner performance. Since 2000 to the present, public schools, some of which are located in these hardship areas, have managed to score a top 10 performance in the overall rankings of secondary schools' exit examination results (ECOL, 2011).

The SACMEQ study also drew a comparison of the academic qualifications of the school principals with their leadership and management performance both within each country

and across the Southern African Development Community (SADC) countries. The results showed a positive trend, with the school principals who had the highest academic qualifications managing schools better than those of the lowest. The study revealed no evidence of any correspondence between the principals' qualification and learner performance when the cross-country comparison was made. The countries whose school principals' qualifications ranked highly, such as Lesotho, failed to produce a parallel performance, while the less qualified or experienced from countries such as Botswana and Tanzania managed to influence the high quality educational outputs (SACMEQ, 2005).

There are, however, many studies that find a correlation between the availability of educational resources and improved educational performance. From a longitudinal research on 60 primary schools at the level of school districts in Chicago, Greenwald, Hedges and Laine (1996) found that "school resources are systematically related to student achievement..." (1996:384), whilst studies that support this finding include and Graverson (2005); Lareau (2002, 2003); Krueger (1999, 2003); Angrist and Lavy (1999); Hedges, Laine and Greenwald (1994, 1996); Heinesen Bidwell and Freidkin (1988); Lamont and Lareau (1988); Coleman, Campell, Hobson, McPartaland, Mood, Keinfeld and York (1966). Amongst those that remain sceptical are Dustman, Rajah and van Soest (2003); Dearden, Ferri and Meghir (2002); Feinstein and Symons (1999).

Whichever evidence is considered, I argue that their availability, whether in abundance or scarcity, has to be appropriately harnessed in order to improve performance. In the above analysis I have shown that it is not the plenitude of resources that influences performance, but rather how they are organised, controlled and managed. The most important resource at school is human, the teacher, therefore effective management of teaching staff should lead to improved educational performance. The teachers have the ability to exploit the other educational resources and to meaningfully use them to improve performance. In this study therefore I have endeavoured to develop a method of effectively managing these important resources (teachers) at school on the basis of the following key objective.

1.2.1 PURPOSE OF THE STUDY

The main purpose in this study is to **determine how management of human resources influences educational performance in an effective public high school in Lesotho.**

In implementing this main objective of my study I have specifically made an effort to:

- identify human resources management practices operational at this high school.
- show how these human resource management practices at this high school interrelate structurally with learners' performance.
- show how these human resource management practices at this high school interrelate functionally with learners' performance.

Whatever works effectively at this school in terms of human resource management has to be known and has to be shared by other struggling secondary schools in order to improve performance. In this study I attempt to identify these unknown or known HRM practices in order to develop a framework for use in other schools operating in similar educational circumstances. These practices would be more visible within the school's management structures. The manner in which the school's workforce is set up, the laws and regulations governing the operations of this school and the performance management systems available at this school constitute the factors that I have used to develop this framework.

The processes of managing human resources include appropriate merit-oriented selection of applicants, staff development, staff welfare, strategic planning, monitoring and evaluation of performance and application of various staff motivations strategies (Odden, 2011). It is therefore evident that HRM practices that are operational at this school would also be more visible within these processes, in which case they form the constructs that I have used to systematically develop this framework under the last practical objective. The interpretation of these structures and processes by the school management and staff has helped me to define the practical application of HRM at this school. This is mainly because people's actions and reactions in the work environment are stimulated by their appreciative interpretation of a situation (Spillane, Reiser & Reimer, 2003).

1.2.2 RESEARCH QUESTIONS

I have confined this study within the three research questions expressed as follows:

QUESTION 1: How do the teachers at the case study high school construct and reconstruct human resource management practices operational at their school?

In this question, I assume that the Lesotho secondary schools observe a management structure in which there are those who receive instructions and in turn report to their superiors. According to Spillane, Reiser and Reimer (2003), workers can either accept, reject or assimilate instructions at the workplace, depending on their experiences. In the context of the study this implies that the implementation of instructions depends largely on how they are specifically received and interpreted by the teachers. Apart from the emotional state, health condition and similar factors, teachers may assimilate new instructions and thereby implement them incorrectly. Any instruction that challenges their beliefs, according to Spillane et al. (2003), would be rejected. This means that the manner in which the teachers interpret the human resource management practices at this school would determine their work behaviour. The performance of this school that has prompted me to choose it for my case study area may be a consequence of the effectiveness of the teachers' accurate interpretation of the school management's vision.

QUESTION 2: How do the managers at the case study high school construct and reconstruct human resource management practices operational at their school?

In Question 2, I assume that the school management, namely the principals, deputy principals and the HoDs are qualified human resource managers, or are exposed to a regular training on HRM. Similarly, their interpretation and application of the knowledge they have acquired may vary depending on their individual sense-making of it. Also, the consistency in implementation and the unity of their command would define the effectiveness of their capabilities to manage and their competencies in HRM (Olum, 2004). By expectation, the managers have to introduce and sustain strategies of control at school that may come as a result of both the conscious decision-making and by serendipity, through reference to knowledge sources at their disposal or in accordance with the other contextual contingencies (Donaldson, 2001).

QUESTION 3: How do the staff at the case study high school align their constructions and reconstructions of human resource management practices with the school's vision and philosophy?

In Question 3, I further assume that the secondary schools in Lesotho aspire to improve their performance and may have formulated policies on how to fulfil these aspirations. Policy in this case refers to an agreed upon mode of operation that may either be documented or undocumented. In the absence of these contractual relationships the schools would not exist because there would be nothing that keeps them intact as organisations or a defining characteristic that makes us view them as secondary schools (Wales and Welle-Strand, 2008). The main argument in this question is therefore on how staff at this high school relate the HRM practices, i.e., the way they interpret them, with the business of the school. It aims to find out how the staff exploit these practices in order to influence the improved educational performance of their school.

1.3 SIGNIFICANCE OF THE STUDY

The findings of this study may, firstly, be beneficial in Lesotho by influencing debates in the educational sphere on the HRM strategies that are applicable to high schools. Currently, the HRM system is largely perceived of and confined to managing people, in the sense of restricting what they do rather than managing their actions towards improving educational performance. The legislation passed since the first Act No. 20 of 1966, immediately after Lesotho's independence, through to the current Education Act of 2010, outlines duties of the managers without advising specifically on their effective implementation method. The latter legislation alludes to the performance management for the schools' principals but does not instruct the school heads to adopt a specific performance management system.

Secondly, the findings of this study may also inform the teachers in the local public schools and elsewhere that they could still compete in their deprived educational circumstances provided their efforts were guided properly. They may refer to other effective public schools in their context to study their survival techniques and so apply them to their context. They may seek collaboration with other schools or institutions to help them manage the available educational resources cost-effectively. They may convince

the government to allow them to manage their finances independently so as to compete favourably with private schools both locally and internationally.

The current global economic landscape has shown that dependence on aid of any kind from developed countries may not last. Major donors have started experiencing serious financial challenges that have evidently forced them to withdraw their contributions to supranational organisations, institutions and organisations that support education globally. In short, to reach a level of optimal provision of educational resources at public schools is not feasible, at least in the context of Lesotho. The lack of resources would persist and therefore I hope the results of this study will encourage the poorly resourced secondary schools in Lesotho and other poor countries to manage educational performance effectively, on the basis the resources that are at their disposal.

Lastly, this study may stimulate research interest in the management of other resources at school in order to focus them on performance. I have elaborated on the other possible studies that may be stimulated by the findings of this study in the concluding chapter.

1.4 SCOPE

I have confined this study within the educational management discipline, in that I have attempted to describe school management practices that take place within different socio-economic environments. I have relied on the literature from the HRM theory, developmental psychology, educational foundations, sociology of education, science education, health education and pedagogy, and obtained my analytic framework from within the confinements of the critical theory research paradigm, as this allows for a critical analysis of the dynamics of power relations, social justice and emancipation. It also enables the educational researcher to delineate how the broader power structures impact on the school management processes and sustain their dominance. In other contexts, critical theory may help the educational researcher to examine the values that predominate in a school context in relation to access, equity, equality, and respect for human dignity.

In the field I have restricted this study to one government-owned high school in Lesotho, because methodologically I was interested in depth rather than quantity of information. However, I visited the four other secondary schools, of which two are public and two

private, and included these others in order to ascertain that the case study school was not under a special influence at the time of this study, such as a pilot programme or project, or that it had received any preferential treatment from the government. I furthermore had to confirm my selection to make sure that the school was indeed a public high school that had consistently produced good results in the overall national rankings of the schools' external examination in Lesotho. Lastly, I had to confirm that this school did face a challenge in terms of the provision of adequate educational resources compared to the private and other public schools in its area.

1.5 LIMITATIONS OF THE STUDY

My study relies on a critical theoretical research design and therefore declares bias in interaction with the research participants from the outset. The limitations I had anticipated were that my presence at the case study school would provoke performability, mainly because it could have been misinterpreted as a school inspection. The school inspectors rely on surprise checks at schools and their presence is only known to the targeted individuals. In dealing with this limitation I requested the deputy school principal to announce my presence on the school campus to all staff and explain its purpose. Moreover, I asked to hold the interview sessions with the school management first, that is, the school principal and HoDs, in order to ease tension among the staff as the inspectors usually confine their inspections to the subject teachers. Furthermore, I introduced the purpose of my study as being to work together with the staff in order to come up with sets of ideas, principles or agreed upon rules as an outline for organising ourselves more effectively and so impact more on school performance.

The actual challenges I faced included non-availability of some members of the school management. The school principal mainly was either busy or out on duty, therefore I had to contact him on school holidays four months after the interviews had begun. Our interaction proved inconsequential as rather than giving me information I sought he consistently referred me to his juniors. The members of the school board were available, but their accounts were limited as they claimed not to have interacted with the school on management related issues for over 12 months. However, all these participants took part in other activities that were introduced because of this study, such as the development of regulatory documents for both students and staff (see Chapter 3).

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Thirdly, by limiting this study to one public school and excluding, thought not completely, the private schools and international schools available in Lesotho, I might have missed other important information on the other human resource management strategies that are context-specific and that may have been proven to be effective. In some schools' context, for instance, the advanced e-learning techniques and methods have partially taken over the teacher's role in that learners decide on the pacing of their content while the teacher's role is limited to the selection of content available through electronic media. However, this is not yet a challenge in Lesotho high schools context and I am confident that it has no bearing on my study at the moment. With regard to the non-teaching staff's role and the value of material resources, I hope that the other researchers would be interested in how their management impacts on learning in the public schools' context, and therefore close this research gap through further research. In this study I regard the role of these resources as supplementary to that of the teacher, who evidently is the key educational resource that is always in direct conduct with the teaching and learning process.

1.6 DEFINITION OF TERMS

I have used the following terms in this study:

Management, which in the context of education has been defined as a social process designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or determined objective (Guruge, 1984:03). According to Olum (2004:02), "management is the art, or science, of achieving goals through people." Similarly, Adeyemi (2008:81) defines it as "a variety of sequential and related activities designed and carried out in order to effectively and efficiently meet the goals of teaching and learning in relation to the needs of the society." In this study I have used the term to refer to the organisation and control of the structures and processes at school, in order to achieve the set teaching and learning goals.

By extension, the **management of human resources** will refer to the organisation and control of teachers' activities at school in order to effectively and efficiently meet the goals of teaching and learning in relation to the needs of the society.

Effective school is characterised as a school with "consistently high student achievement" (Barker, Wendel & Richmond, 1999:24), whilst Kirk and Jones (2004) identify instructional leadership as one of the six main correlates of effective schools. In this study, the term 'effective school' refers to a school whose teaching and learning activities have resulted in consistently high student achievement over a period of 10 years.

According to the Lesotho Government classification of schools, a **secondary school** is one that provides three years of post-primary education, while a high school is one that provides up to five years of post-primary education (Education Act, 2010). In this study I used the terms interchangeably because both provide post-primary level education and not tertiary level education. I also anticipate a wider readership of this study and therefore have made it easier to understand the term for readers familiar with secondary school level education as referring to the two levels to which I have limited my study.

1.7 SUMMARY OF THE LITERATURE REVIEWED

The literature reviewed begins with that on the schools of thought in management that have influenced the current educational management thinking. The first considered is the Scientific Management School, which according to Olum (2004:12) has been built on the principles of scientific recruitment and development of workers, as well as the equal division of work between workers and management. Noble (1977:264) argues that this school of thought encourages a systematic organisation of work through the clearly defined lines of reporting.

The scientific management style has been introduced in schools in many countries, including the United Kingdom (UK), through various performance management systems such as performance related pay, total quality management (TQM), school inspection, strategic planning and others (Holt, 2002). Singapore has also adopted the scientific management style through the implementation of a reward structure and performance appraisal for teachers (Ministry of Education of Singapore, 2006). The salaries of the teachers were adjusted upwards and the government introduced bonuses for teachers on an incremental scale in order to encourage commitment among them. Hong Kong has developed a quality management commission to institute and monitor standards in education (Cheng & Yau, 2011). The performance of the primary and secondary schools in

Thailand and Malaysia has been monitored by the balanced scorecard principle and the school performance index (Othman & Rauf, 2009; Lee, 2006; Rompho, 2004).

Secondly, I discuss the Classical Organisational Theory of Management, mainly because it advocates an administrative perspective of scientific management (Alajloni, Almashaqba & Al-Qeed, 2010). This school of thought analyses management in terms of planning, organisation, commanding, co-ordination and control of the resources. Its application has been mainly beyond the micro-school level as, evidently, it manifests mainly in programmes and projects such as school development planning (SDP), school improvement planning (SIP) and many others that may be recommended or imposed by the external hegemonic bodies, especially in poor countries. The exclusion of schools from the planning of such programmes has been these programmes' common characteristic.

The last school of thought I discuss is the Behavioural School of Management, that attempts to incorporate workers' voice in management (Olum, 2004 and 2009). I have summarised the key assumptions of this school as follows:

- Work satisfaction, and thus performance, is not economic but depends on communications, positive management response and encouragement, and working environment.
- Monetary rewards are not the main incentives for improving performance.
- Expression of thanks and encouragement, as opposed to coercion from managers and supervisors, leads to increased performance.
- The influence of the peer group is very high at the workplace, hence the importance of informal groups at work.

The Behavioural School has influenced the formulations of labour relations and several pieces of protective legislation on hours of work, minimal wage, child labour and unsuitable work environment. It is also responsible for the establishment of the collective representation of workers, such as trade unions and workers' unions. The teachers' unions, parent-teachers associations, and several other formations currently popular in the school context have been influenced by assumptions of this school of thought.

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I have further reviewed the literature on how educational management around the world copes with rapid changes in the global economy. According to Kimber and Ehrich (2011), the failure of the public sector to deliver social services prompted commercialisation of these, whereby schools operate like private sector business entities. As a result, the schools were bound to adopt school-based management because this mode allows them to decide on the use of human, material and financial resources. The four models of school-based management I discuss are the Administrative Control, Professional Control, Community Control and Balanced Control management models (Leithwood & Menzies, 1998b:14).

School-based management, as a management approach, has been implemented around the world in both developed and developing countries alike. In American schools it took a widespread form of control, such as the Henry Levin's Accelerated Schools, James Comer's School Development Program and Theodore Sizer's Essential Schools. In Austria, the school managers fully control their schools and they function as merely advisors to the government on policy. The UK and New Zealand are among the northern countries which first introduced school-based management in the 1970s, whilst Hong Kong, Sri Lanka, Korea, Nepal, Indonesia and the Arab world introduced it in the 1990s. Briggs and Wohlstetter (2003) write that in most Brazilian schools the principals are not nominated at central level but elected from a list of available candidates by the teaching staff and community. A mixed model of school-based management was introduced in South Africa in 1994 (De Grauwe, 2005), whilst in Lesotho it began in the 1970s, following the UK, New Zealand and other Western countries, and the structures, principles and processes of this approach have been maintained throughout.

I have furthermore reviewed the literature on HRM processes in which I focus on the teachers' professional development, models of which include the individual-guided staff development model, observation or assessment model, improvement process model, training model, inquiry or action research model and the dual audience direct instruction model. The contemporary development models I have looked at are the teacher needs-based model, moral judgement theory, the teachers' appraisal as a development strategy and the talent quest teachers' development models. I have discussed all these models in detail in Chapter 2, mainly because the training and development of employees constitute an integral part of most HRM systems.

Since management of people at school takes place amongst people, I have reviewed the literature on organisational culture through the lens of the organisational theory and structural contingency theory (Böhm, 2006; Donaldson, 2001). These theories describe social system as the relationships of power and knowledge and taking decisions in specific social circumstances through environmental contingencies, organisational size and strategy. I have discussed Quinn and Rohrbaugh's framework for describing the relationship between structure and contingency under this section. The framework incorporates the outside-inside and control-change dimensions which offer multiple techniques for describing organisational management and leadership. The human relations, open system, internal process and rational goal models that constitute this framework have a direct bearing on the HRM at school (Van Kemenade, Pupius & Hardjono, 2008).

In the last section of Chapter 2 I review the related studies on HRM in secondary schools around the world. The studies highlight the criteria for identifying, managing, and reviewing performance from various educational management theories in order to come up with a parameter deemed effective in managing the human resources. They focus on systems, strategies, mechanisms and other styles of HRM that are applicable in a school context. Lastly, I briefly discuss the studies on the relationship between the quality of teachers and the learners' performance and the ensuing learners' achievement at school in order to re-emphasise the supremacy of human resources (Morton, 2011; Kelly et al., 2010; Othman & Rauf, 2009; Ng & Chan, 2008; Toremen et al., 2008; Hofman et al., 2008; Tanya, 2008; Corcoran, 2007; Brown, 2005; James & Colebourne, 2004; Hoy & Miskel, 1996).

1.8 SUMMARY OF THE RESEARCH METHODOLOGY

I have based this study on the critical theory research paradigm, in which I used a combination of ethnographic research methods to collect data. Ontologically, the theory argues that there is no objective truth, but rather that knowledge is constructed and located within the social, cultural, economic and political contexts. The epistemological assumptions behind this are that there are underlying structures that determine how human beings define and understand reality. Methodologically, critical theory posits that knowledge is discovered in reality by the researcher as it unfolds without the researcher relying on the preconceived hypotheses. Lastly, the researcher in critical theoretical

research regards the research participants as curious of differing values, beliefs and attitudes that are developed within the confinements of their social setting. The researcher therefore declares that, through socio-cultural and structural understanding, it is practical to empower and motivate human beings to change.

I selected the research participants on the basis of specific inclusion and exclusion criteria that I have summarised in this section. All respondents were of 11 to 60 years, which, respectively, are criteria based on the high school-going age and retirement age for the teachers in Lesotho. The respondents between 11 and 18 years were students whose parents had completed and singed the consent form, and those who had volunteered to participate by signing a consent form specifically designed for students (see Appendices D, E and F).

I outline the data collection procedures by indicating the expected roles of both the research participants and the researcher, and the rules of confidentiality and privacy in qualitative research. I also list the data collection instruments and delineate my exit criteria for the research field. In the analysis section I use Fairclough's three levels of discourse analysis in order to treat the findings of this study, namely textual, contextual and sociological analyses. The textual analysis characterises discourse as a tangible object while the contextual analysis defines it as a single event. Sociological analysis defines the final product of the research by characterising discourse as information, ideology and a social product.

Finally, I ascertain the trustworthiness of the study by outlining the criteria for credibility, conformability, transferability and dependability principles of qualitative research. In this section, I have summarised the activities that took place during the data collection and analysis phases of this study in the manner and sequence in which I conducted them. In Chapters 4 and 5 I present and analyse the data on the bases of criteria in Chapter 3.

1.9 SUMMARY OF THE FINDINGS

The findings of this study reveal two distinct sources of sets of meanings that motivate the different areas within the case study school's HRM structures and processes. These are, firstly, the sources of discourse for the school, that include the academic background of

staff, the regulatory environment within which the school is located, the type of clients that the school services, models of best practice for the school and the school's human capital. The other sources of discourse are those that are peculiar to the teachers themselves, although there is a mutual relationship between the latter type and those that are meant for the school. The sources of sets of meanings for the teachers and school management include the cultural environment within which the teachers live; the teachers' professional training and subject specialisation; the teachers' levels of qualification and work experience, and, particularly for the managers, the mental configurations of what constitutes the HRM systems at this secondary school.

The resources I am referring to above determine the nature of interaction between at least seven social clusters which are mutually inclusive and follow peculiar processes of HRM within this school. The active social interactions I have identified include those that are between the school principal and the Ministry of Education; the school principal and staff; and between the staff and learners. The silent interactions, by which I mean those to which no detailed reference was made by the research participants, include the interaction among the HoDs in which the principal is not a member; the school-community interaction on issues of HRM; and the public-private schools interaction on the HRM subject. Identification of these social interaction spaces constituted the contextual analysis of the findings of this study in which I traced back the HRM strategies operational at this school to the context of their origin. I have traced this behaviour by exploiting the teachers' and school managers' expertise in their school environment then reporting on their accounts.

The teachers and mangers pointed out that, in their view, HRM strategies at their school constitute an accumulation of, *firstly*, the global management of human resources. By this they meant that they had localised the demands from the wider socio-economic context and the broader cultural environment of their school to the micro-school management context. *Secondly*, they apply principles of strategic instrumentation in most structures and processes of HRM at this school. Strategic instrumentation is an HRM School that supports assumptions of the scientific management style. *Thirdly*, the school has instituted a supple management of human resources whereby it strikes a balance between the external and internal forces in its HRM processes. The traits of adaptability, flexibility, responsiveness and *expantial* administration are emphasised in this mode. Lastly, the school exercises a critical emancipatory approach to HRM within its processes, systems,

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and the overall interpersonal relationship of staff. In most cases, shared decision-making predominated and respect for human dignity constituted some of the core values of the school. There was also evidence of transformative management within the school power resources, which has been based on performance. The critical emancipatory approach to social interaction (as used in Mahlomaholo & Nkoane, 2002, 2009) sponsors assumptions of African humanism and *ubuntu* in the modern social science and political science discourse (Calliers, 2008; Ramose, 1999; Ndluli, 1986; Kaunda, 1967).

The HRM framework that I have therefore developed has been a result of these three sources of sets of meaning for the school and for teachers. I have looked at how the two impact on the specific interactional interfaces during the day-to-day managerial activities at the case study school. I have further consulted the formal documents, legislation, mores and norms of practice in Lesotho, that is, outside the school's micro-context, in order to come up with this framework. Lastly, the international practice on HRM further enabled me to develop this HRM framework for use in secondary schools situated within the school environments that are deprived of the requisite educational resources. In Chapter 6 I elaborate upon this framework by identifying the structures and processes of HRM that originate from its context as they are interpreted by the teachers, students and the school management. I then juxtapose these HRM features to eventual learner performance that, as I have shown above, in this study, defines performance of the case study school and that of the country's entire educational performance.

1.10 ORGANISATION OF THE STUDY

I have organised the study as follows:

Chapter II: Literature Review

In Chapter 2 I review the literature related to educational management and human resources management in particular. I further outline and discuss the specific areas of application of the management theory in a school context. I begin by defining the limits of the literature that I have reviewed by outlining and describing a theoretical framework I have consulted. Within this framework I discuss the mega theories of management from which I specifically focus on how they influence the educational human resource

management initiatives around the world. I then demonstrate how the arguments that have developed in these grand theories have influenced and continue to influence the implementation of educational management policy, systems, programmes and projects internationally. I provide evidence of this influence by reviewing empirical literature related to my study across the levels of the education system and in different types of schools.

Chapter III: Research Design and Methods

In this chapter I begin by stating its purpose as being to present the philosophical assumptions on which I have based this study. I introduce the research strategy and data collection methods employed, then define the scope and limitations of my research as well as frame the study within the existing research paradigms in the sociology of education. Furthermore, I explain the ontological, epistemological and methodological assumptions of both the critical theory research paradigm and the participatory inquiry research paradigm on which I have based the design of my study. Lastly, I describe how I have implemented the critical discourse data analysis method, as conceptualised in Fairclough (2003, 2000, 1995a, 1995b, 1993 and 1992), Van Dijk's (2008, 2001) and others.

Chapter IV: Construction and Reconstruction of Human Resource Management by the Managed

In this chapter, I present and analyse the results of my study in line with the framework outlined in Chapter 3. I use the critical discourse analysis methodology to identify the practical HRM strategies operational at the case study school on the basis of the teachers' discourses that I was able to recognise and interpret. I begin by discussing the topics covered with the teachers and students during the interview sessions then categorise them into emerging themes. I perform a contextual analysis on the data in which I identify the circumstances under which discourses are produced at this school and provide the discourse profiles of those who produce them in terms of the dominance of space, insider-outsider perspective, and the overall social capital that each one of the respondents has. Lastly, I provide a sociological perspective of the teachers as they are the professionals whose account of events in their school's context I regard as more relevant than mine as an outsider.

Chapter V: Construction and Reconstruction of Human Resource Management by the Managers

In this chapter I analyse the information from the HoDs and streams in order to conclude on how they view and sustain the practical HRM strategies operational at their school. Similarly, as in Chapter 4, I discuss the topics covered with these managers in the interview sessions. Secondly, I compare their accounts with those of the teachers in Chapter 4 in order to find out if there are any major differences or similarities. I then consider these respondents' profiles that have a bearing on the HRM practices at their school in order to determine the broader sets of meanings that underlie their operations. Thirdly, I analyse the discourse access profiles of these managers from the information obtained through both the interview and participant observation research methods, in order to determine the interpersonal power relations within the structural operations of the school that may affect its existing HRM practices. Lastly, I provide a sociological analysis from the managers' perspective, because they are more knowledgeable in terms of the contextual factors that influence the management of their school than I am as a researcher.

Chapter VI: Discussions and Recommendations

In this chapter I recommend a framework for managing human resources at the secondary schools based on my findings in Chapters 4 and 5. In the first section I summarise the findings of the study by highlighting the similarities and differences emerging from the analysis of data from these chapters. In the second section, I interpret the social and legal environments that influence the management of human resources at school in Lesotho. In the third section I outline the framework I deem relevant for managing human resources at public secondary schools, by interpreting it against the case study school's social and legal environment and relating it to the literature reviewed in Chapter 2. Lastly, I recommend a continuous development of this framework through others studies that may focus narrowly on this topic or by broadening its scope.

CHAPTER II

MANAGEMENT THEORY IN EDUCATIONAL CONTEXT

2.0 INTRODUCTION

In this chapter, I begin by defining limits of the literature and presenting a theoretical framework. The main purpose of my study is to determine how the management of human resources in an effective public secondary school in Lesotho influences a positive educational performance in that school. I have therefore discussed the mega-theories of management from which I focus on how they influence educational human resource management around the world. I then demonstrate how arguments developed in these grand theories have influenced and continue to have influence on the implementation of educational management policy, systems, programmes and projects. I provide evidence of this influence by reviewing empirical literature related to my study. I move from the most general arguments and work towards the specific, discussing the application of HRM theory in education and related empirical evidence from the international level to the regional level, and from within the education situation of the case study country, Lesotho.

Human resource management (HRM) in an organisation has evidently been shaped by the dominant events in a specific period in history. The global socio-economic developments, some of which may be beyond human beings' control, have had a great bearing on the thinking about HRM, which as a discipline has developed in response to the Industrial Revolution of the nineteenth century, followed by the aftermath of World War II, in which focus was increasingly placed on mass production (Olum, 2004; Wren, Bedeian, & Breeze, 2002; Wren, 2001; Smith, 1998; Locke, 1982; Fayol, 1949; Taylor, 1911). Market competition increasingly dominates global commercial discourse and schools have been indirectly forced to align their operations to this new thinking (Caldwell, 2005). Given these observations, I discuss *new managerialism* in education and consider how they would help me to describe HRM within the context of the continuing commercialisation of education (concept as used in Gewirtz & Ball, 2000).

Lastly, I consider the studies on performance management at school; teachers' personality types and how they influence performance; and workers' attitudes towards work. As

shown above, management of human resources at school is prone to many factors, some of which are the school organisational culture, human resources available, workers' attitudes and the extent to which staff see themselves as part of a given school.

2.1 SCOPE OF MANAGEMENT THEORY UNDERLYING THIS STUDY

In this section I present major ideas on HRM on which I have premised my thesis. This is a theoretical framework in which I set up parameters as well as select works from the broad literature on educational management. I define the methodological route followed by outlining theories, concepts, assumptions, and assertions related to HRM that support my arguments. The specific objectives are to identify the HRM practices operational at an effective public school in Lesotho and determine how these join up with learners' performance, both structurally and functionally. My ultimate goal is to recommend a set of dimensions that the public schools could follow in order effectively to harness their human resources such that they exert a positive influence on learners' performance. Concisely, this theoretical framework provides parameters within which to focus implementation of my methodology in order to achieve the research objectives.

Amongst the major schools of thought that have influenced HRM in many disciplines are Classical Management, Behaviourism, Quantitative, Systems, Contingency and Quality Management (Alajloni, Almashaqba & Al-Qeed, 2010; Levačić, Glover, Bennett & Crawford, 2005; Olum, 2004; Smith, 1998; Locke, 1982; Fayol, 1949; Taylor, 1911). The Classical Scientific Management School, Classical Organisational Theory and the Behavioural School of Management have had a direct influence on the management of human resources in the educational context (Olum, 2004). The Scientific Management School has resulted in the introduction of various performance management systems in education, with human resources at the centre. The impact of the Classical Organisational Theory School, with its emphasis on technical ability of management, is felt in school development or improvement programmes and projects that are usually designed from outside a school's context, mainly by the education funding bodies, then applied as generic developmental production initiates. The Behavioural School of Management has added the workers' voice to management by introducing the concepts of labour relations, industrial relations and a legal framework designed to protect and preserve workers' welfare (Olum,

2004). The literature discussed below has thus been informed by and limited within this theoretical and conceptual framework.

2.1.1 The Scientific Management School

The Scientific Management School, according to Olum (2004:12, as also stated in Levačić, Glover, Bennett & Crawford, 2005), is the first management theory popularly known as 'Taylorism' because of the late 19th Century and early 20th century works of Frederick Taylor. In general, the scientific management theory prioritises standardisation in order to detach management from the contextual factors that Taylor found to be awkward, inefficient and misguided efforts of humankind that resulted in national loss (Olum, 2004:12). The theory advocates a management style built on four underlying principles:

- A need to develop a 'science of work' to replace old rule-of-thumb methods;
- A scientific selection and development of workers;
- The 'science of work' to be brought together with scientifically selected and trained people to achieve the best results;
- Work and responsibility to be divided equally between workers and management cooperating together in close interdependence (Taylor, 1911; Smith, 1998; Olum, 2004).

Implications from above are that work has to be organised systematically on the basis of predetermined laws and assumptions that are meant to effect it. Secondly, the acts of choosing and capacitating workers are emphasised. In Taylors' view, as indicated above, there is a link between the achievement of best results with the quality of workers employed or who perform the given activities. This management style has popularised the concept of the division of labour in which work is divided between workers according to their expertise or in small routine tasks that they perform independently from other activities and workers (Wren, 2002; Hoy & Miskel, 1996). According to Au (2011), in this mode of labour, the provision of education is turned into a factory production line in a manner on which Bobbitt (1913) and Noble (1977) have theorised. Lastly, Taylor has recommended synergising workers and management, and closely monitoring the process. The excerpt above shows that the scientific management style disapproves of dominance by some workers over others and discourages unfair labour practices, as used to be the case. It recommends co-participation, concerted efforts, collaboration and the equitable distribution of responsibilities.

2.1.2 Application of the Scientific Management at School

The introduction of the scientific management in American schools has been conceptualised as an act of instructional management dominated by high-stakes testing, pre-packaged and corporate curricula aimed at teaching to the tests. Au (2011) traces the application of the principles of scientific management within the structure, organisation, and curriculum of public schools in American schools to the early 1900s. As also stated by Kliebard (2004), this management style has been conceived as rigid controls placed on human resources, especially the teachers, through "the inter-related processes of decontextualization, objectification, and commoditization" that provide "the foundational basis for education to be framed as a form of factory production" (Au, 2011:26). Gray (1993) had also argued that Americans introduced the scientific management in schools because they are competitive and elitist by nature, that is, they would like to see the quality of their education outperforming that of all other countries. For Cuban (2004), the introduction of scientific management in American schools was merely the implementation of commercialisation and factory-like production of education that had strongly been advocated by educationists such as Thorndike in the early 20th century.

Implications for the introduction of the scientific management in American schools, therefore, were that a school manager had to gather "all possible information about the educational process and develops the best methods for teachers to get students to meet the standards" (Au, 2011:13). The teachers had to follow the methods determined by their administrators because they were regarded as incapable of determining such methods themselves. They should assume the position of workers who employ the most efficient methods to get students to meet the pre-determined standards and objectives. On the other hand, the school administrators became the managers who determined and dictated to teachers the most efficient methods in the education production process (Au, 2011, 2009b).

This management style, however, has been criticised from its introduction in American schools to the present. According to Cray (1993), the competition ingrained in scientific management has led to the introduction of high-stakes testing in American schools, just as Au (2011) has shown, but it disempowers and deskills teachers (p.30). This means, as also stated in Au (2009b), that in this production line, teachers' roles are objectified and turned into abstract numbers, with mechanical operations that no longer require them to apply

their knowledge or skill. This management style further led to what Cray (1993) describes as alienation of successful students from the unsuccessful ones. It promotes a situation whereby some schools must win and others must lose, which translates into the promotion of some learners' academic achievement and the exacerbation of non-achievement for some. In the long run, the scientific management in American schools implies transfer of governments funds to the private sector in the form of charter schools (Au, 2011; see also Hursch, 2007; Burch, 2006, 2007; Lipman, 2004).

In the UK, scientific management has been introduced in schools under the theme of modernisation of the education system (Jennings & Lomas, 2003; Holt, 2002). A need to prepare students for the global economy and to align schools with the best practice models has predominated most school improvement reforms up to the end of the millennium. As Holt (2002) further shows, performance management system variants, such as performance-related pay, were introduced in public schools with a landmark reform being the establishment of the Office for Standards in Education (OFSTED) in 1988 (Holt, 2002:155). The system's formal launch was marked by a keynote speech by the Schools Minister in 1998, entitled "Appraisal: Effective Teachers, Effective School". A School Standards and Framework Act followed, in which schools were obliged to set performance targets for improvement in educational strategic plans (Brown, 2005; James & Colebourne, 2004;). The Schools inspection, as they further show, began to stress the need to focus on the management of performance at all levels and to establish appropriate structures for the management of resources, *in particular the human resources*" (James & Colebourne, 2004:46) (my *emphasis*).

The system of HRM was, however, only the last edition in a series of other performance management systems implemented in Wales and the UK. In the 1950s and 1960s, as James and Colebourne (2004) note, merit-rating was predominant, as a "trait rating process and typically involved making quantitative judgements on various criteria for rating people at work" (p.46). In the 1960s and 1970s, the management by objectives (commonly known then as MBO) was introduced, and sought to address challenges inherent in merit-rating, such as focusing on the weaknesses of junior staff. More challenges led to the emergence of performance appraisal, a version of performance management that was more wide-ranging, identified development needs and encouraged self-assessment (p.48).

Not unlike preceding systems, this type of performance appraisal suffered criticism that "individual objectives did not always relate to organizational goals and that the appraisal process tended to be treated as a 'one-off' technique that was separated from day-to-day management" (James & Colebourne, 2004:47). Use of the expression "performance management system" then came into use to denote a curative measure meant to focus individual and group performance towards achieving organisational goals and capacity development, as earlier argued by Hendry et al. (1997). James and Colebourne (2004) outline the criteria for identifying a performance management system as follows:

> the communication of the organization's objectives to its employees; the setting of individual and departmental performance targets that relate to organizational goals; a formal review process that examines progress towards achieving targets, identifies training targets and evaluates the whole process; the expression of targets in terms of measurable outputs, responsibilities and development outcomes; and a link between performance requirements and pay (Institute of Personnel Management, 1994, cited in James & Colebourne, 2004:48).

In this lasted configuration of managing performance, James and Colebourne (2004) show that emphasis has been put on the system's prospect to advance "good leadership and management practice" (p.52). The managers' most crucial quality at the workplace is the ability to communicate work objectives to his or her employees with clarity. A performance management system therefore emphasised communication, co-ownership of the business of an organisation; monitoring and evaluation; training and development; and the alignment of teachers' performance with their salaries.

In UK primary schools, the Department for Education and Skills (DfES) published guidelines on the expected operations of head teachers and teachers under the performance management system (DfEE, 2000c; DfES, 2003a, 2003b). Head teachers were to be exposed to an annual performance review in order to:

- reach a judgement about their overall performance during the year, including achievement against previously agreed upon objectives;
- identify professional development needs and activities; and
- agree on new objectives (Brown, 2005:470).

It has been recommended that these head teachers plan their work on a maximum of six objectives, that must include one on staff appraisal (DfEE, 2000c:07). The document, as

Brown (2005) shows, recommended various models of performance-related pay whose operation had been published by the DfEE (2000a, 2000b). The head teachers, according to this performance management system, were to be appraised by the school governors while they themselves appraised teachers in turn. The teachers' objectives were also expected to include one on professional development, that is, to advise the school management on areas that lacked capacity in their work plans (DfEE, 2000a:06).

There followed a revision into a two-stratum performance-related pay scale based on experience. The guidelines show that in order to progress to the higher pay level teachers have to provide evidence of "their subject knowledge, teaching and assessment, pupils' progress, wider professional effectiveness and professional characteristics" (Brown, 2005:478). The system recognised and rewarded exceptional performance with double annual increments. Morton (2011) has also shown that this strain of performance management has been consistently improved, as witnessed by new regulations which came into effect in 2007 to 2009, stipulating that teachers and school management should meet to agree on targets and set baselines for the year.

In Wales, the School Standards and Framework Act was introduced in 1998 in all Welsh schools, marking the initiation of a performance management system in this area (Welsh Office, 1998). Similarly, schools in challenging circumstances were instructed to raise performance standards and provide clear performance data that would be used to evaluate their own progress and set targets for the following years (James & Colebourne, 2004:52). The Act required the Department of Education to prepare education development plans, popularised as education strategic plans, that called for a consistent performance review at both macro government policy development level and micro individual school level. Staff performance was managed through external inspection that included an audit commission in which emphasis was placed on making the best use of available staff, ensuring they had personal targets and expecting them to take responsibility for how their performance affected the whole school performance.

The introduction of the scientific management in UK schools, similarly, attracted much criticism. According to Gewirtz and Ball (2000), decisions in this emergent style of management were instrumentalist and driven by efficiency, cost-effectiveness and a search for a competitive edge. They argued that the social accountability function of schools

should therefore be abolished. These schools, according to Blackmore (1997:06), tend to "serve educational markets with shift in focus onto the individual as the consumer premised upon public choice theory" and the management style is authoritarian because it follows customer-oriented ethos and emphasises individualism as opposed to the collective. For Gewirtz and Ball (2000), orientation in this management style is only within the field and values of management as conceptualised in the private sector, not in the educational management field.

While Au (2011) accurately interprets scientific management in American schools as the New Taylorism, Gewirtz and Ball (2000) have also coined the concept of New Managerialism to describe the impact of this style of management in UK schools. They show that it has compelled them to compete not only on performance but also in discipline, physical infrastructure, and teachers' qualifications, in order to attract parents of bright learners. In the same manner, therefore, scientific management in UK has alienated successful learners from unsuccessful ones, promoted the academic achievement of some whilst encouraging non-achievement in others, as shown by Cray (1993) above. The divide is a result of a competitive environment in which richer schools attract brighter learners.

In Singapore, the introduction of variations of scientific management models, according to Kelly, Ang, Chong & Hu (2010), came in three phases which focused specifically on HRM in the 1900s. These are (1) the development of three career paths for teachers with different abilities and aspirations; (2) adoption of a reward structure; and (3) a resuscitation of performance appraisal for teachers (Ministry of Education of Singapore, 2006). An old performance appraisal that was replaced had focused on the developmental needs of the teachers while the new system advocates accountability and administrative decision-making (Kelly et al., 2010:40). Of interest to this study is the second phase, in which the monthly salaries of the teachers were adjusted upwards to encourage them to remain with the service. A specific amount of money was accumulated for each teacher for three to five years and larger payouts were made at the 15th year of service (Kelly et al., 2010).

At the macro-school level, the Singaporean MOE instituted a School Excellence Model and launched a national vision of Thinking Schools. These two initiatives were meant to give schools autonomy to develop excellence (Ng & Chan, 2008). The national vision encouraged the principals to think of themselves as Chief Executive Officers leading their

staff, and were urged to manage school systems and produce educational innovations. The School Excellence Model, on the other hand, assessed school performance by nine criteria, as follows:

1. *Leadership* – concerned with how the school's leadership systems addresses values and focuses on student learning and performance excellence;
2. *Strategic planning* – by which a school sets out stakeholder-focused strategic directions. That is, they involve the school community in developing action plans to organise their performance, implement the plan, and monitor and evaluate their performance;
3. *Staff management* –the school develops and utilises the full potential of its staff to create an excellent school;
4. *Resources* – in which criterion the school manages its internal resources and external partnerships effectively and efficiently in order to support its plans and processes;
5. *Student-focused processes* – by which a school designs, implements, manages and improves key processes to provide a holistic educational success;
6. *Administrative and operational results criterion* – concerned with what the school is achieving in relation to efficiency and effectiveness;
7. *Staff results criterion* – concerned with the training and development, and morale of staff;
8. *Partnership and society results* –what the school is achieving in relation to its partners and the community at large; and
9. *Key performance results criterion* – concerned with what the school is achieving in the holistic development of its students, in particular, the extent to which it is able to achieve the desired outcomes of education (MOE, Singapore, 2000; Wee, 1998).

The criteria mirror what James and Colebourne's (2004) outline as performance management systems in UK schools and strengthen the performance management system by a peculiar focus on the management of resources, especially human. It reflects steps outlined by Brown (2005) on annual performance review of principals, which included agreement on objectives with teachers in preparation for assessment. In order words, performance management system discussed in the preceding sections is largely biased towards HRM, where its conceptualisation centres on human resources whose performance must be organised, supervised and controlled. The three criteria say little in terms of the management of the material resources but the use of the concepts performance, staff management and leadership indicates a strong influence of the Scientific Management School.

A variant of the scientific management style, with extensive application in schools in developed countries, has been the TQM. Similarly, the concept has been borrowed from the corporate world and applied to a school context in order to maximise schools' rational decision-making and administrative efficiency (Hofman, Dijkstra & Hofman, 2008). The

ideal structure for an organisation as proposed by the TQM tenets should be characterised as follows:

- *Division of labour and specialisation* – where each person's job is broken into simple, routine and well-defined tasks;
- *Impersonal orientation* – which means a uniform application of sanctions to avoid involvement with individual personalities and personal preferences of staff;
- *Hierarchy of authority* – where each lower office is under the supervision and control of a higher one;
- *Rules and regulations* – for consistency and regulation of performance; and
- *Career orientation* – where staff members are expected and encouraged to show commitment to their organisation (Hoy & Miskel, 1996:104).

According to Toremen and Karakus & Yasan (2008), the TQM has been applied in Turkish primary schools since the 1900s, with research studies on this system providing ample evidence that it is working towards efficiency and effectiveness in schools. The findings of their own study show that the primary school teachers have adopted the TQM philosophy and supported attempts to implement its principles. Similarly, the principals acknowledged their lack of knowledge and skills and a need for a change. They therefore were able to implement the TQM effectively (Toremen, Karakus & Yasan, 2008:33).

In Hong Kong, a number of challenges prompted the establishment of a framework for developing and monitoring quality school education. A quality development commission was founded in order to advise the Director of Education on school education of high quality (Cheng & Yau, 2011). Some of the challenges were that many schools had linked development plans to goal achievement and there was no appraisal system to assess the performance of the principals or teachers. As a result of these and related challenges a quality assurance inspectorate was established from within the existing structures, with a mandate to coordinate resources for periodic comprehensive assessment of performance of each school. Schools were instructed to develop school development plans and annual budgets. Most importantly each had to develop an appraisal system to assess the performance of the teachers and principals. By assigning schools to develop assessment systems, Tanya (2008, see also Corcoran, 2007) explains that the government believed that responsibility and accountability for teachers and their professional work must lie with the teachers themselves. On the other hand, the government's role would be to expose these teachers to more professional development (Tanya, 2008).

Thailand and Malaysia have applied a balanced scorecard to monitor performance at all levels of formal schooling, that is, from the primary school to the university level (Lee, 2006; Rompho, 2004). The scorecard principle has been popularised by Singapore in commerce and business, which is an instrument that comprises the four elements, customer orientation, learning and growth, internal processes, and financial management (Lee, 2006), intended to advance stakeholder involvement in developing a school's vision and mission. In 2008, Malaysia moved towards a new performance monitoring tool known as the School Performance Index (SPIN), an improved version of the balanced scorecard that began to be used extensively at that time, and had four main categories of leadership, measurement, analysis and knowledge management, and strategic planning and examination results (Othman & Rauf, 2009:511).

Of interest to this study are the *measurement* and *strategic planning* categories because they outline the processes of managing the educational human resources. The *measurement* describes how an organisation selects, gathers, analyses, manages and improves profiles of students, teachers and administrative staff, whilst the latter "reflects the schools' commitment to achieve long term and short term planning as directed by the Ministry" (Othman & Rauf, 2009:512). As outlined in James and Colebourne (2004), the strategic planning implies communication of the organisation's objectives to employees; the setting of individual and departmental performance targets that relate to organisational goals, and a formal review process that examines progress towards the set targets. These performance management initiatives also show a strong influence of the scientific management style, as in other countries which emphasise performance but not participative involvement.

In summarising this section, educational management, particularly of human resources in the school context, is currently undergoing a paradigm shift, with an increasing number of bodies claiming ownership of scientific quality management knowledge. These include the Investors in People (IiP, 2000), the International Standardisation Organisation (ISO, 2000) and the Pacific Institute Investment in Excellence Programme (Pacific Institute, 2002). They already have a rapidly growing influence on both the business and public sectors and some schools have already put themselves under their control. According to James and Colebourne (2004), the local education authorities in Wales has already recommended that schools seek certification from these bodies, as they offer services characteristic of the

TQM, but they differ slightly in that they emphasise evidence of performance through certification. It is evident therefore that all schools may soon be expected to be certified by these bodies, particularly if donor agencies are convinced they assure quality educational production effectively.

2.1.3 Classical Organisational Theory

The Classical Organisational Theory school of management, according to Alajloni, Almashaqba and Al-Qeed (2010:61, as also stated in Levačić et al., 2005; Olum, 2004), advances an administrative perspective of scientific management. This theorisation has been led by the works of Max Weber, who argued that the more bureaucracy depersonalises itself the more it succeeds in execution of tasks, and becomes "a completely impersonal organization with little human level interaction between its members," (Olum, 2004:13). Weber's work was complemented by that of Henry Fayol, who, as Alajloni et al. (2010) state, analysed the process of management in terms of technical ability and insisted that it should be considered as a skill that can be taught once its underlying principles are understood (p.61).

From the viewpoint of commerce and business, Fayol (1949) coined five principal roles of management that according to Olum (2004) are actively practiced globally to date. These are planning, organising, commanding, co-ordinating and controlling. He further constructed fourteen principles of organisations that he believed had universal application and could lead to effectiveness and efficiency in organisations. As listed by Alajloni et al. (2010), these are as follows:

1. *Division of work* – according to disciplinary specialisation in order to improve performance.
2. *Authority and responsibility* – a top-down chain of command in which managers with formal authority have the right to issue orders and the subordinates must follow.
3. *Discipline* – in terms of rules and regulations, policies and procedures. Fayol (1949) identified the means for maintaining discipline as through: high-quality supervision at all levels; clear and fair agreements; and the cautious application of penalties.
4. *Unity of command* – an employee in an organisation should report to one supervisor so as to avoid confusion and conflict.
5. *Unity of direction* – all members of the organisation must work together to accomplish the goals of the organization.

6. *Subordination of individual interest to general interest* – in which employees' personal expectations are reconciled with their job descriptions.
7. *Remuneration of personnel* – which must be must be fair and satisfactory to both the workers and employers.
8. *Centralization of authority* – the elimination of multiple points of control, depending on the needs of the organisation.
9. *Scalar chain* –determines superior-subordinate relationship in the organisation setup.
10. *Order* – emphasises management of both material and human resources.
11. *Equity* – fair treatment of people in similar positions at work.
12. *Stability of tenure* – to minimise staff turnover for the benefit of an organisation.
13. *Initiative* – concerned with creative thinking and capacity to take initiative especially on the part of managers.
14. *Esprit de corps* – all staff in an organisation must pool their efforts to enhance efficiency and effectiveness (Alajloni et al., 2010:61-62).

The Classical Organisation Theory, as the excerpt shows, has been a further development of the Scientific Management School, both of which relate to the mechanisation of work in which the latter ideas of unity of command, unity of direction, scalar chain and order echo Taylor's concept of the science of work. In all cases, the supervisors' role has been described as the most important, while for the supervisees it is difficult to differentiate the nature of their functions from that of the material resources. They are expected to be disciplined, to subordinate their personal interests under those of an organisation and to pool their efforts for the sake of efficiency and effectiveness, however, all in terms of the expectations of their superiors. This implies the creation of a robotic human being whose capacity to think independently is suspended while his or her actions are switched on and off at the manager's will, hence the social concepts such as equity are used passively. It is fairness in terms of the administration of punishment, not in terms of equal treatment of staff, including those who hold the managerial positions. This negative mode of looking down upon the capabilities of the junior staff at the work place continues to date at all levels of human activity, and where management in organisations unilaterally reach conclusions then expect staff to act accordingly. Evidence for this is presented below.

2.1.4 Application of the Classical Organisational Theory at School

The application of the Classical Organisational Theory in schools has mainly been experienced at the macro ministerial and supra-national contexts, expressed in a form of School Development Planning programmes (SDPs). The rich and developing countries followed a set of predetermined development priorities and plans for the management of

the whole school, including human resources, which were mainly determined by donor agencies. It has been described as a system in a school context in which "change of any part affects all the other parts" (Haynes, Emmons, Gebreyesus & Ben-Avie, 1996:123). According to Cuckle and Broadhead (2003), SDPs originated as a tool for managing curricular and financial change in a general way. Jones (1996) argues that SDPs have been characterised by thick manuals and handbooks that were provided elsewhere by either government officials or funding bodies, using rational planning; commitment of teachers, principals, governors and the students; and an elaborate inspection system. In some cases, from experience, inspections preceded school development projects where evidence of the effectiveness of the planning had to be provided prior to the implementation of the recommendations of the SDPs.

The funding bodies that supported and monitored the SPDs in schools include the UNESCO, the World Bank, USAID and the UN (Chapman & Quijada, 2009; Thiele et al., 2006; Anderson, 2007; World Bank, 2006, 2004b). According to Nkansah & Chapman (2006, see also Picard & Garrity, 1997), the SDPs recommended organisational structures such as parent-teacher associations, school boards, and instructional methodologies (for example, radio programmes), which later become preconditions for receiving international funding. However, most SDPs were prone to failure, mainly because they were based on donor conditions with little or no consideration of their context of application. They were longitudinal development plans with flawed monitoring and evaluation techniques. Most SDPs' objectives, as Jones (1996) observed, were stated in broad terms to improve education quality and improve access, retention and pass rates at schools, which were themselves objectives of the donor agencies but not of the schools or countries in which aid was sought. Heyneman (2006) shows that SDPs focused on documenting outcomes and holding implementing agents accountable, in which case they severely compromised sustainability.

Zhu (2009) studied the dynamics of SDP since its introduction in China in the 1980s, where by 1999, 670 schools in four regions of one province had received funding to pursue projects. The key objectives of the study were to analyse and review the changes in the SDP project concepts in his region, and to review the actual operation situations of schools taking part in the SDP project (p.37). He specifically wished to find out how the teachers, students, parents and the school communities learn and participate in the making and

implementation of SDP, hoping eventually to identify the relationship between the top-down education management mode and the bottom-up concepts and actions of SDP in schools at the end of his study. Zhu's (2009) study was a longitudinal quantitative survey that involved a vast research population over a period of three years from June 2006 to October, 2008. At least 871 teachers, 5, 685 parents, 6, 167 students, 173 primary schools principals and 90 secondary schools principals constituted his research population.

The prevailing conditions at the time of Zhu's (2009) study were that the SDP projects had recently been implemented by the West, with discussions questioning China's ability to implement it, given the rigid top-down educational management mode. The World Bank and UK's Department for International Development had jointly funded the Basic Education in Western Areas Project (BEWAP), which had officially commenced at the time of the study. China therefore took advantage of the project to promote a bottom-up decision-making by soliciting views of the population covered by the project on the making and implementation of the SDP.

Important findings arose from all population groups, including from the case study analysis carried out as a follow-up study for verifying the results. From the teachers' perspectives, Zhu (2009) concluded that a significant proportion of them believed that principals and teachers should participate in the formulation process of the SDP. However, the majority preferred participation through interviews and listening to others' views. The study further attempted to determine teachers' comprehension of the textual content of SDP, and there was a general consensus that the content should cover community overview, school overview, prospects of school development, prioritisation issues that needed solutions, aims and activities, and an evaluation tool for the SDP (Zhu, 2009:42). There was, however, unsatisfactory participation of teachers in community meetings despite them being aware of the continuing study.

Similar findings were obtained from analysis of data from the students, parents and the school principals. All schools, according to Zhu (2009), had implemented the SDP and the relevant stakeholders had undergone training. However, he recognised several constraints to SDP's successful implementation that may be attributed to the cultural trajectories. One key threat was that schools that participated in SDP were located in poor areas and so lacked funding, which led to delays in renovation, construction and purchase of equipment.

Training on the implementation of SDP was not communicated or disseminated to the parents by the teachers or principals who had attended it. Importantly, the SDP sought to introduce the bottom-up participative decision-making processes but government was adamant on the top-down management model, in which case there were several loopholes of unaccountability. Lastly, Zhu (2009) realises that there were several other school evaluation methods that contradicted the proposed SDP. This finding confirms my assertion that the school SDP projects did not consider the context of their application.

A common shortcoming of quantitative studies such as Zhu's, as shown in the next chapter, is that of concluding on the "non-findings" as, evidently, aggregates and averages of the findings are often no one's response but just a numerical symbol that is deduced secondarily through the application of a formula to the raw data. Zhu's (2009) study, likewise, was affected by this mathematical bias, and his quantitative findings indicated some awareness and involvement in SDP from his population group. However, a deeper analysis would reveal that this project had been viewed largely as an obligation by those who had to undergo training deemed relevant to it. This is why the parents, who are key stakeholders at school, were not informed about the training content and the teachers had showed little interest in the project. A larger portion of the project on the institution of relevant management frameworks that support its implementation remained untouched, which means that this SDP project once again was an external imposition as opposed to a community-owned project whose implementation was built on all-inclusive decision-making. It lacked support from the key stakeholders, a deficiency that already shows the request for the inclusion of a section on community overview was misguided.

Given the above analysis, therefore, the SDPs failed to bring changes to the school, not only in China but in many other places, as was anticipated. As a result, the Schools Improvement Planning projects were introduced as replacements. In general, and as stated in Buckett (2006, see also Ross, Gray & Sibbald, 2008), schools improvement planning seeks to raise the quality of teaching and learning by focusing on influencing learners' performance. Unlike the SDP, the school improvement planning emphasises professional development, and the reliance on performance indicators and standards. Integral to its success are the principles of organising, planning, implementing and sustaining, which symbolises a direct application of the administrative perspectives of the scientific

management style that build on planning, organising, commanding, co-ordinating and controlling of the organisational activities (Aljiloni et al., 2010; Olum, 2004).

The school improvement planning projects had the same shortcomings as the SDPs. They were not designed in consultation with schools and therefore faced stiff challenges from the schools' contextual factors. Their exclusive focus on regular feedback forced schools to focus on completing paperwork rather than on the actual educational development that the projects were supposed to stimulate. Buckett (2006) found a recorded interference of these projects with schools' performance objectives and in some cases with the schools' staff composition. As he further indicates, the strict inspections that were recommended by the funding bodies insisted on rationalisation of the schools' recruitment policies and advocated reforms that were similar to those of the structural adjustment programmes of the 1980s and 1990s referred to above. The overall failure of these projects to bring about the hoped for positive returns in various places showed an impending need for a management style that puts people at the fore and that bases decision-making on mutual respect as opposed to coercion.

2.1.5 Behavioural School of Management

The people side of management had been neglected from both strains of the scientific management styles. Inefficiencies, disharmony, confusion and retarded growth has increased, despite the implementation of the recommendations from these schools of thought. Therefore there was a need to seek a solution from other sources and it is because of this that some insights were sought from sociology, psychology and other humanities disciplines. On the whole, the scientific management has a one directional top-down approach where directives are issued by management with no expectation of contributions from the juniors. According to Olum (2004), there was a need for greater participation from the workers, greater trust and openness in the working environment, and a greater attention to teams and groups in the workplace. Therefore, Elton Mayo (1933) and his associates developed an alternative from the scientific management style that put human beings to the fore, popularly known as the Behavioural School of Management.

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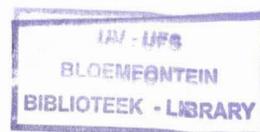
The Behavioural School of Management's main assumptions are that:

- Work satisfaction, and thus performance, is not economic but depends on communications, positive management response and encouragement, and working environment;
- Monetary rewards are not the main incentives for improving performance;
- Expression of thanks and encouragement as opposed to coercion from managers and supervisors leads to increased performance;
- The influence of the peer group is very high at the workplace, thus the importance of informal groups at work (Olum, 2004:16-17).

The concepts of labour relations and industrial relations had developed following the assumptions of the Behavioural School of Management. Olum (2004, 2009) show that the employees became entitled to benefits such as accident benefits, allowances, and equal pay for men and women, including pensions. These developments further discouraged discrimination of employers on the basis of race, gender or age, at least in some positions. Olum (2004) proclaims that the concepts of *group dynamics*, *teamwork* and organizational social systems originated from Mayo's work in the early 20th century. Other workers' benefits, such as the protective legislation that regulates hours of work, minimal wage, improved conditions of work, including a series of leaves introduced at work, have been influenced by this school of thought. In the context of education, it could be argued that these concepts translate into group work, team work, collaborative teaching, staff rotation and even the contemporary learner-centred teaching methods. A collection of incentives, both financial and non-financial, such as rest breaks, holidays and per diems, are all attributed to the notions of the Behavioural School of Management.

The collective representation of workers such as trade unions, workers' unions and similar bodies has also originated from Majo's work. With formal schooling, these meant the introduction of teachers' unions, parent-teachers associations, and, recently, multiple student representative bodies and unions, especially at tertiary level. A common characteristic of these bodies, as elucidated in Olum (2004), is the unified force that they can use to influence decisions made by management and press their demands. Extreme measures such as mass actions, boycotts and other forms of industrial actions are indications of the utilisation of this unified force. The establishment of bodies that deal with matters relating to employee's contracts, promotions, grievances and mediation in many organisations, including schools, is attributed to the Behavioural School of

Management. The successes and failures of its stipulations in a school context manifest mainly in a form of school-based management, discussed below.

2.2 SCHOOL-BASED MANAGEMENT

Kimber and Ehrich (2011) recognise a crisis in the public sector around the world, due to "a failure, or potential failure, to deliver social outcomes and the de-professionalisation of public employees" (p.179). They attribute it to the privatisation of public goods and services, and the redefinition of citizens as customers, which is continually increasing. This commercial activity has far superseded moral accountability and professionalism in schools because it is driven by market forces. They highlight potential challenges in commercial accountability as applied to education as mainly within the complexities such as ignorance about parental income status. As stated in Rhodes (1994), they believe that there is an emergence of a "hollow state" in which the public goods and services are removed from the public sector and the public citizens are reduced to the status of customers and clients (p.108).

Kimber and Ehrich (2011) observe an erosion of public values of democratic citizenship such as community, deliberative discussion, inclusion, and social justice, in favour of the values of the market such as individualism, customers, exclusion, and an exclusive focus on performance (p.180). They state that when managerialism, also termed 'corporate managerialism', 'new public management' or 'economic rationalism', was introduced into the public sector it changed their practices into those of the private sector. In turn, the public goods and services were transferred to the private sector as public schools became targets for reform, in the 1980s and 1990s internationally. As Au (2011) and others have observed in American schools, Kimber and Ehrich (2011) found that previously centralised systems of education were restructured such that schools became self-managing units. This new configuration of school management, as also described in McInerney (2003:57), became known as 'site-based decision-making', 'school-centred forms of education', 'local school management' or 'school-based management'.

De Grauwe (2005) supports a view that school-based management has been a deliberate move to allow schools more autonomy in the use of human, material and financial resources. Caldwell (2005: see also Caldwell, 2008), similarly, defines it as a systematic

decentralisation of authority over and responsibility for decision-making to school level, within a centrally determined framework of goals, policies, curriculum, standards, and accountability. The schools make decisions on management within the confinements of an umbrella body which, in the case of the public schools, is the government. What the school-based management does not mean in this sense is a liberty for schools to manage their educational production, but only a limited freedom to do so. In this case, therefore, the approach to school management positions a public school's management style midway between that of private schools and that which is atypical of the public schools themselves. This distinction I have made may clarify a common confusion that school-based management privatises the public schools, as it shows that it is not the case. In this school management approach the attempt is to blend the scientific management principles with a socially-oriented management style it advocates.

Nonetheless Leithwood and Menzies (1998b) have identified four models of school-based management as follows:

1. **Administrative control** – the principal dominates decision-making, sometimes as a representative of the education administration.
2. **Professional control** – teachers manage and decide on administration of the school.
3. **Community control** – the school board manages and decides on administration.
4. **Balanced control** – the parents, teachers and school principal share authority (p.14).

According to De Grauwe (2005, as also stated in De Grauwe, 1999), this approach to school management limits decision-making to specific functions, which mainly include delegation of:

- real powers to the principal on selection, recruitment and placement of staff;
- partial powers to the principal on managing financial resources of a school;
- powers to the community on selection of a principal; and
- powers to the community on curriculum development (p.271).

De Grauwe (2005) has shown that the decision-making powers are determined by accountability frameworks adopted by the individual schools. Where a recognisable management structure has been instituted, often the most senior member in that structure takes charge. School management approaches influenced by developments in the quality assurance bodies I have shown above have also come to the fore to influence sources of

control in a school context. These services of quality assurance and quality control have been commoditised and, by right, they centre the management of schools they have certified at their quarters. In developing countries, issues of who promises more funding have been seen to influence whose country's management models are transferred to local schools' contexts. The extremity of this behaviour is ingrained in such concepts as best practise models, whose principles, as I have stated, are not developed in consideration of poor countries' educational contexts. Fitzgerald, Youngs and Grootenbroer (2003) therefore raise an ironic observation that, with the introduction of the school-based management, schools now have less autonomy than before as more autonomy implies more accountability. The meaning of this assertion is deducible in what the school-based management is able or unable to offer, as shown below.

The advantages of school-based management are that it is less bureaucratic, and allows for greater accountability and for mobilisation of resources (De Grauwe, 2005; see also Carron & Chau, 1996; Heneveld & Craig 1996; Dalin 1994). Developments in the public sector, especially in schools, often suffer chronic delays in the implementation phase of policies due to red tape. In the process of transferring information, or rather communicating through the lengthy chain of command, schools risk communication breakdown and a consequent retarding of implementation of crucial programmes. It is in this regard that the school-based management brought evident changes in breaking the long chain of command by limiting it to the school context. It must be noted, however, that the bureaucratic control is not completely discarded, but that governments delegate power at the individual micro-school management level on selected functions.

Another key advantage to the school-based management has been that it instils a sense of ownership of school functions, activities and tasks by including all the school's community in decision-making processes, particularly the teachers. In any one organisation, staff feel motivated and empowered, and therefore become more accountable as insiders. Schools benefit from the synergy arising from exploiting the expertise from staff and in this way some stability in terms of turnover is realised. Community involvement of this kind also has far reaching effects because it makes the mobilisation of educational resources less cumbersome.

The limitations of school-based management include the following:

- In developing countries, school-based management and the wider decentralisation of public services, including education, have not been subjected to internal debate;
- The educational management context in which school-based management was developed is very different from that of developing countries, such as Lesotho;
- Only a minority of school heads are well-trained professionals in developing countries, and able to fully comprehend this school management approach;
- Weak governments fail to develop accountability frameworks to offer support to schools' autonomy;
- School management positions are gendered; males dominate higher positions while females are confined to the lower levels of school management positions, regardless of their qualifications or work experience;
- There is a lack of transparency, especially in the use of funds at school level, by the principal and the board; and
- Conflicts arise between teachers and principals about the use of funds and the evaluation of performance, and these have an adverse impact on collegial relationships necessary for the production of a good education (De Grauwe, 2005; see also Kandasamy & Blaton 2004: Dalin, 1994; Carron & Chau, 1996; Heneveld & Craig, 1996).

Education policy in developing countries, as stated, has always been a transfer of developed world's policies. In some African countries independence from colonial powers concentrated on the political side but left social policy largely under their control. The case study country is an excellent example of African countries that have maintained the dominance of the West in education, as more than 90% of its schools are owned by churches whose headquarters are European. The school-based management, similarly, emerged from the convergence of reforms in education, business and government in USA, Australia and UK in the 1980s and 1990s (Prabhakar & Rao, 2011; Erbes, 2005). Also, government cannot fully decentralise control of schools because it carries great political gain with which, for instance, the electorate adjudge performance of the rulers (see Fullan, 1991).

The dominance of patriarchal beliefs also put a strain on effective management of school-based management, which is a social phenomenon. In patriarchal societies men lead, with no trust in female-headed organisations. This may encourage the emergence of other cultural tendencies that promote the embezzlement of funds, such as a parental management style in which principals unilaterally decide on use of school resources. This situation, however, may be different in more socially developed countries.

2.2.1 Implementation of the School-Based Management in Developed Countries

State of school management, described by Murphy and Beck (1995) as a 'crisis', prompted the introduction of school-based management in USA Schools in the 1980s. According to Briggs and Wohlstetter (2003:352), there was a need for them to generate ownership and commitment to school reform from the local community. It was hoped that the reform would motivate school improvement and force change, but most importantly, there was a need to empower teachers and improve students' performance. This management approach was embedded within a comprehensive approach to school reform in the late 1980s, and as Elmore, Peterson and MacCarthy (1996) clarify, the debate that brought about this approach was on the creation of performance standards in a public service that was biased towards the creation of tactics aimed at improving performance in schools.

Briggs and Wohlstetter (2003) identified structures within which the school-based management was implemented in the American schools, including the charter schools and other models of high-performance schools founded with an objective of empowering school-level participation on staffing, budgeting, curriculum and instruction. Other measures of local control included Henry Levin's Accelerated Schools, James Comer's School Development Program and Theodore Sizer's Essential Schools. However, none of these reforms was a sustainable approach for improving schools and the USA therefore sought a continuous schools development programme that would be aligned to the socio-political and business developments. This reform, according to Brigss and Wohlstetter (2003), has met some challenges. Firstly, there was no evidence of improvement due to the difficulties in measuring change and outcomes directly associated with school-based management. Secondly, the school-based management model adopted was too demanding in that it required extreme changes in the teachers', principals' and community's work practices. Lastly, the schools, had to implement it under the direction of state and simultaneously be cognisant of national politics, as these had implications for funding (Briggs & Wohlstetter, 2003:353).

Nonetheless, there is ample evidence that the school-based management worked in USA schools, particularly in teacher's empowerment, and improving classroom practices and students' outcomes (Hess, 1999; Leithwood & Menzies, 1998; Marks & Louis, 1997;

Smylie, Lazarus & Brownlee-Conyers, 1996;). This success has been shaped by eight elements of schooling, summarised as follows:

1. A vision focused on teaching and learning that is coordinated with student performance standards;
2. Decision-making authority used to change the core areas of schooling;
3. Power distributed throughout the school;
4. The development of teachers' knowledge and skill that is oriented towards change, a professional learning community and shared knowledge;
5. Mechanisms for collecting and communicating information related to the school priorities;
6. Monitory and non-monitory rewards to acknowledge progress toward school goals;
7. Shared school leadership among the administrators and teachers; and
8. Resources from outside the school (Briggs & Wohlstetter, 2003:354).

School-based management in Australia, meanwhile, was introduced in a highly dynamic policy environment in the 1980s, described by Kimber and Ehrich's (2011) democratic deficit theory. Major assumptions raised in this theory are summarised as follows:

- Managerial restructuring influenced by Western philosophies weakens accountability.
- Private sector performance practices have led to "the denial of time-honoured roles and values of the public service arising from an inappropriate use of private sector performance practices" (Kimber & Maddox, 2003:62).
- Public goods and services have been removed from the public sector, and citizens have been redefined as 'customers' or 'clients' (Kimber & Ehrich, 2011:181, see also Kimber & Maddox, 2003:62).

Kimber and Ehrish (2011) observe the accumulation of power in government in the public sector, where minsters function like chief executives instead of giving schools complete autonomy as in the private sector. With the introduction of school-based management in the school system in Australia, and elsewhere, expectations were that school managers' knowledge and skills would be exploited profitably. The managers were expected to act as expert advisors to government, but a process that Kimber and Maddox (2003) refer to as 'ministerialisation' predominated. Rather than advising government on policy, most of the school managers resorted to pleasing ministers, as by law minsters can decide on the conditions of their employment. They observed the emergence of subservience in which managerial practices increased politicisation and engendered a "climate of fear" within the public service (p.182).

The tenets of the democratic deficit theory argue that the management style of the private sector is prone to failure if used in the public sector, because the latter is qualitatively inclined while the private management practices rely on quantification (Kimber & Ehrish, 2011). The theory stipulates that the use of measures such as performance indicators and performance-related pay deny the political nature of the public sector. Schools, for instance, are regarded as the second homes of learners, in which teachers perform a parenting role in addition to their profession responsibilities. Similarly, the school managers make decision on the basis of a holistic view of the circumstances surrounding their school, especially with regard to the teachers and students. The social, economic, political and overall cultural contexts are viewed equivocally. The private sectors' accountability systems, however, concentrate exclusively on competition and profit maximisation rather on welfare considerations (see Gewirtz & Ball, 2000).

Kimber and Ehrish (2011) have observed a regeneration of a "hollow state" in the sense of Rhodes (1994), in which citizens are redefined as clients and their voice reduced to the give-and-take relationship that usually takes place between a buyer and seller in the market. The key role of the state is the provision of public goods, including services, that are not affected by the market. The democratic deficit theory argues that the new managerialism in the public service abolishes the provision of the public good through contracting and privatisation. The impact of these developments is felt more in the school context, in which clients (students) are from different socio-economic backgrounds. The poor suffer social exclusion in many forms, including non-attendance or being pushed to non-performing schools. Once again, Cray's (1993) concept of alienation of the successful students from the unsuccessful takes place.

2.2.2 Implementation of the School-Based Management in Africa

The South African approach to school based management, according to Naidoo (2005), operates throughout all levels of public sector governance. It begins at the national level, from which school governing bodies (SGBs) are expected to follow functions stipulated in the South African Schools Act of 1996. At the provincial level, concern has been with stakeholder participation and financial management of the SGBs. At the district level, concern has been with ensuring efficient management of schools on the grounds of regular

reporting by the principals. It ends at the school level, where issues of equity, equality and transparency are enforced by the SGBs (Naidoo, 2005:73).

The 1994 elections in South Africa marked a formal introduction of "participatory democracy, accountability, transparency and public involvement" (Naidoo, 2005:13). In the education sector, Naidoo (2005) argues that this new dispensation implied a democratic governance of schools that was supported by the South African Schools Act of 1996, and this provided for the establishment of governing bodies with decision-making powers at all schools. The constitution of these bodies includes the principal, parents, teachers, non-teaching staff and the learners. Their key functions were the implementation of the school's admission and language policies, making recommendations on appointments of staff, and determining the school fees and fundraising activities (Naidoo, 2005). It could thus be concluded that South Africa adopted a community control type of school-based management. However, Ngobesi (2005) argues that education management in South Africa cannot be generalised across all sectors of the system because of the discordant schools systems of the past, as discussed below.

At least 11 education systems, fragmented along racial, ethnic and geographically lines, existed in South Africa before 1990 (Naidoo, 2005). The systems were reduced to four after that period, and these were named the models A, B, C and D schools (Clase, 1990), respectively, which meant Blacks' schools (denoting Africans); Coloureds' schools (denoting the mixed races, including those of Asian origin); the autonomous Whites' schools; and the semi-autonomous Whites' schools. According to Naidoo (2005), in a category of Model A schools, the administrative structures such as management committees and board of governors decided on admission of students and other activities that were limited to the micro-school level. In Model B, schools had an option of remaining as state schools under a management committee that decided on admission. In models C and D schools, currently known just as Model C schools, decision-making was centralised and they enjoyed considerable government funding (Naidoo, 2005).

Given the types of school-based management of Leithwood and Menzies (1998b), South African Model A schools displayed the characteristics of the community control type of school-based management. The Model B schools had adopted an administrative control type of school-based management, whilst the advantaged status of the Model C schools

enabled them to attract human resources who were highly qualified, experienced and skilled. They therefore pursued the professional control type of school-based management. According to Mattson and Harly (2002), these structures still exist practically because the government has failed to harmonise them. They argue that the South African education is committed to a vision of "what should be" as opposed to "what is", which means the schools' actual experiences and practices are ignored. On the other hand, Ngobesi (2005) raises concern that transformation focuses on former Model C schools, not across all sectors of the education system. Similarly, Lemon (2004:269) states that the national policies focus on the political traits of equity and redress, with "very limited implementation of change on the ground" (see also Taylor, 2010: Fleisch & Woolman, 2004).

The Lesotho school-based management approach is a transfer of the UK's school-based management, arising from a long history as British protectorate (Muzvidziwa & Seotsanyana, 2002). The Education Act of 2010 stipulates that Lesotho schools be governed by a school board, key responsibilities of which are "to manage and administer the school for which it has been constituted; to oversee the management and the proper and efficient running of the school; and to liaise with the relevant local authority on matters related to the development of the school" (sic) (Education Act, 2010, articles 25 (a), (b) (g): pp.181-182). According to De Grauwe (2005), poor countries or poor schools can only afford the balanced control model of school-based management in which parents, teachers and school principal share authority. Similarly, the Lesotho schools' school-based management is based on the balanced control model, although practically it is skewed towards the administrative control type. This is mainly because the majority of parents selected for the school board are not schooled and therefore have very little to contribute to the school management debates, particularly in public schools.

In summary, the school-based management approach has provided many schools with a compromised management style that blends scientific management and socially-oriented management styles that are perpetuated by the Behavioural School of Management. This approach emphasis on the establishment of the school boards promotes the behavioural management's concepts of collective representation and teamwork. However, the political value entrenched in the provision of formal school education has deterred many governments from a complete decentralisation of power to schools through the school-

based management. In practice, the local management of schools play an advisory role because they cannot alter management structures that are already in operation, instead only reporting on their performance. In poor countries, like Lesotho, a great challenge is that of the parents who form the majority of the school boards, many of whom have not been exposed to modern management styles at school. The parents who are academically advanced are unlikely to choose public schools for their children, thus they are rarely found in the governance structures. Given this interpretation, therefore, the administrative control and professional control models of school-based management predominate in the poor schools. Their dominance is sustained because in these schools, unlike the parents, the teachers and the heads are qualified and have many opportunities for continuous professional development, as shown below.

2.3 TEACHERS' PROFESSIONAL DEVELOPMENT

Human resources management in a school context not only means direction and control of personnel but also implies capacity building. According to Cele (2005:231):

> public schools, like any organization destined for efficiency and effectiveness, need to operate with significant understanding that in today's economy the most important resources is knowledge and the most challenging component of knowledge management is people who form a critical component of assets in organizations (p. 231).

In this section, therefore, I have looked at two sets of the teachers' development models, categorised into traditional and a variety of modern developments. The former include the individual-guided staff development, observation or assessment, improvement process, training, inquiry or action research and the dual audience direct instruction. The most recent teachers' development models below include teacher needs-based development, the moral judgement theory, formative teachers' appraisal system and the talent quest teacher development models.

2.3.1 Individual-Guided Staff Development Model

The major assumptions of the individual-guided teachers' professional development model are that people know their training needs better than anyone else. It also assumes continuous informal learning from the interaction with people in formal or non-formal

forums. This implies experimentation with new teaching strategies and being involved continuously in preparations made for specific sessions. The model assumes that a teacher, particularly, is capable of determining his or her own goals and approaches that would aid realisation (Gaible & Burns, 2005). The role of management in a school context, according to this model, is to provide an enabling environment for teachers' self-determination and directing their own professional development.

According to Gaible and Burns (2005), several learning theories support the individually guided staff development model, including Newsom's (1990) expectancy theory, that posits that workers will do what is expected of them if their organisation specifies expectations, rewards and compliance criteria. Secondly, the model is supported by Douglas' models of theory x and theory y, in which the latter stipulates that workers have an inherent initiative to make an extra effort in any organisation (see also Stewart, 2010). Thirdly, the model is supported by Argyris' (1957) maturity theory, postulating that people develop new attitudes and behaviours as they mature. The other theories that support the self-driven learning include Roe's (1953) theory of self-concept, that stipulates that people make conscious choices based on their intrinsic motives; Rogers' (1969) client-centred therapy, that argues that effective learning is self-discovered and self-appropriated; the adult learning theory, that stipulates that lived experiences and daily challenges influence self-directed learning continuously (Knowles, 1980); the stage theory, that argues that learning and professional needs vary at different stages of life (Levine, 1989), and Maslow's (1968) theory of needs, that emphasises that everyone wants to be successful as long as their physiological, safety, love and belonging, esteem and self-actualisation needs are satisfied. According to Pelgrum and Law (2003), teachers also have an opportunity to take advantage of the online communities of teachers' professional development in self-driven education.

Chitpin and Evers (2005) employed the Popperian Analysis to study in-service teachers' self-guided development through the use of portfolios and chart steps in Ontario. They identified a need to enable teachers to develop their own knowledge by researching their own practice in order to become autonomous learners and problem solvers. Karl Popper's (1979) theory recommends, first, problem identification based on teachers' experience, prior theories and their continuing practice. Secondly, from the identified problem, teachers formulate a trial solution for dealing with the problem, which Popper refers to as a

tentative theory. Thirdly, teachers begin the process of error elimination because he believes that all knowledge is imperfect and prone to revision. Finally, the process of problem identification and its solution is mapped out for subsequent use (Chitpin & Evers, 2005:428).

Chitpin and Evers (2005) found a lack of research that documents the role of portfolios in enhancing the professional growth and development of the classroom teachers. Therefore, they sought to introduce an innovative theory of growth of professional knowledge, particularly for the teachers, confining their study to the parameters of two key research questions:

1. To what extent did the evidence from our research show that growth and development of professional knowledge in individual teachers occurred according to our particular theory of professional knowledge growth?

2. To what extent did the use of portfolios contribute to that knowledge development? (Chitpin & Evers, 2005:420).

Six teachers participated in the interview sessions for over a year, in which these researchers sought to understand their personalised collections of work that emphasised ownership and self-evaluation. The profiles that were requested and compared reflected varying backgrounds in terms of gender, grade level taught and years of teaching experience, indicating that the study was representative. All ethical considerations were observed and participants assured of confidentiality. The area superintendent, who was knowledgeable about teacher development with the portfolio process, was used as a gatekeeper, while the researchers personally invited other teachers to participate in the study where possible.

The findings of this study indicate that five of the six teachers' professional knowledge growth, in terms of how they dealt with specific problems and solutions, followed the pattern of the growth of the scientific knowledge proposed by Popper. The second result was that the teachers' use of their portfolios played a role in helping them formulate problems and record evidence relevant to their testing and the development of improved professional knowledge. Chitpin and Evers (2005:431) further discovered that teachers cannot simply transfer their knowledge to their students but must guide them in constructing knowledge through experience and in collaboration. They conclude their

study by showing that the Popperian Theory can be used to create a more systematic reflective professional development programme for the teachers in a climate of change. They believe that this observation confirms their vision of teachers as autonomous learners who need to build their own professional knowledge. They recommend that these educational practices should not be difficult to apply, but should be sculpted such that they enable the teachers to focus on problems. They should allow the teachers to make a conscious habit of thinking of possible solutions in terms of the theories that have implications for practice, testing them in practice (p.431).

2.3.2 Inquiry or Action Research Model

Closely related to the individually-guided staff development model is the inquiry approach, in which the teachers carry out a reflective process individually or in groups on specific problem areas. Its key assumptions are that teachers have the ability to formulate valid questions about their own practice and objectively answer those questions. They therefore, individually or in teams, decide on a focus area, then collect data, interpret and analyse it, then take relevant action. Gaible and Burns (2005) write that action research moulds teachers into more thoughtful practitioners, empowering and assisting them to make decisions on the basis of empirical evidence. Reflective action has long been recommended by Dewey (1933), for whom it was the best problem solving technique.

Action research in a school context is at the core of the school-based reflective management advocated by Goker (2004, 2006, see also Elmore, 2002; Hess, 2003; Adler & Reed, 2000; Ouchi, 2003). Principles of school-based reflective management are:

- A reflective learning community in which action research is used to empower individuals to lead and decide on strategies that enhance learning;
- Reflective teaching coupled with experience as an impetus for teacher development;
- Shared vision and goals in a school context to develop a sense of community;
- Openness about performance data and restless self-examination within the school; and
- Positive reinforcement that is specific, spontaneous and varied (Goker, 2006:240).

The school-based reflective management strongly advocates change of roles for the principals and teachers. The former are expected to assume the roles of the head learners rather than viewing themselves as the school bosses. According to Ouchi (2003), they lead for learning in which they create powerful and equitable opportunities for the learners and

teachers alike. They engage three learning programmes, namely student learning, reflective learning and system learning (Ouchi, 2003:23). The teachers are afforded the opportunities to interact with other professionals to share ideas and inspirations. They receive moral support from the school principals who, Ouchi (2003) argues, must understand the relationship between leading and learning. Lastly, the principal creates opportunities to interlink with groups outside the school to secure resources that include technical assistance through exchange programmes and attachments (Ouchi, 2003).

In their study of science teachers' professional development through action research, Fazio and Melville (2008) identify a need to offload the burden of reflective research from individual teachers and turn it into collaborative action research. They identify the trajectories of this as a viable method for teacher development through a community-based project. Horn (2005) has pointed out that the teachers are consistently under pressure in classrooms and thus the introduction of collaborative action research also requires support. At least three variants of action research have been used in science education in Ontario, namely technical, practical and emancipatory. The technical action research, according to Carr and Kemmis (1986), focuses on solving problems from outside an organisation, while practical action research focuses on local organisational context self-inquiry geared to problem solving. The emancipatory action research on which Fazio and Melville's (2008) study is based, unlike the other variants of this research method, promotes critical thinking and teamwork towards addressing organisational challenges.

Fazio and Melville's (2008) study was longitudinal research that lasted for eight months in 2003, and which exploited a collective case study methodology. The participants, all teachers, were recruited on a voluntary basis from a science education graduate programme at Canadian universities. They were purposively selected from the master's level graduate course through a snowball sampling technique. Detailed profiles were obtained and confidentiality was maintained by use of pseudonyms in transcriptions and translations of their accounts (Fazio & Melville, 2008). The data was collected through semi-structured interviews before and after the project, mainly to incorporate evaluation of the study with the latter interview protocols. Twelve collaborative meetings took place in close intervals throughout the study, with all participants being critically examined and reflecting on the products of their individual action research projects. They kept personal journals in order to facilitate learning throughout (Fazio & Melville, 2008).

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A-priori and grounded coding processes were used to derive meanings from the data, the reliability of which was ascertained through triangulation, while its trustworthiness was assured through a prolonged involvement with the participants. The data was organised around themes developed throughout the study. These themes, as they show, are social development, professional development and personal development. Evidence of social development was shown throughout the process of action research as teachers engaged one another in critical discussions and feedback mechanisms. From their comments, Fazio and Melville (2008) found that all participants believed there were social benefits to participating. One of the key findings of this reflective action research project was that a single cycle of action research allowed all the teachers to re-examine the goals of the mandated science curriculum.

Evidence of personal development was witnessed in teachers' construction, evaluation, and acceptance of knowledge generated from the collaborative meetings, readings, and practice. The results show that all had expressed enhanced confidence because of having taken part in the study (Fazio & Melville, 2008). In concluding their study, Fazio and Melville (2008) observed that their findings were in line with the constructive theorising process advocated by the tenants of the action research, which is: *practice → theory → reformed practice → reformed theory → practice → reiteration of practice* (p.204). They further realised a similarity between these findings and those from other science action research projects, and other studies on teaching and learning that include Hodson, Bencze, Elshof, Pedretti and Nyhof-Young (2001), Goodnough (2000), Wilson and Berne (1999), Pedretti (1996), Bell and Gilbert (1996).

Closely related to the individual-guided and action research teacher professional development models are the open lesson, lesson study, group study and mentoring models. With the open lesson model the teachers create lessons and invite observers who are expected to formatively make input to their behaviour. Gaible and Burns (2005) show that by so doing teaching becomes a public activity as opposed to a solitary private one. In the lesson study model, the teachers focus on learners' reaction to specific lessons, which they collaboratively plan, modify and improve. This model is viewed as the most reliable in sustaining teachers' professional development (Gaible & Burns, 2005). The study group is popularly known as a 'teachers' workshop', in which the school-based problems are identified then collaboratively attended to. Most schools recently took their newly

recruited teachers through an induction programme in which they learned the practical school activities ranging from school management to instructional management from more experienced counterparts. This mentoring model, according to Gaible and Burns (2005), can be structured as a one-to-one approach, or several mentors can work with the less experienced teachers as one team.

An advanced version of collaborative teacher development model is the case study, in which the teachers study components of the classroom instruction in teams and then apply what has been learned individually at school (Gaible & Burns, 2005). The model has flexibility and reinforcement that other collaborative models may not have, such as the use of video case studies and, recently, digital media on computers. However, they show that the use of video clips from elsewhere is highly discouraged. The advantage of this model is that teachers use clips of their own classroom instruction to improve the practice. They conclude by showing that case studies have an added advantage of a continuous in-depth analysis of the origin of various components of classroom instruction.

2.3.3 Observation or Assessment

From the observation model, which is the oldest of the teacher development models, the teachers are observed managing classroom practices. Focus is on their instructional practice, behaviour control, materials used and how they provide formative feedback (Hunter, 1982). The observers could be inspectors, senior teachers, and, for teacher practitioners, often the university from which they come from follows ups. The observers and the teachers first agree on the behaviour to observe, that is, what the observation should pay more attention to. The major assumptions are summarised as follows:

- Observation and assessment of instruction provide the teacher with data that can be reflected upon and analysed for the purpose of improving student learning (Loucks-Horsley, 1987:61)
- Reflection by an individual on his or her own practice can be enhanced by another's observations, given that in a classroom a teacher happens to be the only adult with no one to learn from (Elmore, 2002).
- Both observer and the observed stand to benefit from classroom observation because the latter receives feedback while the former learns how certain challenges are tackled (Hoy & Miskel, 2005).
- Both observer and observed have an opportunity to engage in reflective dialogue discussing common experiences (Hunter, 1982).

In a search to promote continuous teachers' professional development, to provide a framework for teachers to systematically explore and reflect upon their teaching practices and begin to become agents of change, Ellison (2008) introduced and piloted the Talent Quest Reflective Practice Teacher model with six elementary school teachers in an urban school district in Southern Maryland, USA. The school principal assisted in identifying the teachers for participation on a criterion of being high implementers, both conceptually and practically. The model advances observation and assessment as a teacher-driven approach that promotes collaborative teaching, including eight strategies of which three are:

- Engaging in reflective practice that demonstrates appropriate listening, speaking, and writing skills (communication);
- Implementing teaching practices that provide opportunities for teachers to acquire the skills to work more cleverly, not harder, toward their teaching goals, whilst becoming a better problem-solver and critical thinker (critical thinking);
- Developing productive peer relationships and establishing collaborative classroom activities that promote continuing and sustained professional growth (Ellison, 2008:186).

The baseline data was collected through classroom observations in which three of the six teachers alternated in observing each other engage in classroom instruction. An observation checklist was created to identify, classify, and rate specific teachers' classroom conduct, then used for discussion. This reflective practice was followed by four bi-monthly half-day workshops, and the series ended at the end of the academic year each year with a full day session on planning for the next year (Ellison, 2008). The results of Ellison's study show that the majority of teachers who were part of this project were eager to return to their classroom to begin infusing their collaboratively designed lesson plans. They believed that their classroom instruction had become more interesting because of the varied teaching styles. For others the study meant enhanced student task engagement that they attributed to a flexibility associated with collaborative lesson planning. The majority felt that the more a teacher learns and reflects, as they did in this project and are given an opportunity to do so, the easier it is to adjust and refine their teaching. Many viewed themselves as reflective educationists and showed eagerness to continue to encourage colleagues who were not part of the project to join (Ellison, 2008).

Ellison (2008) also tested the Talent Quest Reflective Practice Teacher Model with the Thatchenkery's (2005) Appreciative Sharing Knowledge (ASK) model and concluded that the two are commensurate. ASK has been coined on the assumption that a systematic

creation of an appreciative climate at school through collaborative activities would enable the teachers to deal with change with less resistance. This model also recommends continuous learning and skills development be focused, empowering and sustaining over time (Thatchenkery, 2005).

2.3.4 Professional Development Schools

The Improvement Process Model of teacher development, elaborated on in the Professional Development School, is a form of partnership between a school and local teachers' college. A cluster of teachers are identified on the basis of their overall skills, but receive additional instruction in mentoring and collaborative approaches at the teachers' college or other institutions of higher learning. On the other hand, the teaching colleges offer students practical courses in which they are attached to experienced teachers in order to gain hands-on classroom techniques. As they gain experience, the newly developed authorities become mentors in other schools, thus extending the programme of the Professional Development Schools (Gaible & Burns, 2005).

The professional development schools model not only takes a form of mentoring by colleges or direct attachment to schools, but also can be pursued in the form of partnerships between high performing and low performing primary or secondary schools. Gaible and Burns (2005) show that during the implementation stage it involves a variety of activities such as workshops, reciprocal classroom observations and resource-sharing with follow-up assistance. The case study country offers an interesting professional development schools model in which the teachers' induction programmes are conducted for new recruits every year. The national university designs, implements and follows up on the graduates of this induction programme. The highly experienced teachers who have undergone it are selected in schools to continually mentor the new recruits once they leave the programme. These mentors also undergo continuous and rigorous training which extends to resources management, both material and human, in addition to their role in coaching new recruits.

The Shakespearian Reloaded Project between the English Department at the University of Sydney and English teaching staff at a Sydney-based private boys' school presents a good example of Professional Development Schools Model. Brady (2009, see also Thew, 2006)

saw a need to identify skills that the high schools develop and compared them with university's standards in knowledge of grammar, reading skills and understanding of literary history. The main focus was on students who study Shakespeare and English Literature at secondary school and those who study these subjects at undergraduate level. Brady (2009) further aimed at popularising the alternative forms of professional development that are based on the "generation of in collaborative context or in communities of learning which situate teacher development in the contexts of their own classrooms and in relationship with colleagues and other processionals" (Brady, 2009:337). He based this study on the works of Wilson and Berne (1999) and Moss (2008). Rather than perceiving professional development as a top-down system of bringing best practices into the school from outside agencies, Brady (2009) argues that it should be determined by the teachers and their teaching context. The research participants under study in this project were teachers, students and academics purposively selected for working with English Literature, including Shakespeare's texts. Brady (2009) used observations with semi-structured interviews as well as documentary and texts analysis. His study was limited to the following research questions:

- How are the participating teachers able to develop their Shakespearean pedagogy and to develop as a professional within the context of an innovative learning community?
- How is the Shakespeare Reloaded project impacting the principles, perceptions and practices of participating teachers? (Brady, 2009:341).

The data collected was categorised according to pre-selected codes gathered from the literature review of the research in teaching Shakespeare in high school, professional development, teacher learning and teacher effectiveness, as well as the in-vivo codes emerging from the data. These categories were further synthesised into broader themes and presented from the perspective of the participating teachers (Brady, 2009:343). The key observations were that the Shakespeare Reloaded project, firstly, created a space for collaborative interactions amongst teachers, academics and students, as expressed by the teachers and through Shakespeare's text. Secondly, the project afforded teachers "the opportunity to engage in dialogue with the approaches and perspectives of others and to collectively explore new ways of teaching Shakespeare" (Brady, 2009:344). Thirdly, it attracted communities from beyond the school to engage in dialogue with the teachers, which, according to Brady (2009), were "new voices able to bring fresh perspectives to

ongoing practices and to promote the exchange of ideas and create opportunities for collaboration" (p.344).

Brady (2009) cites abundant evidence of application of collaboration and dialogue in a school context. Drawing heavily on Bakhtin's idea of utterance as inherently social, where meaning is constructed through dialogue and discourse between people in specific social settings. He believes that the project was double voiced in that it called for the revision of the teachers' knowledge for a new use in a classroom. The teachers were further engaged in dialogue as both academics and learners, and in the latter participated in postgraduate units of work in the subject they taught. Despite the limitations of content to cover in each unit on Shakespeare in the time allocated, Brady believes that his findings were in line with those of Eaton and Carbone's (2008) study on an innovative and collaborative project in mathematics in the USA that concluded that learning communities can provide effective professional development for teachers if the subject specialists, teacher educators and the practicing teachers are all involved in the process. They further tally with Hall, Leat, Wall, Higgins and Edwards' (2006) perspective of the possibilities of learning communities bringing the isolated teacher into dialogue with other professionals, and exploring the support and structure that may be given to self-direct teachers' professional development.

2.3.5 Training

A popularly used teachers' professional development model is training, which according to Gaible and Burns (2005) has become synonymous with staff development for educators. Often it takes a form of the workshop sessions in which authorities establish the content and its delivery methods. The sessions are conducted on the basis of predetermined outcomes covering knowledge, skills and right attitudes in pursuing specific activities. Gaible and Burns (2005) believe this model supports an assumption that a classroom situation requires replication of some behaviour.

Experience reveals that training in Lesotho takes the form of workshops and normal college or university education. Often, workshops are held to introduce new developments to staff, ranging from day-to-day administration, curriculum or delivery methods. This model is also used to correct anomalies in the educational policy and to recommend corrective measures in some countries. For instance, the introduction of outcomes-based

education in South Africa pushed for regular workshops in which the teachers were introduced to the general philosophy, jargon and assessment methods accompanying this new approach (Siebörger & Henry, 2003). Similarly, workshops predominate in the formal training of teachers in the case study country on similar aspects, including marking.

In addition to regular workshops, the less qualified teachers are directly urged to pursue further education into postgraduate studies. The government has made salary scales that favour educational qualification to experience on classroom teaching. However, the leadership of schools remains politicised in Lesotho schools, with the proprietors at liberty to appoint management teams in which the tendency is select on religious, ethnic or even party political grounds. In neighbouring South Africa, the challenge of a biased selection of teachers to management positions has been addressed by the establishment of the South African Standards for Principalship (SASP), that sets policy in terms of, among other required traits, the qualification and experience of the prospective school leaders (DoE, August 2005).

In Estonia, the teachers' professional development through training has been conceptualised as an exercise of increasingly demanding instructional and educational work assignments. Krull (2001) describes it in terms of personality changes of an adult learner on the basis of the theories of Erikson (1982) combined with Kohlberg's (1984) theory on the development of moral judgement. The two theories characterise stages of personality development by analysing professional activities of teachers. These activities are described as changes in three aspects of teacher's professional development, namely, knowledge and skill; attitudes, expectations and concerns; and job tasks. Krull (2001) identifies conditions of service that are required to fully realise these traits, namely (1) to include appropriate autonomy in decision-making; (2) authority; and (3) adequate facilities for the application of knowledge and skills in a specific work situation. He advocates teacher autonomy in decision-making, authority in the eyes of students and school community, and access to material resources.

Estonia has implemented a five-step developmental process model framed on knowledge, experience and practice (Krull, 2001), the steps being novice level, advanced beginner level, competent level, proficient level and, finally, expert level. He shows that very little is expected of a teacher at the novice level, except the ability to cope with everyday

problems that require delivery of the theory taught in pre-service teachers' education programmes. From the advanced beginner level, the teacher begins to link theory with practice through exercising a relative autonomy during the classroom instruction. At the competent stage of development, classroom management skills mature as the teacher is required to prioritise, schedule activities and strategise on how to achieve set goals. At the proficiency stage, the teacher concretises activities in a holistic manner, due to plentiful experience and knowledge accumulated by then. It is at the expert stage that he or she is in a position to apply knowledge and skills across contexts, and deal with basic routines of the classroom through a deeper analysis of the new challenges (p.106).

Hardy (2010) similarly views the teachers' professional development as a result of the context of their work in Queensland. He advocates the emancipation of teachers from the short-term and decontextualised activities, technicist orientation of their work, predominance of one-off workshop approaches and the abolition of demeaning perceptions about them. He points out that the teachers' professional development is hampered by work intensification within schools and schooling systems that put pressure on them, resulting in the substitution of intellectual creativity with compliance. He believes that it is currently influenced by neoliberal and managerialist principles.

Given the above, Hardy (2010) used Bourdieu's Theory of Practice to study the tensions between teachers' learning practices and learning experiences in order to determine how these influence their professional growth. He cites Bourdieu and Wacquant (1992) in arguing that society comprises a multiplicity of conflicting social spaces that evolve overtime. According to Bourdieu (1996), the dominant forces in these spaces will be those with requisite resources embodied in individuals and groups which comprise a social space. Hardy (2010) therefore views the teachers' professional development as a result of conflicting social spaces determined by the resources in possession of the individual teachers and those available in their school environment. According to him, the dominant forces in a school's social spaces would define the mode of the teachers' development in each school.

Hardy (2010) therefore focused on the contested professional development practices of a group of teachers from six school sites in southeast Queensland. Four primary schools, one secondary school and one education centre formed his research population. His research

methods, tools and techniques included audio-recordings and transcriptions of meetings, interviews and observation notes of professional development events and professional learning activities. Seven individual interviews were conducted with highly experienced members of the Board and three with key administrators involved in stimulating, supporting and facilitating reforms in these sites. The study revealed the following contesting teachers' development spaces in Queensland secondary and primary schools:

- Influence of broader political and administrative concentration;
- State-endorsed initiatives;
- Influence of state demands for reform;
- Conservative educational policy context;
- Focus on learning and a capacity for critique; and
- The compliant character dominated by pressure to act in a limited timeframe (Hardy, 2010: 81)

However, despite all the above, Hardy (2010) argues that there was more evidence of substantive teacher learning practices and that the teachers' learning practices reflected a conservative character reflective of neoliberal and managerial logic that influenced their work. These practices simultaneously revealed that educational reforms should lead to improvements in students' learning needs (p.81). These findings, according to Hardy (2010), therefore refute the dominant arguments in literature on teachers' professional development that regards work intensification as responsible for sluggish performance of teachers at school (Hargreaves, 2003; Easthope & Easthope, 2000).

In Cyprus, Karagiorgi and Symeou (2006) equate teacher professional development to in-service training. As in other studies, they perceive a need to emancipate it so that it is internally controlled or based on teachers' needs assessment. It should not be introduced as formerly planned activities or come in a form of external prescription. They show that the initial teacher training had some deficiencies in providing teachers with knowledge and skills for the rest of their career. They quote Delannoy (2000:11), who argues that there should be:

> progress from a fragmented vision of discrete 'pre-' and 'in-' service training to the one of teacher development as a continuum along... characterized by iterations between theory, practice and research; interaction between inductees and experienced mentors; feedback from in-service to initial education programs (p.11).

The importance of in-service training has been recognised by the European Community, of which Cyprus is a member. However, all evaluation studies of the in-service training and continuous teacher development programmes report failure. Charalambous and Michaelidou (2001) reported that content and the organisational structures of the in-service training provided did not satisfy the needs of elementary school teachers. The Committee on Educational Reform (2004:238) similarly reported that in-service programmes can only satisfy a limited percentage of teachers. The Committee for In-Service Training (2004:238) and many others in various disciplines report some deficiencies with in-service training.

Karagiorgi and Symeou (2006), given the above, propose a mandatory teacher development programme support by legislation. They show that the Cyprus model of teachers' professional training is informal, individualised and voluntary, which, they argue, encourages non-attendance and causes misunderstandings between loyalists and the unconcerned groups of teachers. They propose a formulation of requirements specific for professional development that teachers must meet in order to maintain their jobs. In this regard, they propose, firstly, a systematic programme for all educators, and, secondly, clear links between training and career advancement.

Further concerned that mandatory training should not imply a forced training that offers irrelevant tuition to teachers, Karagiorgi and Symeou (2006) propose training needs assessment that should link the national priorities with those of individual schools and teachers. They believe that development of appropriate quality assurance and accreditation systems would promote a mutual recognition of teacher education programmes. They propose the introduction of minimum standards for individual or district professional development plans that would reflect a common set of beliefs about teaching and learning and provide guidance for the successful completion of the requirements following recommendations of New Jersey Department of Education (2000).

Application of the training needs assessment for continual teachers' professional development was recommended in Botswana for 206 secondary schools and 27 high schools in 2006. According to Moswela (2006), Botswana faces an over-supply of teachers due to expanded teacher preparation programmes at the University of Botswana and partially as a result of the opening of two other teacher training colleges. She believes that

the challenge of in-service training far exceeds the government's capacity to deal with it, due to financial constraints. She therefore believes that involvement of the school principals as teacher developers remains a viable option to explore. Independence of Botswana from the Cambridge Overseas School Certificate examination systems in favour of the locally based examination system, according to Moswela (2006), implies change of teaching methods and a need for enhanced teacher training in the school context. In her study, therefore, she collected views on the selection criteria for in-service training for both teachers and heads, and identified eligible personnel for doing this job and determining the value of in-service teacher training on the teaching and learning process. The study's research population comprised 233 secondary schools, of which 15 were randomly selected.

The in-service coordinator and principal in each school formed key informants because of their strategic and critical positions in school-based teacher development initiates. Three teachers were purposefully selected from each school. All ethical considerations were observed and school authorities were used as gatekeepers in each. The data was collected through interviews and a survey (Moswela, 2006). The results indicate that the 'older' teachers needed more in-service training than those new to the job, because constant curriculum changes imply a change in the teaching methods. She recommends that they would need to keep abreast of new teaching strategies (p.628) and results revealed a need for another type of in-service training that selects teachers on the basis of their training needs. The teachers revealed eagerness to participate in their personal development, if training needs rather than school heads decide on who should undergo training. The school heads were also encouraged to take part in teacher development programmes and in other supportive activities. As complex organisations, results show that schools need leaders who are knowledgeable, adaptable and have good organisational and personal skills, particularly those that can only be acquired through re-training. Interesting quotes from Moswela's (2006) findings on the subject of teachers include: "even the highest academic qualification cannot replace training in management", which indicates the seriousness with which in-service training for principals is regarded.

The tendency to misuse teachers' or principals' workshops predominates in the case study country because participation is left to the discretion of teachers. The same observation has been made by several academics in many countries in which teachers' development has

become an individual teacher affair (Opfer & Pedder, 2011; OECD, 2009; Day & Leith, 2007; Harris, Day, Goodall, Lindsay & Muijs, 2006; Collinson & Cook, 2001). The objectives of taking part in such workshops do not often tally with the professional development objective but seem to be more an opportunity for taking a break. Introspectively, in the case study country, it is taken as an opportunity to boost the teachers' curriculum vitae. Efforts are duplicated, funds and time are wasted, and progress is detracted because the teachers, who otherwise would not need training, occupy seats of those who desperately need it. Exterior motives, such as exposure and per diems, are the added deterrents to proper teacher development, whereby senior teachers would monopolise such opportunities because of the personal gains mentioned above. The conclusions of Moswela's (2006) study, that teachers should undergo training needs assessment before they are selected for further development, are therefore directly applicable to Lesotho.

2.4 SCHOOL ORGANISATIONAL CULTURE

Management of human resources at school does not take place in a vacuum but is executed within a system of values, norms and sets of contextualised behaviour. These entities define an organisation's behavioural culture which, according to Donaldson (2001), is described adequately by the organisational theory and the structural contingency theory. The former views an organisation as a social system constituted with a plurality of parts that maintain themselves through their interrelatedness to pursue set objectives. The relationship and fit between contingencies of an organisation and its structure is described in structural contingency theory. For Böhm (2006), a social system focuses on establishing relationships of power and knowledge and taking decisions in specific social circumstances. He argues further that the social system is merely about a social decision about how society is to be organised. According to Donaldson (2001), the contingencies that are more related to structure are the environment, organisational size and strategy.

The environment in an organisation determines its structure, particularly, given the rapid technological development and acute market forces. The structure of an organisation, according to Donaldson (2001), can either be hierarchical or participatory, with the former defining a division of the organisation into specialised roles in which senior officials depend on their juniors as they preserve knowledge and information. In a participatory

organogram, there is flexibility, that is, an adaptable and impromptu response to challenges. The stable environments favour the hierarchical structures while the unstable ones require the participatory structures.

The organisational size determines nature and effectiveness of the chain of command in an organisation. Large organisations, according to Donaldson (2001), need bureaucratic structures because operations are repetitive and decision-making is based on rules and regulations in pursuit of cost-effectiveness. He recommends haphazard organisational structures for smaller organisations, because their very nature renders them centralised and governed by the subjective decision-making of a leader or single supreme body (Donaldson, 2001).

Strategy, according to Donaldson (2001), refers to a carefully devised plan of action employing all elements of the power of an organisation to accomplish the objectives. It involves integration of available economic, political, cultural, social and moral capital (Donaldson, 2001). The structural contingency theory posits two structural approaches, namely, policy determinism and contingency determinism. Donaldson (2001) argues that policy determinism approach determines structural adaptation of an organisation on the basis of policies pursued by its dominant groups with an objective of aligning structure with contingencies. In contrast, the contingency determinist approach exposes structural adaptation as a result of pressures exerted by direct or indirect contingencies in which case flexibility predominate over fit (2001:17).

Quinn and Rohrbaugh (1983) and Quinn, Faerman, Thompson and McGrath (1996) have similarly developed a framework that describes the relationship between structure and contingency. According to Van Kemenade, Pupius and Hardjono (2008), the framework incorporates the outside-inside and the control-change dimensions, which offer multiple techniques for describing organisational management and leadership. Figure 2.1 (below) shows the dimensions and characteristics of the framework.
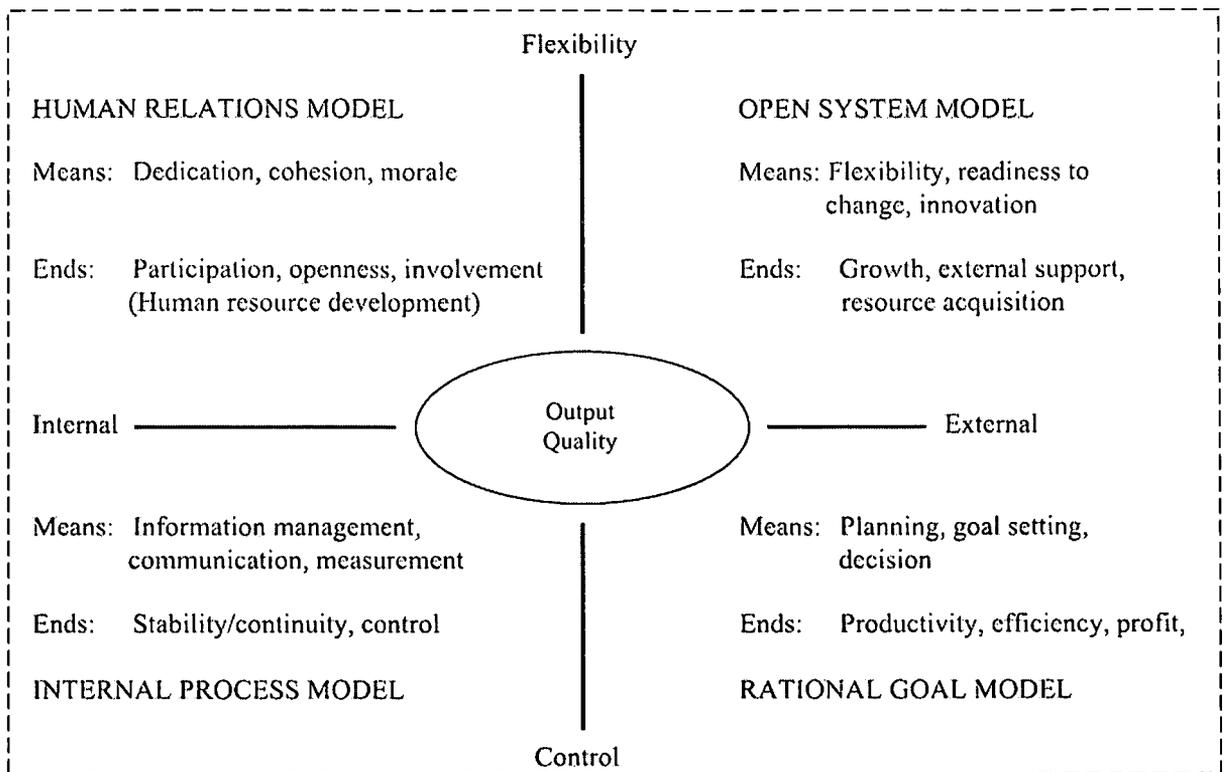
Figure 2.1: Dimensions of Organisational Culture Framework (Adapted from Quinn & McGrath, 1985)

From Figure 2.1, the inside-change dimension of the framework is the human relations model that comprises motivation, staff development and personal relationships. The organisation encourages dedication of all staff members, emphasises collaboration, staff morale, coherence and a healthy work environment, in which all staff make a conscious effort to contribute to the organisation's future. It is a participatory relationship in which all staff are open, take action and make decisions together. The model most closely describes private or church-owned schools in the case study country, whereby ownership is more like a family affair. Members have an obligation to it and intrinsically feel inclined to contribute to the school's success.

The external-change dimension of this framework is the open system model, in which an organisation focuses on expanding its services and human resources development by seeking external support. Attention is paid mainly to how stakeholders regard the organisation and great efforts are expended on maintaining a healthy work relationship. It becomes an outward looking and adventurous body that explores opportunities, takes advantage of events as well as risks, providing success is inevitable. Staff initiative,

innovativeness and their ability to take a lead are encouraged and rewarded. Most public schools' management systems are now focused on the open system model, mainly because of their reliance on the external international expertise and on the funding bodies' stiff conditions. For a long time, however, the private schools operated like the open systems because of their persistent search for new knowledge.

The inside-control dimension of the framework is the internal process model that relates to internal control in resource management and operational structures. In a school context, assurance is made that staff and students are consistently informed about the strategic direction of the school. More emphasis is placed on research and development including information management. This model has traits of private schools that are run like corporate business, with focus on quality outputs meant to attract clients and outcompete other schools. However, one shortcoming of this model is defining service delivery and quality in an organisation's own terms, instead of being customer-focused.

The external-control dimension, unlike the internal process model, incorporates control with external focus. The Rational Goal Model, in the school context, relates to provision of adequate resources for teachers and the production of education of high quality. What matters most are clients' expectations and the maintenance of the schools' professional culture. Often, clearly defined strategic plans are put in place through highly participative processes in which stakeholders' inputs are valued as much as those of the organisation itself. In theory, most public and community-owned schools pursue the rational goal model because the structures that enable the implementation of this model are always put in place. However, in many cases, schools are run from a specific point of influence thus rendering such structures non-functional. Cameron and Quinn (1999) argue that successful organisations are those that have developed capabilities and skills to function in all four dimensions of this framework. However, the private schools' external focus is limited by competition in this case.

According to Wales and Welle-Strand (2008), a priority for organisations to be effective, schools included, is organisational identity. They view organisational identity as a socially constructed concept of what the organisation is, that is, recognised by everyone in that organisation. Wales and Welle-Strand (2008) believe that staff's emotional attachment to an organisation through identifying with it and being involved in it drives efficiency and

effectiveness. Identification with one's own career, working unit and the organisation as a whole, all result in "affective commitment" in attempts to realise the set objectives (concept as used in Meyer & Allen, 1991:67). Wales and Welle-Strand (2008) cite extensive evidence from the literature to fortify his argument about the impact of identity on organisation. These include mainly assumptions raised by the proponents of the social identify approach (van Dick, 2001) and self-categorisation theory (Haslam, 2001; Hogg & Terry, 2001). Key assumptions in these theories are that the more individuals identify with their organisation the more they think and act from the organisation's perspective and the more effort they expend on behalf of the organisation.

For Hofstede (2001), organisational values play an integral part in operational effectiveness. He regards these values as motivational goals that transcend any situation and bridge the gap between emotions and rational thinking, thus compelling people to take necessary action. Similarly, Schwarts and Bardi (2001:45) believe that values "provide the possibility for drawing links between the individual, social structure, and cultural levels of analysis." They are "a potentially propitious arena in which to examine the reciprocal influences between social structural positions and individual functioning and decision-making" (Hitlin & Piliavin, 2004:383). According to Cameron and Quinn (1999:48), an organisation initially tends to be dominated by flexibility-oriented values, without formal structures, and at a later stage structures may be put in place, resulting in more control-oriented values. As also strongly pointed out in Cameron and Quinn (1999), Van Kemenade et al. (2008:184) argue that an organisation should find "an equilibrium between an outside and inside orientation on the one hand and between an orientation based on control and change on the other."

In summary, in this section's review of literature I have shown the importance of developing a befitting organisational culture in a school context. This implies a management style that is rooted from within the school's own context but is aligned with the external developments. The important components for a successful organisational culture include proper communication of the schools' developmental objectives, instilling the sense of owners to staff, which would enable one to identify with the school. Lastly, the organisational theory encourages large schools, in terms of students' roll and functions, to adopt the hierarchical management styles, while those that are small and have recurring internal conflicts should adopt the contingency management style.

2.5 RELATED STUDIES

The theoretical framework guiding this study emphasises programmes, approaches, systems and mechanisms that have been developed internationally in order to control human beings' behaviour at the workplace, with focus solely on human resources, who in the school context are the teachers and non-teaching staff. The means of harnessing their performance such that the educational goals and objectives are met has been outlined by many authors. Walters (1995) supports this view by showing that performance management is about directing and supporting employees to work as effectively and efficiently as possible to realise the organisation's goals. Several criteria for identifying, managing, and reviewing teachers' performance have also been outlined in countries with more advanced educational systems (Morton, 2011; Kelly et al., 2010; Othman & Rauf, 2009; Ng & Chan, 2008; Toremen et al., 2008; Hofman et al., 2008; Tanya, 2008; Corcoran, 2007; Brown, 2005; James & Colebourne, 2004; Hoy & Miskel, 1996).

Similarly, the related studies reviewed in this section focus on the programmes, approaches, systems and mechanisms, including the HRM styles that have been implemented in other countries' educational systems in order to positively influence educational performance. At the core of performance management are various approaches meant to control, direct and perfect human resources' performance at work, which is why the performance management systems was introduced in the public sector (James & Colebourne, 2004). I therefore discuss the empirical evidence of the application of performance management system in a school context, paying particular attention to the contextual factors and instances of best practice. I further consider the specific human resource management strategies from countries in which they have proved effective in the education sector. Lastly, I discuss studies on the relationship between the quality of teachers and learners' performance to show how that relationship leads to improved learners' achievement at school.

In his study on the influence of administrative strategies on effective management of human resources in Nigerian secondary schools, Adeyemi (2008) examined levels of principals' HRM in Ondo State, firstly to establish whether there were any noteworthy differences between management of teachers and non-teaching staff; secondly to compare the differences between management of staff in urban and rural schools; and thirdly to

determine whether the principals' administrative strategies had an impact. This was a quantitative study with a research population of 9,366 teachers and 6,346 non-academic staff randomly selected from 225 schools. This wealth of data was collected through the use of a questionnaire validated by authorities in educational management and through the statistical validation techniques.

The prevailing conditions in educational management at the time were such that the Ministry of Education managed human resources in schools through the State Teaching Service Commission and State Primary Education Board. These two bodies were entrusted to decide on appointments, transfers, promotions and welfare of both the teachers and non-academic staff. Although Adeyemi does not state how these bodies relayed responsibilities to the micro-school management level, he does indicate that the school boards recruited all staff after the human resources planning body would have published the number of vacancies required (p.81). Regular performance appraisals followed, whereby the teachers' and other staff's performance was assessed by their immediate superiors on agreed upon performance objectives. The Nigerian government fully supported this process as it was in line with goals of individual schools' system that were themselves aligned to national goals. Human resources were conceptualised as the "critical resources upon which a nation's economy future depends [and that are constitutive of] people, manpower, the individual, humanity and society with all its aspirations, needs and capacities" (Adeyemi, 2008:82).

Borrowing from Fabunmi (2000), he defines management as a process that fosters co-operation, participation, intervention and involvement of stakeholder in pursuit of specific objectives. Adeyemi (2008) further states that the responsibilities of school human manager include being responsible for staff, students and financial management of the school, including the evaluation of staff performance. The HRM system in the sense that Adyemi (2008) has described above, has not been practiced in Nigerian Ondo State. He observed a variation of the HRM strategies from one school to another, which he believed had resulted in overall failure to achieve the "national objectives of Nigeria as entrenched in the Federal Republic of Nigeria policy of education (2004)" (p.83). Drawbacks included lack of motivation, irregular promotion of staff, inadequate organisation of seminars and conferences, inadequate supervision of resources and ill discipline (p.83).

A statistical analysis of data reveals a low level of HRM by school principals, particularly in areas of supervision of staff and monitoring performance. There was a recorded difference between the effectiveness of managing urban and rural schools, a difference attributed to the student population not to the geographical divide as had been hypothesised. Adeyemi (2008) points out that a normal pattern in Nigerian schools is such that the rural-based schools play smaller rolls and have fewer learners, thus requiring fewer resources and being easier to manage. In concluding his study, Adeyemi (2008) argues that, given the above, the teachers and the non-teaching staff at Ondo State secondary schools have not been properly managed and recommends capacity building of the school principals through intensified short-term training. Similar findings were reported by Ireogbu (2004), Tabir (2004) and Musa (2004), all of which consistently produced negative results concerning effectiveness of the school principals' HRM practices in Nigerian secondary schools.

In South African schools, Ngcobo and Tikly (2010) conceptualise HRM as an element of effective leadership and ability to management change. Given the discursive meaning of effective leadership, especially when applied in different contexts, they argue that rather than promoting one generalised model of effective leadership there is a need to identify a "set of dimensions against which the specific nature of effective leadership in different contexts can be evaluated" (p.204). Their ultimate goal is to locate the concept of contextualised leadership in South Africa "within a larger context of the on-going transformation of the education system from highly unequal and racially based systems under apartheid past to a non-racial, democratic and more equitable one" (p.205). Secondly, Ngcobo and Tikly (2010) examine the relationship between transformational leadership and effective leadership in historically disadvantaged schools in order to counteract the dominance of literature on these subjects sourced from rich schools.

A qualitative case study conducted on purposefully selected schools on the criteria of academic performance and ability to manage change, it selected secondary schools on the basis of matriculation examination results, while the primary schools were selected on the advice of regional education officials. Accessibility and reliability of learners' outcomes, including location, were also factored in. Specific numbers of cases are not revealed but the study focused on township and rural schools serving African communities; one Indian; one former Coloured and two formerly white schools, with the latter three cases included

for comparison (Ngcobo & Tikly, 2010). Interviews were conducted with all participating school principals, deputy principals and HoDs with the longest teaching experience. Focus group discussions were held with teachers, parents and learners identified as the most influential. This research population was supplemented with the contextual data on the schools rolls, class sizes, teacher-pupils ratios, observation of school surroundings, school documents such as management structures and policies, and by an unobtrusive observation of the schools' culture and climate.

The prevailing conditions in South Africa at the time of this study, according to Ngcobo and Tikly (2010), were that government had invested heavily in education by world standards. Several programmes meant to transform education were put in place amongst which were the introduction of more equitable financing of schools, rationalisation and redeployment of staff and curriculum reform (p.204). However, the researchers observed that, internationally, South Africa compares unfavourably in educational performance of historically disadvantage learners. The results reveal a framework of four dimensions deemed crucial to effective leadership: (1) the structural dimensions that contrasts formal and distributed leadership; (2) the process dimension that compares democratic decision to top-down decision-making; (3) educational management and leadership dimension; and (4) the personal dimension that is concerned with qualities of effective leadership. Of interest to my study is the process dimension, as it displays a balance between transactional and transformational leadership approaches. Ngcobo and Tikly (2010) discovered that most schools had adopted a democratic leadership strategy in which classroom teachers and different stakeholders were involved in decision-making that in turn fostered *effective commitment* (concept as used in Meyer & Allen, 1991:67).

I have highlighted the significance of teachers' identification with their job by referring to theories such as the social identify theory, self-categorisation theory (van Dick, Haslam, 2001; Hogg & Terry, 2001); the expectancy theory (Newsom, 1990); models of theory X and theory Y (Chapman, 2002); Maturity Theory (Argyris, 1957); person-environment fit theory (Kristof, 1996); cognitive-relational stress theory (Lazarus & Folkman, 1984) and several other self-concept theories in this study. At the core of their arguments is an assumption that workers will perform well if they identify with their organisation, and this principle applies equally to the teachers. Christ, van Dick, Wagner and Stellmacher (2003:331) support the view that "the more individuals identify with their organisation, the

more they think and act from the organisation's perspective and the more effort they expend on behalf of the organisation." A similar conclusion has also been reached in studies such as Haslam (2001) and van Knippenberg (2000).

In the secondary schools, students were given formal leadership positions within the Representative Councils for Learners (RCLs) while in primary schools leadership responsibilities were assigned to prefects or monitors. For example, in some of the township schools the SRCs were involved in resolving problems between educators and students. The study showed that in some cases the Representative Council for Learners attended to clashes between teachers and students. Ngcobo and Fikly (2010) then concluded that, on the whole, the leadership style observed among these students resembles a combination of transformational and transactional approaches of leadership.

While Adeyemi (2008) observed a degree of difference in the management of urban and rural schools in Nigeria, Ncgobo and Fikley (2010) were concerned with effective leadership in historically disadvantaged schools. Striking similarities exist in these two studies, in that they respectively focus on the structural components and processes of management of human resources. Transactional leadership that recognises functions of structures such as HoDs, classroom teachers, school prefects and monitors, equates to participative management. These findings make it even more difficult to differentiate leadership and management in this context. Benoliel and Somech (2010) define the joint decision-making by the superior and his or her junior as a living example of participative management, and argue that this style of management is highly beneficial to school organisation, as shown below.

In their study on school management in Israeli schools, Benoliel and Somech (2010) see a need to determine which personality types would benefit from the participative management in the school context. They assert that extra responsibilities could be a motivation to some people but stressful to others, in which case a careful selection of decision-makers becomes important. A total of 153 primary school teachers in Israel were chosen randomly from 190 schools, and all requested to complete questionnaires on participative management, workplace satisfaction, strain and the Big Five personality types (extroversion, agreeableness, conscientiousness, neuroticism, or openness to experience (Benoliel & Somech, 2010:292). The principals assisted in appraising these teachers and

from the participative management questionnaire the teachers were expected to indicate their actual participation in school activity areas, such as instructional policies, classroom discipline, setting school goals, hiring staff, evaluation of students and others (p.292). Specific instruments were used to test the teachers' work satisfaction and strain, while the principals' appraisals provided proof of their level of performance.

The literature on personality types classifies people into the 'Big Five' personality types, of which *extroversion* describes people who are sociable, optimistic, energetic, expressive, active and assertive as *highly* extroverted, and those who show *low* extroversion are quieter and reserved (Benoliel & Somech, 2010:288). One interesting trait of this personality type is preference to work alone or with few individuals rather in large groups (Sak, 2004, in Benoliel & Somech, 2010:288). Costa and McCrae (1992) show that the *highly agreeable* people are compassionate, altruistic, cooperative, compliant, modest, forgiving and trusting, while those *low* in agreeableness are often egocentric, sceptical and competitive. According to Barrick and Mount (1991), the *highly conscientious* people are often careful, responsible, purposeful, dependable, hardworking, persistent and achievement-oriented while those who are *low* in conscientiousness are not responsible and lack discipline. The *highly neurotic* often experience anxiety, tension, embarrassment, anger, guilt, depression and low self-esteem, while those *low* in neuroticism are more confident and secure. Lastly, Goldberg (1992) indicates that the *highly open to experience* individuals often are curious, affective, creative, imaginative, original, independent, unconventional and accept diversity, while those who are *low* in openness to experience are not critical thinkers and are routines-oriented.

The Big Five personality traits have implications for the teachers' involvement in participative management when applied at a school context. Benoliel and Somech, 2010:291) had hypothesised that:

- The relationship between the participative management and performance would be positive for teachers high in extroversion, agreeableness, conscientiousness, and openness to experience and low in neuroticism.
- The relationship between the participative management and satisfaction would be positive for teachers high in extroversion, agreeableness, conscientiousness, and openness to experience and low in neuroticism.

- The relationship between participative management and strain would be negative for teachers high in extroversion, agreeableness, conscientiousness, and openness to experience and low in neuroticism (2010:291).

The findings of this study, according to Benoliel and Somech (2010), indicate that it is not all teachers who qualify to work in a participative management environment but rather this is dependent on their personality type. The subject of management of human resources at school therefore has to be studied in consideration of personality types that may be manifest within the structures of the school management. Implications from this study are that the highly effective individuals may be put under strain at work by being misplaced because of their high qualifications or long work experience. Failure in an organisation may not be a result of incompetency but an indication of a clash between an individual's personality traits and job assignment. However, workers' attitudes may play a greater role in the workplace, such that some personality-job fit may be promoted or hampered, as in the case of Ugandan universities, discussed below.

In their study on performance management practices in Ugandan higher education, Kagaari, Munene and Ntayi (2010) argue that there is a need to implement performance management in all universities. They strongly assert that performance management practices lead to the realisation of quality service delivery and cost-effectiveness. Secondly, they analysed the relationship between performance management and workers' attitude to determine how that relationship leads to managed performance. In a cross-sectional quantitative study of four local public universities in Uganda, with a research population totalling 4,774 employees, they employed a complicated research methodology in which they administered and collected the questionnaire using administrative officers in each faculty and department as gatekeepers. The non-academic staff who were part of administration and the academic staff both had equal chances of being part of this study.

The prevailing conditions were that the Ugandan public universities faced challenges of "reduced funding from the government, restructuring, downsizing and reengineering" (Kagaari et al., 2010:507). Responsibility was placed on each university to source out funds for sustaining its operations. As universities commercialise tuition, Kagaari et al. (2010) predicted a neglect of their main responsibility, which is the creation and sustenance of knowledge. Their focus was on profit maximisation, whilst commercialisation translated into even deeper challenges in which the university staff

fought over discrepant payment of salaries and allowances. All these challenges threatened job security and loyalty of university and their resultant survival strategies.

Given the above, Kagaari et al. (2010) set out to demonstrate that employee attitudes have a positive relationship with managed performance, based on extensive review of the related literature (Verbeeten, 2008; Mamdani, 2007; Augier & Teece, 2006; Jugdev & Mathur, 2006; Pollit, 2006; Bowman & Ambrossini, 2003). They also felt that there was a positive relationship between performance management practices and employee attitudes. Lastly, they hypothesised that performance management practices have a positive relationship with managed performance. Kagaari et al.'s (2010) hypotheses were all confirmed, with the results showing a positive relationship between employee attitudes and managed performance of which satisfaction and commitment were key indicators. A similar discovery was reported between performance management practices and employee attitudes, with information underlining the effectiveness of this tie. Lastly, a positive relationship was also recorded between performance management practices and managed performance, in which the practices included the quality of training and envelopment, feedback, rewards and participative management. Kagaari et al. (2010) concluded that Ugandan universities ought to retain employees who are competent, committed and motivated if they intend delivering quality services through the introduction of a performance management system.

An important contribution that this study brings to my study is that performance at the work place is driven by both intrinsic and extrinsic motivation, whether a conscious or unconscious intent by the employee which is driven by the natural endowments or culture. The Uganda study reveals that personality traits on their own cannot determine performance but of most significance are employees' feelings about the task at hand, namely their attitude. It further discounts reliance on extrinsic motivation to enhance performance but highlights the effectiveness of managed performance in the sense of an organisation executing its responsibilities as planned.

In summary, the related studies I have reviewed in this section have covered various aspects of human resources management at different levels of the education systems with diverse population groups. The Nigerian study on the effectiveness of the administrative management was conducted in secondary schools the teachers and management of which

were the participants. The South African study that conceptualised management as the case of transactional leadership was conducted across all levels of schooling, with students, teachers and administers forming the research population. The Israeli study that set out to determine the influence of personality types on management was conducted in primary schools and that in Ugandan universities on the effectiveness of performance management. These studies have employed a rich variety of research methods and procedures applied in different research settings and within different educational contexts, and have been helpful in informing my own methodology, as set out in Chapter 3.

2.6 CONCLUSION

Human resource management as a concept was developed in commerce and brought into the public service while it had already been diversified. However, it has not been applied uniformly, particularly in the education sector in and across countries. In some countries, various strategies of managing human resources that are implemented overlap, in others the delayed outcomes from the newly introduced HRM system have prompted a duplication of efforts, as shown throughout this chapter. The current trend in human resource management has been borrowing and learning from the developed countries, in which case contextual factors prohibit the effective implementation of the system. This variety of successes and challenges militating against successful people management, particular the educational human resources, have to be studied in their contextual origin. I therefore have discussed the development of the HRM theory and provided the evidence of its application internationally, with specific examples from specific areas of application.

I began by laying out a theoretical framework that limits the literature reviewed with the theories of HRM that are, to me, most applicable to an educational production context and for which there is evidence of influence on educational management. These are the Classical Scientific Management School, Classical Organisational Theory and the Behavioural School of Management. They all have had a direct influence on the management of human resources in the educational context, although to varying degrees. The application of these theories manifests in various HRM practices, training and development programmes in education, and in the emergent bottom-up management strategies in which workers' voice begins to matter as much as that of their superiors.

I have highlighted the reaction of the education sector to the increased competition in the market by implementing quasi-commercial strategies of control. The school-based management approach has been one of these strategies in which public schools enjoyed semi-autonomy and began competing to attract bright students. I drew ample evidence from the literature that the public values of citizenship, such as community, information-sharing, inclusion, and social justice, were replaced by the values of the market, such as individualism, social exclusion, and competition. On this same point I have found no evidence for the effectiveness of commoditisation of the educational provision in poor schools. Rather, the free primary education programmes have been introduced in many poor countries, in which case competition is gradually abolished.

At the core of HRM is capacity building through training and development. I have highlighted various models of teachers' professional development in which I focused on their application in various countries. These include individual-guided staff development, observation or assessment , improvement process, training, inquiry or action research and the dual audience direct instruction models. I have also discussed the most recent ones, such as the teacher needs-based model, the moral judgement theory as strategy, teachers' appraisal as development strategy and the talent quest teacher development models. The most prominent models that have a wider applicability are the individual guided model, action research and the long-term training, mainly because the direction and pace of engagement in these models is at the teachers' own discretion in many countries.

I furthermore have reviewed the literature on the school organisational culture in which several authors argue that management of human resources is determined by the prevailing organisational culture in any school. I referred to two theories that describe organisational culture at the workplace which are the contemporary organisational theory and structural contingency theory. The former views an organisation as a social system constituted with plurality of parts that maintain themselves through their interrelatedness to pursue set objectives. The latter places organisational effectives on the relationship and fit between contingencies of an organisation and its structure.

Lastly, I reviewed studies related to mine by looking specifically at the need for conducing them, the components, the prevailing conditions, in some cases the threats against the studies' stated aim, and, lastly, evidence of their application. The major contribution of

these studies has been on the analytical framework of my study, in which I was able to see how to link it with the research problem. I furthermore took note of how they align the implementation of their research methodology within the conditions found in varying research contexts and with the diverse research population groups. Lastly, I studied their data analysis methods in which I have learned the advantages and disadvantages of some of these methods. One important observation was that the amount of data collected does not influence the data analysis method in longitudinal quantitative studies. They, however, lack the actual voice of the research participant because the way in which information is obtained and interpreted depends on the researchers' predetermined analysis method. The bits of fall over information that may be the root cause of the behaviour under study, such as people's construction of their own reality, are not accounted for in these mechanised studies. I therefore had to choose a methodology that would enable me to investigate information in some depth.

CHAPTER III
RESEARCH DESIGN

3.0 INTRODUCTION

The purpose of this chapter is to present the philosophical assumptions on which I have based this study. I begin by introducing the research strategy and the data collection methods employed, then define the scope and limitations of my research as well as frame it within existing research paradigms in sociology of education. My main intention in this study is to develop a framework for managing human resources in secondary schools in order to improve educational performance. I have limited this study to three research questions which are, firstly, to determine how the teachers at the case study high school construct and reconstruct human resource management practices operational at their school; secondly, to determine how the managers alike construct and reconstruct these human resource management practices at this school; and thirdly, to determine how both the teachers and managers align their constructions and reconstructions of human resource management practices with the school's vision and philosophy.

Major assumptions on which I have based this research design are that learners' scores in external examinations define levels of performance of schools and thus that of the education system in a given country. Secondly, the human resources of a school influence learners' academic performance in line with the set performance goals. Lastly, data is[1] therefore contained in both the managed (teaching staff, non-academic staff) and managers (subject heads, HoDs, principal, school board) of the school.

The social science research has evidently moved away from a bare investigation of events to an educative phase in which research directly transforms the behaviour under study. According to Fairclough (1995:219), "ideologies are transmitted, and practices, meanings and values and identities are taught and learned." The status of respondents has transited from that of passive "subjects" to active sense-making research participants. In Van Dijk's (2001:353) view, there is a move away from the time when "the words of those in power are taken as 'self-evident truths' and the words of those not in power are dismissed as

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[1] Although 'data' is the Latin plural of datum it is generally treated as an uncountable 'mass' noun and so takes a singular verb (*Concise Oxford English Dictionary*, 2011, Eds. Stevenson & Waite).

irrelevant, inappropriate, or without substance" ("emphasis" in original). These assertions therefore imply that in this study I should exploit a design that prioritises and privileges individual experience above ethics, methodology, objectivity or even the influence of the funding bodies, if that were to be the case.

Given the above assertions, I have found a combination of the critical theory research paradigm and the participatory inquiry paradigm to be the most relevant sources of knowledge in this instance. They both contend that it is only through the subjective interpretation of and intervention in reality that the reality can be fully understood. The two research paradigms advance an argument that study of phenomena in their natural environment must, in one way or another, affect research participants, that is, the human beings who provide accounts of information sought. As Nkoane (2009:21) states, the critical theory paradigm "rejects the verities of positivism and proclaims that the 'whole is false'... it is based on the commitment to freedom and the need for ongoing revision in order to confront new challenges posed by new life circumstances" (sic). Similarly, Heron (1996:11) depicts the participative worldview by arguing that "worlds and people are what we meet, but the meeting is shaped by our own terms of reference".

I understand a research paradigm to mean a "set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organised study of that world" (Filstead, 1979:34). According to Groenewald (2004:06), a paradigm is the patterning of the thinking of a person; "it is a principal example among examples, an exemplar or model to follow according to which actions are taken." Similarly, Denzin and Lincoln (2000) define a research paradigm as a basic set of beliefs that guide action, dealing with first principles, ultimates or the researcher's worldviews. They further argue that a research paradigm instructs the researcher in the selection of tools, instruments, participants and methods used in a study.

In the following sections I justify the need for both critical theory research paradigm and the participatory inquiry paradigm by focusing on their ontological, epistemological and methodological aspects. I have further outlined the existing configurations, conditions and theorisation in social science research that constructs these two research paradigms. I have also discussed threats, conceptualised as critique on critical discourse, in order to encourage an *expansive* development of arguments advanced by this school of thought.

Secondly, I have sketched out the research tools and field procedures and explained why they are necessary. I further describe the structure and conditions requiring these research activities. This section includes the shortcomings and evidence of the use of these research methods. Thirdly, I identify the research participants in terms of need, nature of the field of study and prevailing conditions, by basing myself on constructs developed in studies discussed in Chapter 2. In the last section I discuss the process of data analysis I have used, namely, critical discourse analysis, because this method is equality applicable in both critical theory and in the participatory inquiry research paradigm.

3.1 NEED FOR CRITICAL THEORY RESEARCH

The social science research has been dominated by realist insights purporting that reality exists independently of the observer's perceptions and that it operates according to natural laws (Kidd & Kral, 2005), that is, there is an undisturbed reality that exists external to human beings which can be revealed through the study of existing laws of nature. Key assumptions are that the world and its rules, as well as facts, can be known by uncovering them and generalising the discovered in order to predict human behaviour. This research movement sought to minimise the difference between researchers' biases and values that could hamper discovered facts. Human beings are regarded as merely passive subjects and often sampled like material objects through aggregates, averages or the use of numeral principles (see Weber, 2004; Schwandt, 1994; Lincoln & Guba, 1985).

At the turn of the 20th century there emerged a science of the intentions and meanings of individuals in relation to their context (Weber, 2004; Hamilton, 1994), a new way of thinking about social life that came to be known as the interpretivism research paradigm, spearheaded by works of Weber (1904) who argued that social science should be "value-free" in order to attain objectivity (Weber, 2004; Boudon, 1984; Geertz, 1973). This kind of social science, according to Weber (1904), should involve understanding of the motivations of actions and the subjective meanings that individuals attach to their own behaviour, because every action has its own inner rationality. The interprevitism research paradigm has also been associated with Kant's (1881) argument that human claims about nature cannot be independent of 'inside-the-head' processes.

There is, however, a need for a paradigm that observes principles of liberty, places the practical over the theoretical, and respects the values, judgments and interests of human beings. Such a paradigm must also be developmental, by adopting an educative transformative research design. Research must not only become a rational process but should also foreground the existing social, political, economic and cultural structures, as they shape human activity. By virtue of been identified with a given structure, humankind is destined to exclusion, mainly in a form of marginalisation, poverty, lack of education, poor provision of basic services and oppression. Therefore, there is a need for a paradigm that empowers by conjoining the world with people's knowledge of it. According to Nkoane (2009:25), "within the critical discourse, empowerment becomes the core justification for liberty", and therefore I have chosen critical theory to guide this study. Similarly, Reason and Heron (1986) argue that participatory research is conducted *with* people rather than *on* people, as I discuss below.

3.1.1 Ontological Assumptions of Critical Theory

In this study I have described ontology as the undisturbed nature of reality and existence, though according to Ponterotto (2005:130), "more specifically, ontology addresses the following question: what is the form and nature of reality, and what can be known about that reality". The ontological stance of critical theory, according to Kidd and Kral (2005), builds on an umbrella assumption that there is no objective knowledge, but rather knowledge is constructed and located within social, cultural, economic and political contexts. The meanings of human activity are considered the product of broader social beliefs and practices, as well as structures of which human being are not consciously aware. This implies that the full meanings of human action cannot be found in people's accounts or interpretation of events, but research must go a step further to uncover how these meanings are created, diffused and transformed by society. As Kidd and Kral (2005) point out, critical theory challenges the assumptions of realism and that of interpretive epistemology by going beyond fact-gathering and into a research process that encompasses multiple facets of self-reflecting, planning, acting, and observing others.

In view of the above, according to the critical theory, reality exists outside people in structures that determine how they view the world and thus act on it. In other words, reality is shaped by the social, political, cultural, economic, ethnic and gender power

dynamics that are fossilised over time. Kidd and Kral (2005) strongly argue that critical theory directly relates to the constructivist theory and incorporates element of science as an approach to evaluating comprehension and understanding, interactions, and transformations that promote personal growth, in addition to embracing the concept of empowerment associated with this dynamic process.

The structures that are capable of influencing behaviour in the case study area include patriarchy, gerontocracy, a mixture of working and middle class traits, party politics and chieftaincy. The concept of gender in Lesotho implies biased power sharing in which the male dominates in most social settings merely as a result of an unrestrained cultural legacy of patriarchy. The female gender is confined to corners of being respectful and conducting the self in a 'ladylike' manner. Society promotes these stereotypes to the extent that inheritance laws, marriage and lineage favour the male child. There are also traditions developing from such stereotypes that have a direct impact on school leadership, whereby headship is attributed to males, despite a large females to male ratio of 5 to 1 (Bureau of Statistics (BOS), Lesotho, 2006).

Apart from gender stereotypes, gerontocracy defines space in the case study context in that elders are expected to assume seniority in any undefined social structure. Occupation of management positions by the youth in the case study country is a very uncommon phenomenon, regardless of qualification, experience or specialisation. Value is put on years of work experience, as this tallies with the societal expectations of the elder being the leader and the younger the follower. The trait of obedience is valued highly, especially, by the youth, who very often are defined as such by adults and peers not just as a reminder but also to reassert their dominance and demand for space. The social structure of family and community in general reinforce these power relations whereby the elders, chiefs and senior clan members function as authority to which society may appeal.

A tendency to associate government entities with a ruling political party in any one country characterises influence of existing structures in society, with some bearing on human behaviour. The case study school is a government-owned school, which may thus be associated with the ruling party. Recent socio-political developments in the case study area are such that society has bifurcated into those who are for and those who are thought to be against the ruling political party. Human behaviour may therefore be tuned to

appease the prevailing government, especially in selection, management and dismissal of human resources at the case study school. Several scenarios may prevail in these circumstances, including the existence of an ideal situation in which politics plays no role, however, my role as a researcher is to adopt a critical perspective that must acknowledge them.

As with the politicisation of the social environment in the case study area, chieftaincy has a strong influence on most activities in which the Basotho engage. It is a structure underlying the thinking in this nation in line with its inherent demarcations of power relations. Royal clans already possess an added advantage over all other clans, as it is from this group that the monarch must be born. Lesotho is a constitutional monarchy ruled through party politics alongside a well established system of chieftaincy. The system, apparently, appeals more to the majority of Basotho as it upholds values of originality of society, unity and virtue, born out of the sustained history of this nation.

There are other demarcations set around religious affiliation, being cultured versus being Westernised, around ethnic groups, types of family and nationality. For example, being Christian defines how people should conduct themselves, whilst groups of society that claim to uphold traditions of Basotho may view themselves differently from the Westernized educated masses. The dominance of the Western knowledge system is felt around the world, and most local knowledge systems have been subdued and/or subjugated by it. Nuclear and single-parent households are neologies that have a potential to determine power relations in a society in which more than 90% of the population observes and celebrates traditional rites and averts modern management systems. Apart from being a mono-ethnic society, there are other nationalities that live together with the Basotho, such as Chinese, Indians and Zimbabweans, about whom there are specific expectations that define their position during power struggles.

Critical theory therefore argues that research must consider the existence of this dynamic interaction of structures. It has been pointed out that human beings may not consciously be aware of the influence of such structures on their behaviour, therefore focus in research must be on how people construct their realities. Multiple realities are valid when applied to the context of their origin, as I have demonstrated above.

3.1.2 Epistemological Assumptions of Critical Theory

Concerned with the definition of knowledge and its related concepts, Ponterotto (2005) understands epistemology to be the study and acquisition of knowledge, and the relationship between a knowledge provider and knowledge consumer (p.127). In this study, therefore, I have taken it to mean an extraction of meanings, facts, beliefs, and valuations through a contextualised direct engagement with the *'other'*.

Although human beings may not be aware of structures underlying their consciousness, the epistemological standpoint of critical theory is that researchers can become aware of the operations of social structures by engaging in critical dialogue (Kidd & Kral, 2005). The paradigm advances a subjective stance to that of an objective position advocated in realism (Weber, 2004). Lincoln and Guba (1994) assert that there has to be openness between the researcher and the researched, so that the researched are not explained from the outside but rather allowed to interpret, question and construct meanings with the researcher. Similarly, Kidd and Kral (2005) concur that producing knowledge involves openness to learning that is equated with sharing ideas and respecting the knowledge of others, as a means to implement action. They further argue that through the researcher, research participants are afforded an opportunity to reveal their knowhow not only on the subject matter but also on research itself, by establishing a reciprocated intercourse in which cultural differences are accepted and misinterpretations minimised.

According to Kidd and Kral (2005), critical theory supports assumptions that people intentionally constitute knowledge that reflects their goals, culture, history and experiences. The paradigm shows that they try to make sense of the world within the confines of their experiences and the goals they pursue, on a micro, individual, level and a macro, structural, level (Kidd & Kral, 2005). Research therefore must focus on both the macro level of structures and show how this enters people's cognition. The theory recognises that people are different and attributes this to the way that they are positioned in the world and the meanings they internalise (Kidd & Kral, 2005).

3.1.3 Methodological Assumptions of Critical Theory

Methodology is the processes and procedures of carrying out a study, while axiology defines the role of the researcher as well as influence that he or she may have on the findings (Guba & Lincoln, 1994; Ponterotto, 2005). In the critical theory research paradigm, knowledge is discovered in reality by the researcher, that is, as it unfolds, without the researcher relying on preconceived hypotheses (Kidd & Kral, 2005). The researcher's task is to understand meanings that subjects attach to their actions through the qualitative research techniques. The preferred qualitative research methods in critical theory are ethnographic studies, ethno-methodological studies, case studies and phenomenology (Geertz, 1973). Of these preferred research methods in this paradigm, I have used a combination of the ethnographic research methods and the emancipatory phenomenology research methods (as conceptualised in Mahlomaholo, 2009). Emancipation in the sense of empowerment also implies shared engagement in research, which is an assumption at the core of participatory inquiry that I have also consulted.

3.1.4 Axiological Assumptions of Critical Theory

An axiological assumption of critical theory, according to Kidd and Kral (2005), is that researchers acknowledge that human beings perceive, discover and construct meanings in various ways. They are regarded as carriers of differing values, beliefs and attitudes developed within the confines of their social setting. Critical theory encourages participant observation in which participants are aware that the researcher is engaging with them in the data collection process in order to elicit understanding and knowledge on a specific subject, and transform their behaviour where possible. According to Kidd and Kral (2005), the researcher declares that, through socio-cultural and structural understanding, it is practical to empower lives and motivate others to change.

The researcher declares subjectivity when entering contractual relationships with the researched. Kidd and Kral (2005) argue that through this interaction, a form of critical consciousness within the construction and development of goals, methods, and the gathering of data would then develop. Terms of reference in this partnership therefore include unconditional positive regard for the other, maximised attention and interest in each others' inputs and acknowledgement of each party's contributions and minimised

interruptions (Kidd & Kral, 2005). The relationship should not be that of aloofness of the researcher from the researched, but rather one of closeness and mutual involvement, unlike in the natural sciences where people are objectified (Mahlomaholo's presentation, May 2011).

3.1.5 Critique against Critical Theory

A major criticism of critical theory, as Murray and Ozanne (1991) argued, has been that of its failure to point out who would be the agent of societal change. They state that the researcher's seniority as the one who has more insight into the social challenges, and the expectation that he or she will liberate others, amounts to a claim to unique possession of special insights into society's moral principles. Gibson (1986) has written strongly against critical theory on a similar subject, arguing that the theory is full of "cliquishness, conformity, elitism, immodesty, anti-individualism, contradictoriness, uncriticalness and naivety" (p.164). For Held (1983), the theory's emphasis on emancipation of the oppressed assumes that the voice of this group of society is unique and that no other can equate to it. For Scott (1978), critical theory undermines the limits of human consciousness by assuming that conversation alone can bring about an accurate recollection of human beings' experiences. The core of his argument has been that a reliance on the human mind leaves out the complexities of problems that people may never recall consciously and thus lead to a superficial presentation of accounts of their experiences.

The critique above has been responded to adequately by the participatory inquiry paradigm that I have discussed briefly below. This specifically answers the questions of the nature of interaction of the researcher with the research participants and outlines factors that contribute to the superiority of the human mind and how it interrelates with the external world. I must, however, point out that I have referred to this paradigm in order to supplement the critical theory research paradigm, which is the main body of knowledge on which my research design is based.

3.2 NEED FOR A PARTICIPATORY INQUIRY

In this section, I discuss the participatory inquiry paradigm in terms of how it seeks objective knowledge through subjectivities and how it ascribes a critical perspective to

knowledge creation, selecting specific methods of discovering that knowledge defines the position of the researcher in the process. The key assumptions are that reality is a shared vision, reproduced through active participation in a knowledge society. This may be a missing element in critical theory as it presupposes mutual engagement of the researcher and the researched without specifying the strategy for ownership and control by both parties in tandem.

The ontological assumptions of participatory inquiry are that there is a given existence in which a human mind activity participates. As Heron and Reason (1997) show, this existence and the human mind are engaged in a co-creative relationship, such that what emerges as reality is a result of this interaction between the existence and the manner in which mind engages with it. They further show that mind actively participates in this existence and that it is through this active participation that we meet the 'other'. The 'other' in this context describes contingencies whose presence influences a reaction to it. Referring to Heron (1996:11), they therefore conclude that ontology is subjective-objective. Where subjective, it is only known through the form that the mind gives it, and where objective, the mind explores the very existence that shapes it.

Given the above, what can be known about a given existence, according to Heron and Reason (1997), is that it is always known as a subjectively articulated world, whose objectivity is relatively and inter-subjectively shaped by the knower. This means that reality presupposes mutual participative awareness amongst several knowers. It further implies participation in active sets of meanings generated by other knowers, thus creating experiential shared meanings.

Epistemologically, participatory inquiry argues that a knower participates in the known in at least four mutually inclusive ways, namely experiential, presentational, propositional and practical (Heron & Reason, 1997). Experiential knowing refers to empathic resonance with a being, so that a knower feels attuned to it on one hand and distinct from it on the other. Presentational knowing defines experiential knowing that is evident through an intuitive grasp of the significance of our resonance with and imaging of our world that is symbolised through art. Propositional knowing is knowing in conceptual terms that something is the case, as expressed in statements and theories with their embedded concepts in any one language. Practical knowing is knowing how to do something,

demonstrated in a skill or competence. Practical knowing presumes propositional knowing (Heron, 1996).

In light of the above, implications for this study are that knowledge in this paradigm requires active participation with research participants, and the researcher being expected to interpret their knowledge in their own terms. Further implications are that relevant knowledge would be obtained from people who are in continuous engagement with the 'other' and may reveal that knowledge symbolically. The paradigm supports theory-based research that is highly interpretative in nature, in which research participants' knowledge is also valued. Guba and Lincoln (1989) indicate that standards for determining what is relatively true reside in community consensus. Most importantly, the paradigm introduces an assertion that conceptual mastery relies on a series of wider and deeper experimental contexts.

Methodologically, the participative inquiry paradigm is a collaborative form of inquiry, in which all involved engage together in democratic dialogue as both co-researchers and as co-participants (Reason & Heron, 1995, 1997). The collaboration should be aligned to the four mutually inclusive ways in which the knower interacts with the known (researcher with the research field), then propositional knowing would imply developing the research question and designing the research methodology together. Practical knowing refers to the application of the research methodology by all or some at work, which implies engagement in action research. Experiential knowing defines an emancipatory process in which research participants and the researcher are empowered formatively throughout the process of inquiry, while presentational knowing in this case refers to reporting and documentation of the research findings. Reason and Heron (1997) encourage a cyclical re-engagement of co-researchers and co-participants several times, in order to refine the educative phase of this participatory action research. The purpose should be solely to validate the researcher's assertions in articulating a subjective-objective reality. Similarly, this paradigm favours qualitative research methods and, more specifically, participative action research.

Lastly, axiological assumptions of the participative inquiry paradigm are that researchers deliver services in the field where such service delivery is interpreted as the enabling balance within and between people of hierarchy, co-operation and autonomy (Reason &

Heron, 1997:11). It calls for a collaborative exercise with communities of peers in which the motive is to offer support and creative and corrective feedback. This however does not acknowledge the intrinsic value of the researcher's own practical knowing.

3.3 CHOOSING RESEARCH PARTICIPANTS

According to Bryman (2008), research participants are single members or units of a population, social actions, events, places or the time that a researcher wishes to study. It is a totality of all cases that conform to the criteria set by the phenomenon under study. As Hycner (1999:156) pointed out, "the phenomenon dictates the method (not vice-versa) including the type of participants." This study seeks to identify and recommend a framework for managing human resources in public schools. Specific objectives of this study are to identify human resources management practices operational at this high school, and show how they interrelate structurally and functionally with learners' performance.

Given the above, I have limited the participants' choice to a public school located in Lesotho. The managers include the principal, school board members and the heads of sections and departments. The managed are the teaching staff and non-academic staff, amongst whom are the subject heads, teachers, librarian, laboratory attendants, matrons and guards. In order to link the findings to performance, given my major assumption that learners' scores define performance of a given school, I have included learners in the research population. The categories of learners' management structures were observed and include prefects, classroom monitors and the student population as a whole.

3.3.1 Inclusion Criteria of the Research Participants

The strength of qualitative research lies in the intent to gain a rich and complex understanding of a specific social phenomenon that takes precedence over data that can be generalised to other areas. Rather than scavenging for information from a large group of people, the majority of whom may not have that information, qualitative research relies on key informants and gatekeepers (Neuman, 2000:352). The key informants are people who by the nature of their positioning in any social setting would have experiences that are relevant to the phenomenon under investigation, whilst the gatekeepers are authorities who

would have information on establishment, organisation and developments in a given social setting in which they control. According to Neuman (2000:352), anyone with "formal or informal" authority at the research area may be regarded as a gatekeeper.

In line with Creswell's (1998:113) recommendation that interviews be conducted "with up to 10 people", I limited the respondents to 11, namely the chair of the board, the school principal, deputy principal, three HoDs, three teachers with no managerial responsibility and four students. These students included two class monitors and two prefects. All respondents were aged 11 to 60, based on the high school going age and the retirement age for teachers in Lesotho. Respondents between 11 and 18 years were those whose parents I asked to complete and endorse the consent form, and those who volunteered to participate by signing a consent form for students (see Appendices D, E and F).

3.3.2 Exclusion Criteria of the Research Participants

All respondents would have been excluded from participation in this study had they declared disinterest. I did not include teachers over the age of 60, those in part-time employment, on rotation or attachment programme, those with less than five years' work experience in this school or who had declined to disclose their profile, those who would not be in good health and those who for religious or other reasons would not interact privately with males. Students who declared disinterest, those whose parents did not allow them to participate, and those who were not in classes being taught by the staff members selected for participating in this study were excluded. I furthermore excluded students who were in external classes (that is, in Forms C and E), because they would be sitting for the external examinations at the end of the year. From experience, the class teachers of these classes regard research as a disturbance.

3.3.3 Research Participants' Profile

In this section I have provided justification for the selection of research participants by describing their role in the case study school and by stating why they were the most suitable participants. All respondents are important because they possess experiences that are required for developing a framework for HRM in schools. However, I could not include all in this study, mainly because my intention was not to draw conclusions on the

basis of numerical venues but rather by analysing the context-based manifestations of the behaviour I wished to study. I also excluded some for methodological reasons, as stated under the limitations section.

The case study is of a government school that officially registered under a specific schools registration number. In terms of reporting, the school functions like a government department. However, operationally, a supreme body that regulates the school's activities is the school board, consisted of nine members[2]:

- A parent who must be the chair of the board.
- School principal who is the secretary of the board.
- Teachers' representative.
- Representative of the office of CEO High School.
- Representative of students who must be a student.
- Four other parents as advisers (Education Act of 2010; Article 23, p.180).

The functions of this board are unlimited regarding students' affairs, but of interest to this study was that they decide on recruitment and dismissal of both the teaching and non-teaching staff. They adjusted admission requirements for students and recommended the roll size for all streams. Therefore, the chairperson was an important research participant, and as a parent was familiar with developments taking place at the school. Lastly, the chairperson was also a member of the school community who made a conscious decision to send his or her child to this school.

The role of the school principal was paramount as he led the strategic direction of the school, developing and implementing the school philosophy through monitoring and evaluating practice. He controlled and directed activities of all staff, including the non-teaching staff, and advised and recommended teachers' professional development, instructional development and overall conduct with a mandate to act curatively on the latter. Issues of teacher relations, student relations, teacher and student relations, and parent and school relations were answerable to the principal, assisted by class teachers and HoDs (Education Act of 2010; Article 21, p.178). Apart from his job description, the principal held a postgraduate qualification in Educational Management and had taught at secondary schools for over 30 years. In addition, he had 15 years experience as principal at

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[2] An additional member from local governance authorities has been proposed by the Education Act of 2010, but there is still no evidence of implementation of this proposal.

the school. Evidently, he possessed relevant knowledge on management of human resources at this school, which would add value to the findings of this study. The role of the school principal is not usually distinct from that of the deputy principal, as both control, direct and organise resources. Moreover, the deputy principal is usually the closest to teachers and other staff, mainly because she (in this case) controlled curriculum and its delivery.

The HoDs were mainly responsible for the instructional development in subjects taught and educational activities that affected staff in their departments. They were also regular delegates of the school to meetings, workshops and developmental gatherings that related to one of the subjects taught in their departments. They therefore partook in educational resources management, especially of teachers who reported to their respective departments. All four HoDs were highly experienced, with a minimum of five to 10 years as heads and 10 to 30 years' teaching experiences in public secondary schools. They also held postgraduate qualifications in their subject areas. Their position put them at the forefront of any HRM policy that the school might decide to implement. Therefore, they were seen as having the potential to contribute greatly to this study.

The work experience of the other teachers who did not hold any managerial positions made them important for this study as it was from their interaction with learners that efficiency of the school's management principles could be adjudged. Their work ethic and business acumen might also give an indication of the management styles practiced at the school. As indicated in Chapter 1, the school has 31 teachers with a minimum qualification of a university degree. Their work experience in secondary schools varies from just over five years to 35 years, and the majority have worked at this school for over 15 years. The school has a student management structure headed by two head prefects, responsible for interpreting the school management's decision to the student body. The head prefects reported to the deputy principal and in turn relayed responsibilities to other prefects whose responsibilities reflected the school's organisational structure. Their role was not only to pass instructions but also advise on school management of both academic and extramural activities that affected students. At classroom level, they were assisted by the class monitors. By virtue of being part of the overall school management, both school prefects and class monitor would contribute significantly to the findings of this study.

3.3.4 Type of Data Required for this Study

David and Sutton (2004) define 'data' as a reflection of reality that is shaped by the tools used to generate and record it. Most importantly, they show that social science research is defined in terms of data collection and recording, which can be observational, interrogative and textual, as in the case of diaries, letters, photographs, official documents and others. They argue that the degree of structure of data collected refers to the deductive and inductive forms. They identify two types of data, primary and secondary, with the former referring to data collected by the researcher and the latter to an existing set which presents interpretations, draws conclusions and adds knowledge to the primary data (2004:25).

Data is required from both the secondary and primary sources in order to recommend a framework for HRM in public schools. As with any other public school, the case study school follows stipulated rules and regulations, and has developed performance standards, worksheets and catalogues and other records of tools that aid management of human resources and performance. Information from the teachers' inventory of competencies and records of teacher development programmes attended is equally important for this study. The attendance list, clocking records and charges and verdicts of teacher-teacher and teacher-pupils cases would also be of value.

My intention was to study the individual experiences of staff in order to delineate how they could be harnessed in order to frame a performance model for human resources management. Therefore, depth as opposed to detail would lead to rich data and so enable me to develop a performance model with relative ease. In this case, I obtained the primary data on the selection criteria, retention strategies and nature of mentoring and coaching strategies of staff that the school employed. I endeavoured to find out from the teachers how they constituted effective management of human resources in any educational context.

Performance management systems recommend clarity of reporting structures and communication channels. Given this, I had to find out how the school's long-term objectives were communicated to all staff and how, in turn, the staff interpreted this information. I was also interested in materials being used to communicate key objectives of the school on a daily basis and planned to find out how the school rewarded

performance, maintained it, and punished non-performance of both staff and learners. It was necessary to confirm accounts of all research participants by observing them in action in school meetings, teacher-parent meetings, classrooms and other areas of activity in which they might be involved during the course of the study.

3.4 INSTRUMENTATION

In implementing this study I have adopted a critically descriptive research design with a combination of qualitative research methods, because they are effective in obtaining explicit information about the values, opinions and behaviour in the social context of the participants. According to Bryman (2008), the qualitative methods are also effective in identifying intangible entities, such as social norms, socio-economic status, gender roles, space and power dynamics. The most common qualitative methods are unstructured interviews, in-depth interviews, participant observation and focus groups. The unstructured interviewing is the main method of data collection in critically descriptive research that enables the researcher to explore research participants' descriptions and explanations of phenomenon under study. The in-depth interviews are useful for collecting data on individuals' personal histories, perspectives, and experiences. Participant observation is an appropriate method for collecting data on naturally occurring behaviour in its usual contexts. A focus group is effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or sub-groups represented.

I have used unstructured interviews, in-depth interviews and participant observation as methods of research.

3.4.1 Unstructured Interview

Bryman (2008) writes that the unstructured interview is largely formless, and the researcher uses an aide-memoire a brief set of prompts prepared to deal with a certain range of topics. The aim of unstructured interviewing, according to De Vos (1998:300), is to "actively enter the worlds of people and to render those worlds understandable from the standpoint of a theory that is grounded in behaviours, languages, definitions, attitudes and feelings of those studied." Punch (1998) defines unstructured interviews as a way to

understand the complex behaviour of people without imposing any pre-planned theorisation, which might limit the field of inquiry. On the other hand, Patton (2002) comprehends unstructured interviews as a natural extension of participant observation that relies on the spontaneous generation of questions in the natural flow of an interaction between the researcher and participant.

Bryman (2008) furthermore indicates that this data collection method encourages and allows for rambling off the topic in order to give insight into what the interviewee sees as relevant and important. For Fontana and Frey (2005), there is an opportunity to ask new questions that follow up the interviewees' replies and the researcher can vary the order of questions and even the wording of questions. They further show that the researcher responds to the direction the interviewees take, and focus on significant issues as they emerge. Unstructured interviews may be held several times and on various occasions as the intention is to solicit rich and detailed accounts of the phenomenon under study (Bryman, 2008).

Criteria for successfully conducting unstructured interviews in social science have been proposed as follows:

- *Knowledgeable* – the researcher and respondent must be thoroughly familiar with the focus of the interview.
- *Structuring* – purpose for interview is disclosed and respondents are given an opportunity to ask questions about it.
- *Clear* – the researcher asks simple, easy, short questions.
- *Gentle* – the researcher gives the respondents time to think and tolerates pauses.
- *Sensitive* – the researcher listens attentively to what is said and how it is said.
- *Open* – the researcher responds to what is important to interviewee and is flexible.
- *Steering* – the researcher must know what s/he wishes to find out.
- *Critical* – the researcher must be prepared to deal with inconsistencies in interviewees' replies.
- *Remembering* – the researcher has to be able to relate what is said to what has previously been said.
- *Interpreting* – the researcher clarifies and extends meanings of interviewees' statements without imposing meaning on them.
- *Balanced* – the researcher balances exchanges with the interviewee so both participate actively.
- *Ethically sensitive* – the researcher must respect contributions of the interviewee and treat all information with confidentially (Lofland, Snow, Anderson & Lofland, 2006; Fontana & Frey, 2005; Fife, 2005; David & Sutton, 2004; Berg 1998; Kvale, 1996).

3.4.2 In-Depth Interview

Boyce and Neale (2006) define in-depth interviewing as a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular phenomenon. The interviewer during the in-depth interviewing considers him/herself as a learner, while the interviewee is considered an expert as the researcher expects to learn from what he or she shares about the research topic.

Boyce and Neale (2006) write that in-depth interviews are usually conducted face-to-face and involve one interviewer and one participant, with the researcher posing questions in a neutral manner, listening attentively to participants' responses, and asking follow-up questions and probes based on those responses. The researcher is discouraged from leading the interviewee and "needs to develop specific research skills to enable him or her to get 'lived experiences' without contaminating the data" (Jasper, 1994:311).

3.4.2.1 Advantages of Interviews

Advantages of Interviews (both in-depth and unstructured) are that they:

- provide much more detailed information than would be available through other data collection methods, such as surveys.
- allow the researcher flexibility to explore depth of meaning that cannot be obtained through other methods, such as experiments.
- may provide a more relaxed atmosphere in which to collect information.
- enable collection of data from participants whose ability to express themselves is prohibited, such as the functionally illiterate and the disabled.
- have a higher response rate compared to questionnaires, leading to a broadened and comprehensive description of phenomenon.
- make use of the presence of the researcher to elicit more information.
- allow the interviewer to observe and document participants' behaviour with their contextual aspects (David & Sutton, 2004; Brayman, 2008).

3.4.2.2 Disadvantages of Interviews

Interviews have the following limitations:

- They are prone to bias in the sense that it is natural for people to strive to protect their virtue and cling to their values, especially in the presence of outsiders.
- They are time-consuming in that, despite the recommended duration of two hours, phenomenological interviews must end naturally, as in a conversation, and the researcher cannot impose him/herself on the interviewee.
- Interviews require extensive knowledge and skills, especially interpersonal, if the interviewer is to prove and use tags to solicit the most detailed and rich data from the interviewees.
- Unstructured interviews need to be collected by the researcher him/herself, not assistants, as data is confirmed through observation of respondents' mannerisms.
- They are not generalisable because of reliance on a small number of respondents.
- Data collected from interviews makes interpretation and analysis difficult, due to the large volumes of spontaneous content (David & Sutton, 2004; Brayman, 2008).

3.4.3 Participant Observation

Participant observation is a type of ethnographic research that helps researchers study activities and events in their natural setting. According to David and Sutton (2004), the researcher immerses him/herself in the social setting as either a covert or overt participant observer. The presence of the former is not known by the research participants, mainly to minimise participants' reaction to the researcher, whilst the latter are known to the research participants and can decide to take part in activities in which the participants engage. Participant observation always takes place in community settings that the researcher identifies as those that are inhabited by people who have experiences relevant to the phenomenon under study (David & Sutton, 2004; Bryman, 2008).

There are at least four variations of the participant observer:

1. *Complete observer* – in which the researcher's presence in totally unknown to the participants. One pretends one is part of the community or event under study.

2. *Categorical member (commonly known as participant observer)* –the researcher is expected to share findings with people under study. It is more like curative research, in which the researcher functions like an expert.

3. *Observer as participant* – the presence of the researcher is known rather in a clerical manner to the research participants, with no obligations attached. According to David and Sutton (2004:108), and as stated in Bryman (2008:100), the researcher is not a full-time participant, although s/he may even live with the group.

4. *Participant as observer* –the presence of the researcher is known and the researcher attempts to create some relationships with the researched through participation in their activities and recommending behavioural change as the study goes on. "The researcher assumes the role of a member of the group they are interested in and lives as a member for the duration of their research" (David & Sutton, 2004:108).

3.4.3.1 What to Observe during Participant Observation[3]

The following are the general categories of information that should be looked out for during participant observation data collection:

- Appearance;
- Verbal behaviour and interactions;
- Physical behaviour and gestures;
- Personal space;
- Human traffic; and
- Power dynamics.

Appearance of people in terms of clothing, age, gender, physical appearance can supplement findings of the researcher in relation to behavioural conduct. In some places it can also give a clue in terms of originality of the participants, for example, a dress code could easily identify a priest or a king in some places. The researcher, therefore, must be prepared to find for anything that might indicate in-group membership or sub-groups of interest to the study, such as social status, socio-economic class, religion, and status.

Relationships of respondents are revealed mostly by verbal interaction, including in an African context, where respect is shown in various ways, including titles. It is therefore

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[3] I have developed this account on the basis of my experience of conducting policy research.

important to observe who speaks to whom and for how long, who initiates conversation, and tone of voice in each interaction. The researcher should be prepared to record mannerisms that people use as they communicate, including variation of voices to communicate different emotions. The researchers should also be attentive to revealing their feelings towards others through gestures and their status as compared to that of the respondent.

People's preferences in terms of personal space may also solidify some findings, particularly those concerned with relationships, distribution of responsibilities and levels of readiness to respond to arising situations. Questions of what people do, with whom, who does what, with whom, and who is interacting, are important in this regard and the researcher must observe and record all these interactions, including movement around the location and duration of stay.

Power relations in an organisation, or any other setting in which people who know each other gather, reveals superiority and inferiority. People who receive attention often are those who hold more power, although in some instances people may receive attention because they are simply interesting, as in the case of comedians. The researcher in this regard must look for what differentiates groups of people from within and from other groups. It must be clear in terms of who approaches others, who consults and why.

3.4.3.2 Advantages of Participant Observation

For Bryman (2008), the participant observation research method becomes effective if it is used alongside other data collection methods, such as the interview. Other advantages of participant observation he has outlined are as follows:

- Observations allow for insight into contexts, relationships and participants' behaviour.
- They can provide information previously unknown to the researcher.
- Observations minimise reactivity and bias.
- Members of the social setting are not inhibited where the researcher is a complete participant (Bryman, 2008:100).

3.4.3.3 Disadvantages of Participant Observation

Observations, unlike interviews, have limitations that are more on the part of the researcher than the researched. Some are as follows:

- Observations are time-consuming, as what is to be observed may be delayed in appearing or may never appear.
- Documentation relies on memory, personal discipline, and diligence of the researcher.
- They require conscious effort at objectivity because they are naturally subjective.
- Observations are inherently disruptive because they arouse suspicion, and the researcher's safety is not assured when he or she decides to be a complete observer.
- Observations carry risk of over-identification when the researcher assumes the role of a participant as observer. The researcher may also fail to understand the social setting, given that research is conducted over a short time (Bryman, 2008:100).

3.5 DATA COLLECTION PROCEDURE AND ETHICAL CONSIDERATIONS

Before collecting data required I first made contacts with the participants, then maintained interaction and implemented phenomenological concepts of research that would respect, empower and educate them. I followed the practical process of qualitative interviewing, with an observation checklist.

3.5.1 Role of the Researcher

In order to obtain information on the core of experiences of the research participants I used the following interviewing techniques, as described by De Vos (1998) and David and Sutton (2004).

1. Phenomenological Questioning

After introducing myself as a student from the University, pursuing a doctoral degree in Educational Management and conducting a study to develop a framework for effectively managing human resources in public schools, I asked *one phenomenological question* from which I expected my conversation with the interviewee to evolve:

- o What strategies does your school use in order to manage human resources such that its educational performance is improved?

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When in doubt as to the interviewee's command of English I asked in Sesotho:

- *Na uka cho hore na sekolo sa hau se laola basebetsi joang ele ho etsa hore se sebetse hantle?*

Although there was much code-switching the majority of respondents were asked the Sesotho version, and in those cases I tried to maintain use of one language while avoiding sounding unnatural. However, with students, this question had to be revised because it sought information that they might not have, and their responses indicated this.

2. Tracking

My role was also to ask follow-up questions to influence the direction of the conversation to HRM issues in the case study school. According to De Vos (1998), this 'tracking' could also be done by showing interest and encouraging interviewees to speak by closely following the content and meaning of their verbal and non-verbal conversation.

3. Probing questions

I also had to ask direction questions on following up to clarify what had been said by the interviewees. Unlike tracking, probing techniques flash back and forth when relevant issues are raised during the flow of the conversation.

4. Direct questions

I had to ask direct questions, such as *"Are you happy with the performance of your staff?"*; *"Do you find it easy to talk to your supervisors?"* or *"What effort to you make to individually improve your performance at this school?"*

I used these types of questions as part of the conclusion to each interview session, as they have a potential of swaying the conversation out of focus.

5. *Seeking Clarification*

My role was also to seek clarification by use of interpreting questions such as *"Do you mean that your commitment is with students only?"*; and *"Are you suggesting that there is a need for change?"*

6. *Silence*

I had to allow pauses between turns to show that I would like the interviewee to reflect, correct and modify responses. I also believed pauses would make the interview session less formal, whilst assuming a form of a relaxed exchange of ideas between people in an ordinary setting.

7. *Reflective summary*

The interviewer, according to De Vos (1998), can repeat in his or her own words the ideas and feelings of the interviewee as he or she confirms them. This would also provide a chance for the respondent to give additional information, make recommendations and suggest solutions to the problem, where possible. I therefore used a reflective summary regularly, to show to the respondents that I had recorded or heard their inputs.

As a participant observer, my roles were to:

- observe research participants as they engaged in activities that would probably occur in much the same way were I not present;
- engage in some activities, such as management meetings, staff meetings, lessons and student projects; and
- identify and develop relationships with key informants, stakeholders, and gatekeepers.

3.5.2 Role of the Interviewee

I expected the research participants to accurately relate accounts of their experiences in an unbiased relaxed manner, as the purpose of this study was to identify patterns of meaning construction, not necessarily how individuals conducted themselves. I expected them to ask for clarification from me and in turn explain in-depth the underlying meanings of their responses. Lastly, I expected them to reveal any other information that I would leave out.

3.5.3 Entry into the Research Field

Following the ethical clearance for my study, I obtained a letter of introduction from the Department of Education at the University, which I presented to the Chief Education Officer (CEO) for high schools in Lesotho, in request for contacting this study in local schools, specifically at the public school selected as the main setting. The letter stated that:

- I was a registered Doctor of Philosophy student at the University.
- I was expected to conduct empirical research.
- I had support for this study from the University in compliance with the ethical rules governing respectful research.
- I would conduct research that was and shall not be not harmful to any of the participants, and that all information would be kept confidential.
- The school would have access to the final report of this study.

A covering letter was submitted together with the introduction letter to the CEO high school's office in which I:

- identified who was undertaking this research, that is my name, and stressed that there would be no assistants.
- explained the aim of the research as being to develop a framework for managing human resources in secondary schools in order to improve educational performance.
- highlighted the importance that as many people as possible should participate in the study.

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- gave assurance of confidentiality.
- confirmed that the study had been approved by the University's ethical clearance protocol.
- provided contact details should additional information be required from me or the University (David & Sutton, 2004:177).

I had made initial contacts with the principal of the case study school a month before the date of carrying out the study through an application letter. Similarly, the letter introduced me as a doctorate student at the University who wished to develop a framework for managing human resources at secondary schools. It furthermore stated that his school had been chosen because of an outstanding performance that had been maintained for the previous 10 years.

3.5.4 Process of Data Collection

The kind of data I required for this study, as shown above, has to be observational, interrogative and textual. Given this understanding, after securing permission to contact the participants, I used the principal as my primary gatekeeper. I expected him, firstly, to announce my presence at the school to his staff and students, and, Secondly, to permit me access to peruse school documents, including regulations, league tables, performance appraisal records, teacher's files and profiles, and such documents that he would suggest could be of value to the study. Lastly, he would introduce me to the identified research participants, namely a parent who must be the chair of the board, two HoDs, three teachers, head students and a representative of students on the school board. However, instead, the principal introduced me to his deputy who in turn played the gatekeeper role.

All participants were assisted to read the informed consent form and sign it if they agreed with its contents. The informed consent stated:

- Purpose of my study;
- That participation was voluntary;
- That to sign the form meant they agreed to take part in it;
- That all were free to withdraw at any time without giving a reason;

- That their choice to withdraw would not taint their relationship with the University;
- That every effort would be made to preserve confidentiality of all information provided;
- That there were no costs for their participation in this study; and
- That there was no monetary compensation for their participation.

This research is a deliberate move away from studies in which words of those in power must take priority and be regarded as relevant, appropriate and full of substance (adopted from Van Dijk, 2001:353). Therefore, having been introduced to the participants and signed the consent forms I contacted each separately, including the principal, to agree on the date and time for interviews. Teachers acted as gatekeepers for their individual classes when I requested them to distribute letters of consent to parents and students. A Sesotho version of both letters was provided.

After all or some of the participants had agreed to be part of the study I commenced interviews. So that I could maintain uniformity, all in-depth interviews were guided by an interview protocol that hinted at the following:

- What to say to interviewees when setting up the interview, that is, the purpose of the study and request for interview meeting;
- What to say to interviewees when beginning the interview, that is, reiteration of the purpose of the study, gaining informed consent and guaranteeing confidentiality of the interviewee;
- What to say to interviewees in concluding the interview, that is, inviting questions, making clarifications and expressing gratitude for the interviewee's participation in the study;
- What to do during the interview, that is, taking notes and audio tapes; and
- What to do following the interview, that is, filing the notes, checking audiotapes for clarity, developing backups and summarising key information from both notes and audio tapes.

I further aligned myself with expectations for successful interviewing as indicated above, though with the unstructured interviews I did not necessarily follow the above steps but

rather used them to confirm participants' constructions of meanings as they confirmed my suspicions. I used them mainly in my interview sessions with the teachers and students.

I developed an observation checklist in order to observe, appearance, verbal and physical behaviour, personal space, human traffic and power dynamics amongst the participants. I updated the checklist regularly, particularly when a new type of behaviour that I did not anticipate surfaced. Although observations were continuous so long as I was at the school, I chose to confine interviews to the staffrooms and library. In some cases I conducted interviews during long breaks, including after school hours, because there were very interesting patterns on how teachers walked out or drove out of the school premises. The first group of teachers to leave were younger females, who either walked or drove home together. The elderly could stay until very late in the evening and always left on their own. The younger males seemed the busiest, because they were involved in extramural activities, either as coaches or mentors for students who remained behind to study.

3.5.5 Confidentiality

Confidentiality, according to David and Sutton (2004), means protection of research participants' identities such that information provided cannot be linked to them. Apart from signing the consent form, I guaranteed that I would not disclose information they had provided to anyone and that I would use it for the purposes of this study only. When circumstances compel that data be disclosed, I told them that I would do this so only after securing their written consent. I disguised the respondents and their information using code names in a format of the date of interview, gender, first initial and designation, for example, 11/09/11MSh (or 11/09/11FSt), which could mean a certain Mr. Samuel (or Mrs. Samuel) who was interviewed on the 11th September, 2011 and was a head of department (teacher). In the analysis I use pseudonyms that I have not linked to anything except their gender, for purposes of legibility.

3.5.6 Privacy

Privacy, according to David and Sutton (2004), refers to the collection and storage of information with utmost confidence. In order to ensure privacy and for the participants to divulge information as freely as possible, I held interviews in a secluded place of the

interviewee's choice (between the library or staffroom) or one chosen by the deputy principal, in rare circumstances, and I would leave the research area immediately after a single interview session. I contacted a maximum of two interviews per day for staff, that is, before and after the lunch hour when after each interview session I would vacate the school premises in order to demonstrate to my interviewees that their information had not been shared with anyone. This also enabled me to expand on my notes while the information was still fresh in my mind. However, with students, I conducted four interviews per day, because our contact time was very short due to their having had very little to say.

3.5.7 Data Collection Instruments

The main data collection instrument in qualitative research is the researcher (Bryman, 2008), therefore I relied on my memory to capture both verbal and visual information simultaneously. I used audiotapes and took field notes where possible. Contrary to my expectation that, given the current political environment, some junior staff would be reluctant to give information on a tape recorder, despite my assurance of confidentiality and anonymity, all were willing to be taped-recorded. During the interview session, I placed one audio recorder in a position visible to the interviewee and attached a backup mini-recorder on my clothing throughout the interview session.

3.6 DATA ANALYSIS

Data analysis is "the attempt to identify the presence or absence of meaningful themes, common and/or divergent ideas, beliefs and practices" from the information collected (David & Sutton, 2004:191). According to Burns and Grove (1998:744), it is a mechanism for reducing and organising data to produce findings to be interpreted by the researcher. The presence or absence of themes from the findings was determined from the critical discourse perspective presented below.

3.6.1 Critical Discourse Analysis

While there is a diversity of methods for qualitative data analyses, the critical theory and participatory inquiry backup chosen for this study require that I adopt the critical discourse

analysis method, mainly because my purpose is to analyse constructions of meanings rather than present the descriptions of findings. Critical discourse analysis is used to interpret the way social power abuse, dominance and inequality are enacted, reproduced and resisted through text and talk in the research participants' social and political context (van Dijk, 2008). According to Fairclough and Wodak (1997:258), it is "a form as social practice" that takes into account the context of language. Cultural and economic dimensions of society play a significant role in the creation and maintenance of power relations (Fairclough, 2003; see also Gee, 2005; van Leeuwen, 1996; Wodak, 2001; Scollon, 2001). Fairclough further points out that:

> the question of discourse is the question of how text figure (in relation to other moments) in how people represent the world, including themselves and their productive activities. Different discourses are different ways of representing associated with different positions (Fairclough, 2000:170).

The question of discourse, from above, is not only confined to language use in given contexts but also refers to how individuals would make an impression, and how they reveal their feelings and interpret the world around them, given their predispositions.

3.6.2 Principles of Critical Discourse Analysis

Principles of critical discourse analysis used to guide the study are as follows:

- It addresses social problems, that is, it strives to elicit results which have a practical relevance to the social, cultural, political and even economic contexts.
- It assumes that power relations are discursive, that is, social relations of power are exercised and negotiated in and through discourse.
- It assumes that that discourse constitutes society and culture, that is, every instance of language use makes its own contribution to reproducing and transforming society and culture, including relations of power.
- It argues that meaning is created within extra-linguistic factors such as culture, society and ideology in historical terms.
- It assumes that the link between text and society is mediated, a relationship that has been described as "orders of discourse".
- It is interpretative and explanatory. It produces meaning relations by understanding the meaning of one part in the context of the whole (Fairclough & Wodak, 1997; Wodak, 1996, 2001; Fairclough, 1992a, 1995a).

I have adopted Fairclough's (1992a) overlapping three-dimensional framework for studying discourse in this study, namely the *physical text*, the *discursive practices* (defined

as production, distribution and consumption of discourse), and *social practice*, which looks at how materials are used within social environments (Breen, 2001:10). In these dimensions, the linguistic properties of texts are described, the relationship between the productive and interpretative processes of discursive practice interpreted, and the relationship between discursive practice and social practice explained (Fairclough, 1992, 1995a). In doing this, Fairclough attempts to establish a systematic method for exploring the relationship between text and its social context. Ruiz (2009) chooses to describe the three dimensions as levels of discourse analysis that entail textual, contextual and sociological analysis.

The most important terms used in Fairclough's overlapping three-dimensional framework for studying discourse are:

- **Text** – "the written or spoken language produced in a discursive event"
- **Genre** – which is "the use of language associated with a particular social activity"
- **Discourse** – "language use conceived as social practice" or a "way of signifying experience from a particular perspective"
- **A discursive event** – "instance of language use, analysed as text, discursive practice, social practice"
- **Orders of discourse** – "totality of discursive practices of an institution and relationship between them" (Fairclough, 1993:138).

I have used these terms throughout the analysis of data in order that the findings be more relevant to the critical discourse field.

3.6.3 The Analysis

The type of data that I analysed in this study arises from the three types of discourse, namely, verbal discourse, visual and spatial. The verbal refers to the text which takes either a spoken form or written form (Fairclough, 1993:138), the visual to observation of objects, practices and conduct of staff and students, while the spatial refers to roles and relationships of the participants. I also used Fairclough's three levels of discourse analysis (as interpreted by Ruiz, 2009), namely textual, contextual and sociological, as described below.

3.6.3.1 Textual Analysis

I began my analysis by translating all discourse into a textual form, using Pilnick's (2002) verbal notation:

1. In an interview session, the participant and researcher discourse has been indicated by a numbered utterance and abbreviations. For example:

   001I: Good morning principal.
   002R: Good morning sir.

   The first line would mean the first utterance (001) of the interview by the interviewer (I) while in the second line is the second utterance (002) by the respondent (R).

2. For pauses, the time interval in tenths of a second, has been written inside round brackets while very short pauses have been indicated with a dot in brackets. For example:

   014R: Mhmmm (0.8) I can say it's rather hard, (.) ok, let me say...

3. Characteristics of speech delivery have been indicated as follows:

   - A falling tone – comma or/and full stop (**,.**)
   - Intonation – up and down arrows (↓) or (↑)
   - Rising inflection – questions marks (**?**)
   - Animated tone – superscripted question marks (**rubbish?**)
   - Abrupt cut-off – exclamation marks (**!**)
   - Stammering – dashes (**b-la-ck a-nd wh-i-t-e**)
   - Tone of emphasis – single underlining (**let him come here**)
   - Louder voice – capital letters (**let me tell you, I WAS THERE**)
   - Stretched words – three colons (**Can you sa:::y that**)
   - Change of focus – hyphen or dash (**I said-oh, but**)

4. Where the researcher is not sure of what would have been said, all possible alternatives were written below each other. For example:

   026R: With us her, the principal dictates hard work.
   　　　　　　　the principle
   　　　　　　　the principled

5. Where both the researcher and respondent speak at the same time, opening squire brackets were placed at the start of each of the lines of transcribed utterances indicating that the two lines of talk occurred at the same time:

   042I:　[Mhmmm
   043R: [Can you sa:::y for instance...

6. For overlapping utterances, square brackets were placed at the point in the first speaker's talk where the second speaker begins and they were closed at the point at which one speaker stops talking while the other continues. For example:

   060I: As we conclude, I would like to thank [you for part
   　　　　　　　　　　　　[Eh, please

061R: do not conclude before I say that... (Pilnick, 2002:12).

I also described the non-verbal (visual and spatial) discourse by including all elements of its context that are useful to my study. After developing the transcriptions and descriptions, I fragmented and classified the data according to specific objectives of my study. As indicated above, the specific objectives of my study are to identify human resources management practices operational at this high school and show how these interrelate structurally and functionally with learners' performance.

As the last step under textual analysis, I grouped similar information under each of my three research objectives into distinct subjects and topics that formed themes arsing from the findings. I highlighted the links between and among themes through thematic conceptual matrices in other to identify even broader ones. I have demonstrated the emerging meaning constructions from the data through the matrices and network diagrams of folk taxonomies, which I used to indicate what participants viewed as going together or not going together at their school.

3.6.3.2 Contextual Analysis

The contextual analysis comprises the second phase of analysis in which I provide a detailed description of the circumstances around which the discourse has been produced and the characteristics of the subjects that produced it. As the first step in this phase, I linked specific discourses with the social space in which they have emerged. By the discourse positions, I am referring to the socially defined discursive roles that subjects adopt in their concrete discursive practices and, as such, permit researchers to gain a better understanding of their meaning from the viewpoint of people who take part in them (David & Sutton, 2004).

In the second step, I developed the network diagrams of cognitive maps emerging from the data to indicate how the research participants viewed their space, how they understood change and the overall distribution of their responsibilities. The cognitive maps further answer questions such as *What things go where? What routes do which people follow? What and where are the boundaries? How do boundaries change? Who is an insider and who is an outsider? What and who led to a particular outcome?* (David & Sutton,

2004:210). I present an example of the reporting structure (commonly known as the 'chain command at work') of a school's network diagram in Figure 3.1 (below).
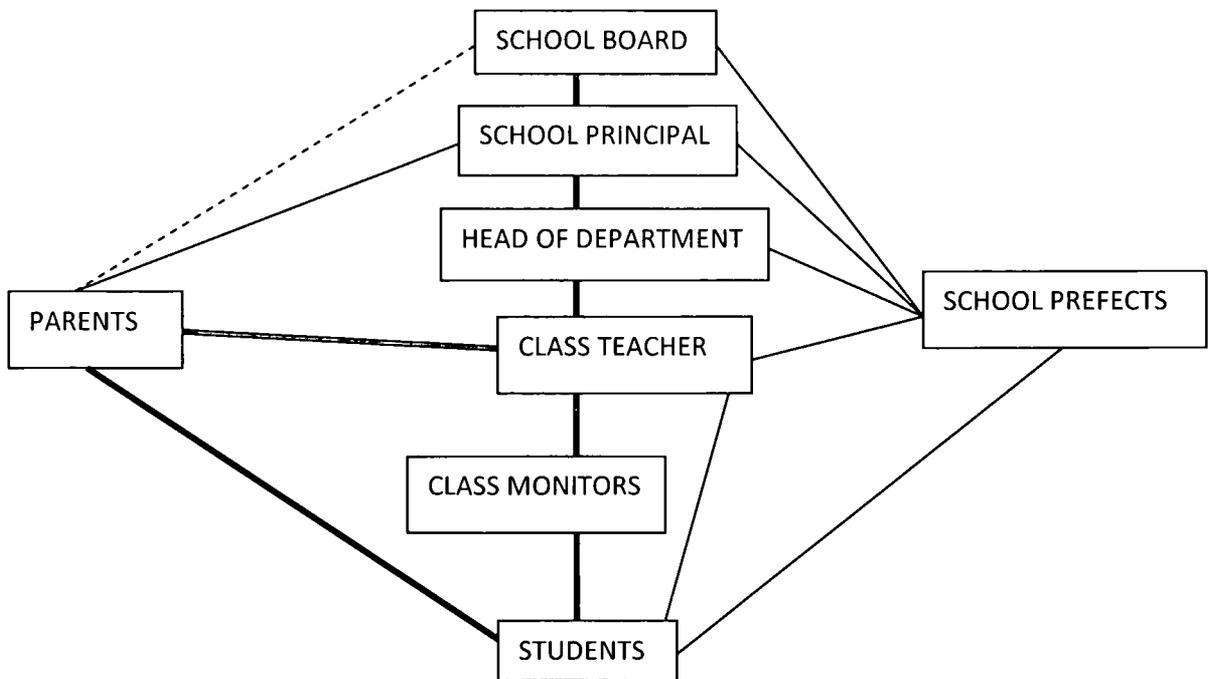
N.b., thick lines indicate strong bonds while the dotted lines show weak relationships among the staff and students.

Figure 3.1: Example of a Reporting Structure Network Diagram at School (**source: author**).

The context of discourse, according to Fairclough (1995), is however not only situational but it also intertextual. Therefore I accounted for all discourses circulating at the case study school that were either related or not related to management of human resources in a school context. These include ideologies reigning in and around the school's context on how human resources should or could be managed, that is, a totality of other discourse, implicit or explicit, that lead to the emergence of HRM discourses at the school. I also identified and analysed the discursive events within which these discourses are produced in order to determine how they came together, such that they reinforce the domineering discourses.

3.6.3.3 Sociological Analysis

In general, in this phase my attempt is to describe what the research participants were saying, given their knowledge of reality, experience of social reality under investigation, social competence as informants and capacity to reveal reality (Fairclough, 2003; David & Sutton, 2004). I asked, *What are their discursive constructions of HRM in general and how do they conceptualise them in their context?* I made a collaged of emergent sets of ideas, principles, agreements, discernments, implicit rules or explicit rules in order to mould and recommend the structures and processes, as a framework, for managing human resources at secondary schools.

3.7 CO-RESEARCHING AND CO-PARTICIPATION

I adopted both the critical theoretical perspectives and the participatory inquiry methods. According to Heron and Reason (1997), participatory research regards the relationship between researcher and participants as that of both co-researchers and co-participants. Research methods I have employed are therefore based on the dominance of the research participants in the field. I interviewed and observed them, and from analysis of their information they in turn benefited from the study. I rearranged for engagements with them regarding which level I was expecting us to work at on all levels. Although there was a selection of teachers who were actively part of the study, the others, including the non-academic staff, took part in other activities that includes those described below. The preliminary findings showed that lines of responsibilities were not clearly defined among the school managers and student managers. With this new arrangement, which I expect to be continuous, the following expired.

3.7.1 Development of Student Management Typology

The student body at the school has two structures, prefects and class monitors and monitors. However, during our interaction in the interview session and through collegial talk about their responsibilities, I recognised a wide gap in the manner in which they relayed responsibility vertically and horizontally within these two bodies. I therefore proposed to develop an instrument which would distinctly describe each student manager's responsibilities. It may be copy written to the school or photocopied to other students in

other schools to use. Key participants in this group are the principal, and prefects and class monitors who managed to develop the typology to a level at which it could be implemented. A staff meeting was held in which teachers and management discussed the validity of the typology. Some of the proposed student positions and motivation strategies were queried by management. However, this is work in progress.

The student management typology, when complete, would include a list of activities for schools prefects from which each would derive specific activities to implement, depending on his or her designated student management role. The typology comprised some motivational strategies that were non-financial, such as the promotion of high performers, in terms of managing other students, to the level of captain and selection to circulate the typology in neighbouring schools. This instrument consists of an unbiased delineation of responsibilities and suggestions of reporting tools and channels for students in classroom and within the school compound. It stipulated the assignment of responsibilities as required by management and the student managers were encouraged to improvise on them. The next phase would be to offer the elected school prefect and class monitors short-term training on people management.

3.7.2 School's Academic Strategic Planning

The school requested my help in facilitating development of a strategic plan document. The idea of strategic planning emanates from the review of literature in which schools abroad have implemented strategic planning under the ambit of performance management system (see Chapter 2). Interestingly, at the time of this report, the Ministry of Education had engaged in reviewing a ministerial strategic plan for 2015. In my interaction with the principal he hinted that his school had been planning to develop their own strategic plan but had failed to do so. By expectation, the school should have completed its strategic plan by 2005, when the Ministry's plan was published.

A core characteristic of participatory research approaches is a process of interaction between local and external actors to 'co-create' innovations. There are at least four types of participation in action, namely contractual, consultative, collaborative and collegiate (Ashby, 1996; Briggs, 1989; Lilja & Ashby, 1999; Mikelsen, 1995; Pretty, 1994; White, 1996). According to Briggs (1989), contractual participation involves one social actor

having sole decision-making power over most of the decisions taken in an innovation process, and can be considered the 'owner' of this process. Given the above, I have therefore adopted consultative participation action research in which I use my expertise to facilitate the process of strategic planning at the case study school. The school principal has been responsible for timetabling this activity.

3.8 TRUSTWORTHINESS OF THE STUDY

Lincoln and Guba (1985:189) argue that trustworthiness in research implies that the study is worth paying attention to, taking account of and that the results are to be trusted. They identify the criteria for trustworthiness of qualitative research as *credibility*, *conformability*, *transferability* and *dependability*, discussed in turn below.

3.8.1 Credibility

Creditability defines the extent to which those who read a research report can believe and accept the findings as a true account of the phenomena under study (Lincoln & Guba, 1985:290). One strategy of establishing credibility they suggest is prolonged engagement with the informants during the data collection and analysis stages. The other strategy, according to Streubert and Carpenter (1999:29), is when participants recognise the reported research findings as their own experiences. These activities have been termed a "membership check" (Streubert & Carpenter, 1999:29). Persistent observation, triangulation and the use of multiple sources are other strategies of ascertaining credibility (Lincoln & Guba, 1985:304). I performed a membership check throughout all stages of data collection, in which I continually requested all participants to validate the findings by stating whether they were a true representation of their experiences. Secondly, I maintained continuous observation at the school in order to supplement data obtained through interviews and desk study. Thirdly, I submitted all draft reports to the principal, the deputy principal and the Chief Education Officer Secondary to comment upon. The design of this study, in which 11 sets of respondents were involved, also contributed to its credibility. Lastly, I maintained contacts with the respondents in order to encourage a cyclical use of findings, as required by participatory research.

3.8.2 Conformability

Conformability, according to Lincoln and Guba (1985:318), refers to the extent to which the research results are a product of the focus of the study and not the bias of the researcher. Given the same research design in similar circumstances, conformability questions whether another researcher could arrive at the comparable conclusions. I therefore provided an extensive description of data collection and analysis to the University for clearance prior to the commencement of the study. I applied the principles of bracketing and intuiting, discussed above, in all sets of data and throughout the stages of data collection.

3.8.3 Transferability

Transferability, according to Polit and Hungler (1999:430, as also stated in Streubert & Carpenter, 1999), refers to whether the findings of a study can be transferred to another similar context. Qualitative research addresses social problems, and transferability asks questions in terms of whether findings of a given study could be used to address problems arising in other similar contexts or situations. In order to ascertain that the findings of this study are transferable to other contexts, I have provided a detailed and rich description of the context of the research areas and profiles of the research participants with whom I interacted. I also selected these research participants on the basis of the kind of data relevant to this study, also described in detail.

3.8.4 Dependability

Dependability, according to Polit and Hungler (1997:306), refers to the stability of data over time and conditions. To ensure that the data collected in this study is dependable, I have maintained a consistent check of the production of this research report by my two supervisors, one senior lecturer from the UFS and a junior lecturer from the University of Lesotho. I have further presented each chapter of this report to my fellow PhD students in the Faculty of Education at the UFS for scrutiny on regular basis.

3.9 CONCLUSION

In this study, my intention is to identify the HRM practices in a public secondary school in Lesotho in order to develop a model for effectively managing human resources in secondary schools that are deprived of educational resources. I ask questions in terms of knowledge, exchanges of ideas and the understanding of what constitutes effective HRM in the secondary schools' context. I have also taken note that the interpretations of, communication of and constructions of these meanings are taking place in a unique social setting. I acknowledge that meaningful construction of this phenomenon would be reflected in the research participants' verbal behaviour, their experiences and orders of discourse predominating in their school and the larger social context in which they are immersed.

In carrying this kind of study, I have shown that there is a need for a paradigm that observes principles of liberty, and that emphasises the practical over theoretical and respects the values, judgments and interests of human beings. Such a paradigm must also be developmental and therefore adopt an educative transformative research design. This paradigm, as I have stated, should be empowering by way of conjoining the world with people's knowledge of it. Therefore, I have based this study on the both critical theory research paradigm and the participatory inquiry research paradigm. Ontologically, the former argues that there is no objective truth, but rather that knowledge is constructed and located within social, cultural, economic and political contexts. Epistemological assumptions of the theory are that there are underlying structures that determine how human beings define and understand reality. Methodologically, critical theory posits that knowledge is discovered in reality by the researcher as it unfolds without the researcher relying on preconceived hypotheses. Lastly, the researcher in the critical theoretical research regards participants as carriers of different values, beliefs and attitudes developed within the confinements of their social setting. The researcher therefore declares that, through socio-cultural and structural understanding, it is practical to empower and motivate them to change.

The ontological assumptions of the participatory inquiry paradigm are that there is a given existence in which mind activity participates. The paradigm argues that existence and the human mind are engaged in a co-creative relationship such that what comes out as reality

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is a result of this interaction between the existence and the manner in which mind engages with it. Epistemologically, the paradigm argues that a knower participates in the known in at least four mutually inclusive ways, namely *experiential, presentational, propositional* and *practical*. Methodologically, the paradigm advocates a collaborative form of inquiry, in which all involved engage together in a democratic dialogue as both co-researchers and as co-participants. The axiological assumptions of this paradigm are that researchers deliver services in the field in which such service delivery is interpreted as the enabling balance within and between people of hierarchy, co-operation and autonomy.

On the basis of the guidance I obtained from these paradigms, I have shown how I have entered and left the research field, although I still interact with the school as I have shown. I indicated both the selection and exclusion criteria of the research participants, including the tools that I used in these processes. I furthermore pointed out that data collected in the context of its origin was required for this study from both the secondary and primary sources. I discussed the research methods used to collect data, namely unstructured interviews, in-depth interviews and participant observation. I explained the data collection procedures used by outlining the expected roles for both the research participants and myself. I used critical discourse analysis to treat all data collected. Finally, I have shown how I ascertained the trustworthiness of this study. In the criteria I applied the concepts of credibility, conformability, transferability and dependability.

In conclusion, therefore, in this chapter I have summarised all activities in which I have engaged during the data collection and analysis phases of my study in the manner and sequence that I carried them out. In Chapters 4 and 5 respectively, I present and analyse the data on the basis of the data analysis framework outlined in this chapter.

CHAPTER IV

CONSTRUCTION AND RECONSTRUCTION OF HRM STRATEGIES BY THE MANAGED

4.0 INTRODUCTION

In this chapter, I present and analyse the results of my study in line with the framework I have explained in the previous chapter. As indicated, my goal is to analyse the research participants' construction and reconstruction of human resource management that are operational at their school, in order to find out how they align them with performance. My ultimate aim is to develop and recommend a human resource management framework for use in public secondary schools in Lesotho and in other areas where schools lack adequate educational resources. I have used critical discourse analysis methodology to identify practical HRM strategies operational at the school, on the basis of discourses I was able to recognise and interpret. I have categorised the respondents in two main groups, based on preliminary findings that revealed two broad trends of in-group membership. These are the managers, amongst whom are the school principal, deputy principal, HoDs and stream heads[4]. The second group is that of the managed, namely the classroom teachers, class teachers and students[5].

I focus on the active development and sustenance of the HRM strategies by *the managed* below. I firstly discuss the topics we covered with these respondents during the interview sessions in order to develop themes, to identify the development and maintenance of related sets of meanings, before I select those that constitute human resource management practices within this. Secondly, I perform contextual analysis on the data to identify the circumstances under which discourses are produced and provide profiles of those who produce in terms of the dominance of space, insider-outsider perspective, and the overall social capital of each respondent. I furthermore identify the discourse sources for the respondents available at the school and in its wider social context. Lastly, I provide a

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[4] These are referred to as Chief Form Masters and Mistresses in this school and their responsibilities are to report progress on one stream, that is, where there are several Form A classes they would be responsible to one teacher in addition to the class teachers.

[5] Where a teacher holds two positions that fall within both the managers' and the managers' groups, I have classified that teacher as the managers. At least one teacher holds three positions of HoD, stream Head and Class teacher. All the teachers, however, conduct lessons, including the school principal, which means their experiences are similar in this respect.

sociological perspective of the teachers as professionals whose account of events in this context as hands-on insiders I regard as more relevant than mine as an outsider.

4.1 TOPICS COVERED WITH TEACHERS

All research participants responded to one interview question:

- o What strategies does your school use in order to manage human resources such that its educational performance is improved?

In anticipation that the respondents would prefer to speak in their mother tongue, the Sesotho version of this question was as follows:

- o *Na uka cho hore na sekolo sa hau se laola basebetsi joang ele ho etsa hore se sebetse hantle?*

I have used the variations of this question for clarity, but mainly for it to be natural in the flow of the conversations after developing a necessary rapport with each respondent. I also refined it in order for it to be clearer to the students from whom, unlike the qualified teachers, I had to ask for clarity and probe more into their answers. The duration of the student managers' role at the school and their knowledge of the school's management is limited to five or below that limit. The teachers, on the other hand, had theoretical knowledge of school management as taught at teacher training college, and may have either experienced or practiced HRM for at least five or more years at this school.

Several topics arose from these interviews, mainly due to my role of tracking and probing into the respondents' inputs and asking direct questions (see Chapter 3). My role was also to ask for clarification by the use of interpreting questions and enabling reflection by allowing reasonable pauses during the interview discussions. In turn, I expected the research participants to tell me the details of their experiences in an unbiased manner as well as ask for clarification where necessary.

The major topics that emerged from our discussions were shaped by the ideas from the literature on features of HRM, including merit-oriented recruitment processes, staff

development, staff motivation, the chain of command, division of roles and responsibilities, communication channels and tools, monitoring and evaluating of performance. The discussion also extended to topics on the schools' organisational culture, management's undue focus on teachers rather than students, workers' satisfaction and favouritism, alignment of syllabus with developments in technology, legislation, school environment, competition within the school and among schools, inadequate resources, research and strategies for improving school performance.

The topics that emerged from our conversion with students were slightly different from those of the teachers. We talked about the division of roles and responsibilities between and among class monitors and school prefects respectively, classroom discipline, assistance of destitute students and slow learners, reporting channels and tools, students' welfare, classroom management and their appointment criteria into student managers' positions. The specific topics that emerged from our conversation with the school prefects included the agendum of students' regular meetings, the infiltration of cultural values into their interaction with fellow students and the disciplinary measures that the prefects took against offending students. The specific topics that we covered with the class monitors were the kind of reports they forwarded to class teachers and prefects respectively, how they dealt with difficult classmates and the possible causes of disobedience among classmates.

In the following section, I categorise the information from our discussions with the respondents under the three practical objectives of this study.

4.1.1 Emerging Themes on the School's Active HRM Practices

The most significant input from our discussions was research, as the teachers reported that at the end of every academic year the academic performance of the school was analysed, with focus on learner output. When the analysis reveals a decline in learners' performance, particularly at the exit level, the teachers said the school would investigate how other schools operated. A regular activity was for the school to take tours to other high schools that the school management regarded as being in the similar circumstances in terms of student intake, the type of community they served and physical location, but which

managed to produce outputs of good quality. The main objective of the visits, as elucidated by Ms Monyane, a 15-year teacher with work experience and a junior degree was:

"So that they tell us; we chat with them.

We set appointments and travel to each of these schools we identify as those that maintain outstanding performance...and then we compare"[6]

According to this teacher, this type of action research yields positive results as for the first time since they conducted this research several of their Form E (Grade 12 equivalent) students were frequently rated in the top 10 of overall countrywide COSC examination results. The account of this teacher, although she referred to what took place five years previously, remains valid at the time of this study, in 2011, as this school recorded at least four students, two of whom ranked number two, in the top 10 of the COSC examination results out of 196 high schools competing with 13,177 candidates who sat for this international terminal assessment (ECOL, 2012:60-65). The other important information she revealed was that her school was not the only of its kind that produced learner outputs of high quality, but that there were several other schools that did so. Lastly, the act of having to identify schools that would have performed well each time they wanted to research may imply that they were few in number. It may also imply that there was no consistency in the performance of these other high-performance schools because the case school could have confined its research to those that the school management already knew.

The other topic that hints at the HRM strategies that are operational on the ground at this school was competition that the school set for itself and with the surrounding schools. The school management had a deliberate means through which they promoted competition among the staff, including the assignment of responsibilities by department. The four departments performed duties in turn, weekly, that included time management, enforcement of student discipline and the management of study time. The effectiveness of this duty rooster was attributed to shared decision-making between teachers and management, as opposed to many other failed activities imposed by management on staff. The four departments were Social Sciences, Natural Sciences, Languages and the Practical Subjects, as listed above.

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[6] I have separated these utterances for clarity, even though they were spoken in sequence. I have also maintained the same presentation style through this and the next chapter.

Individual teachers performed their day-to-day roles in consideration of what adjacent high schools were doing in terms of managing punctuality and student discipline. They also had the objective of seeking benefits that may accrue to their school off the campus if they managed to effectively execute their responsibilities, such as an improving public image. Mr. Pita, a teacher with fifteen years of work experience, indicated that in order to monitor study periods his department had tightened control on student punctuality, especially with regard to the morning study period. However, he pointed out that that there were challenges from poor students who could not afford transport fares and who repeatedly arrive late. According to him:

"You would find out that we have the neighbouring schools like... and other schools in town.

It doesn't mean that students from those schools can afford transport fares, but they arrive on time at school whereas ours fail to."

The other teacher viewed school uniform as one entity that could defame or promote the public image of a school. She felt that school uniform distinctly identifies students as belonging to the schools, and from my observations I recorded that, in this school, learners could not enter the school compound wearing improper school uniform, including hidden clothing such as socks and ties. There were routine checks conducted throughout the day, either by teachers or security guards.

Several objectives lay behind the introduction of school uniform in Lesotho schools, including a deliberate intention to minimise the revelation of socio-economic status. However, as the results show, this objective has recently shifted to identity, as schools begin to compete for applicants of high quality after the government's plans to introduce performance-based rating in the public sector in 2007. The important contribution that this finding has for this study is that even at the individual teacher level of performance, there were both inward and outward looking management strategies at this school.

Almost all staff members refused to tolerate dissension. The teachers reported two distinct groups, namely those who support the management and those who attempt to argue issues in teachers' meetings. According to Mr. Khang, a Science teacher who had taught at this school after struggling to find employment following his graduation at university in 1999:

"...every time there is the teachers' meeting, we rarely reach consensus (.) [You fail to satisfy some.] All are not satisfied.

There would be one side- you would learn that there is one group pulling in one direction and another group pulling to the opposite direction.

Once the agenda is tabled and everyone knows about it, we already know who is who in the discussions judging by their well-known behaviour."

From failure to reach consensus, the discussion swayed to the school management's imposition of decisions on staff. The teachers felt that imposed decisions did not reap positive results, but they said they had seen progress as a result of shared decision-making. Ironically, some staff meetings do focus on shared decisions, but in others consensus is not reached. In the latter, therefore, the school management takes charge by dictating the way forward.

Another important topic of our discussion with the teachers was what they viewed as a partial approach to staff by the school management. This undue regard left some of the teachers upset, to the extent that in most cases they transferred their disturbance to learners in class, as admitted in this conversation:

004R: Ok (.) I believe that if teachers were properly managed- or I could say, when they are satisfied (.) [Yes!] they are able to deliver effectively (.) [Oh, yes!] for if there are some dissatisfactions (.) [Mh!] one could- if particularly dissatisfied by their supervisors (.) [Yes?]- one might fail to express one's feelings to the supervisor [Yes!] but transfer their anger into the classroom unaware. Mere noise made by students, because one is already angry, may cause students a severe whipping.

005I: Tell me, such work relationships, according to you, how can they be avoided? I am aware that it's a normal package of life, but one would suppose that their severity could be minimised.

006R: I think we can do by humbling ourselves; everyone must attempt to concentrate on their work. If one has come here to teach learners (.)[Mh!] I guess some things one could just let go of.

The use of declaratives, especially in utterance 006R, may imply that this teacher was talking from experience and she may have erroneously interpreted the interview session as a forum in which to air her views, or she had carried painful emotions that she was now releasing. Throughout the interview she maintained a very high pitch, and is some cases slotted in the issues of exclusion abruptly. As our conversation continued, the teacher told me that a solution to the changes she talked about could also be for teachers to avoid "bothering themselves about" whether the supervisor "loved" them or not in times of conflict. My impression therefore was that there were two groups of staff in this school, namely those close to the school principal and those who were not. Some teachers

regarded themselves as outcasts from the school's management discourses, while others felt they were insiders. From this discussion, the element of dominance in the sense of inequitable recognition of all staff was therefore revealed as both actual and perceptual.

The last topic that emerged from our interaction was on the school management's undue focus on the teachers rather than on students. Teachers strongly disapproved of the deliberations in management meetings and the principal's meetings, from which, for them, the single agenda tabled was about how to 'fix' a teacher. Focus, according to the teachers, should be on learners because they were the ones who must learn, not teachers. They saw their role as merely being to assistant the students to learn. They mostly blamed government for exacerbating this situation by introducing legislation that gave the principals power to discipline them, instead of assigning an external mediator with responsibility to critique their performance. Once again, the teachers regarded themselves as the excluded, and accepted this rather than solving the problem by themselves. They would rather rely on an external mediator.

There are no topics related to this objective for our conversation with the students.

4.1.2 Teachers' Interpretation of the School' Existing HRM Structures

The topics that emerged from our conversation on HRM strategies and their structural relationship to the school performance were in two broad forms, related to the macro supra-school level structures and the micro school level structures respectively. At the macro level, teachers talked of two sets of the school's clients, namely rich parents and poor parents, residing at opposite sides of the school grounds. They said that the majority of their learners were not from the adjacent suburbs but from poor neighbourhoods and remote villages. They thought that the middle class parents who lived in the suburbs adjacent to their school did not value their education because they sent their children to other schools not in their area. This concern must have been genuine because the management of this school, as shown above, had instituted research as a strategy to improve the school's output, which according to the teachers would contribute to the improvement of its corporate image.

The second topic that emerged from our discussion on this objective was availability of resources. All teachers were satisfied with their staff profile. On the hand, however, all expressed dissatisfaction with the quality and availability of material resources. They stated that the school management had failed to procure up-to-date resources for use by both teachers and students. All were concerned that there was no functional school library. I held most teachers' interview in the very school library and they could easily show me that there were no books for learners to use. I observed in this building a few empty bookshelves, piled at one corner, some reading desks and a television with a video player suspended on the front wall. They looked new. For the duration of my presence during the interview session, there were, however, no learners using this library, maybe because there were no chairs. Teachers used it for marking the learners' scripts, because it was the most quiet and undisturbed place I had been to at this school. Therefore, by absence of a library the teachers were referring to reading materials, especially books and electric media, such as networked computers, none of which I saw in that building.

Lastly, the topics that emerged in our discussion at this level were on legislation, especially the Lesotho Teachers' Code of Conduct of 2011. Teachers expressed concern that this Code gave the principal too much power, such that teachers who did not agree with him might be victimised. Nor were they happy that the Code said nothing in terms of what teachers themselves could do when school management failed them, but rather it continually slurred the teachers, as this teacher strongly testified:

"I can tell you, it's all of those laws beginning with this Teachers' Code of Conduct.

That one make sure that you have a look at, it was passed on the 10th June [Ok, I notice it.] this year.

There is no where it stipulates what you as a teacher should do if the school principal does something; if the school does this, you could do that.

*All the time it's: **if a teacher can do this, the board of governors can do this, the principal may do this or should do this.** It's everywhere!"*

The Code of Conduct referred to by this teacher had not been available for purchase by teachers or the general public at the government printers at the time of this study, but all principals had access to it. This is significant because the Code was specifically meant to help control teachers' behaviour, as stated in the excerpt, but ironically they were the ones who found it most difficult to access.

Nonetheless, the teachers showed that the legislature promoted dominance of those in power and did not recognise those in positions of power in the Lesotho Education Sector. This implies that the scope of dominance had become not only a social phenomenon but also political one, because it originated at governance level, where decisions were made for the schools to follow. The persistence of the teacher in his second statement to interject the preposition of time "this year" clearly shows that he differentiated what was happening then with what had previously been the case, which he might have preferred.

At the micro school level, the topics we discussed included the chain of command from which teachers were aware of their supervisors' roles and how they transmitted information up and down the school's organisational structure. They viewed their school's as illustrated in Figure 4.1.
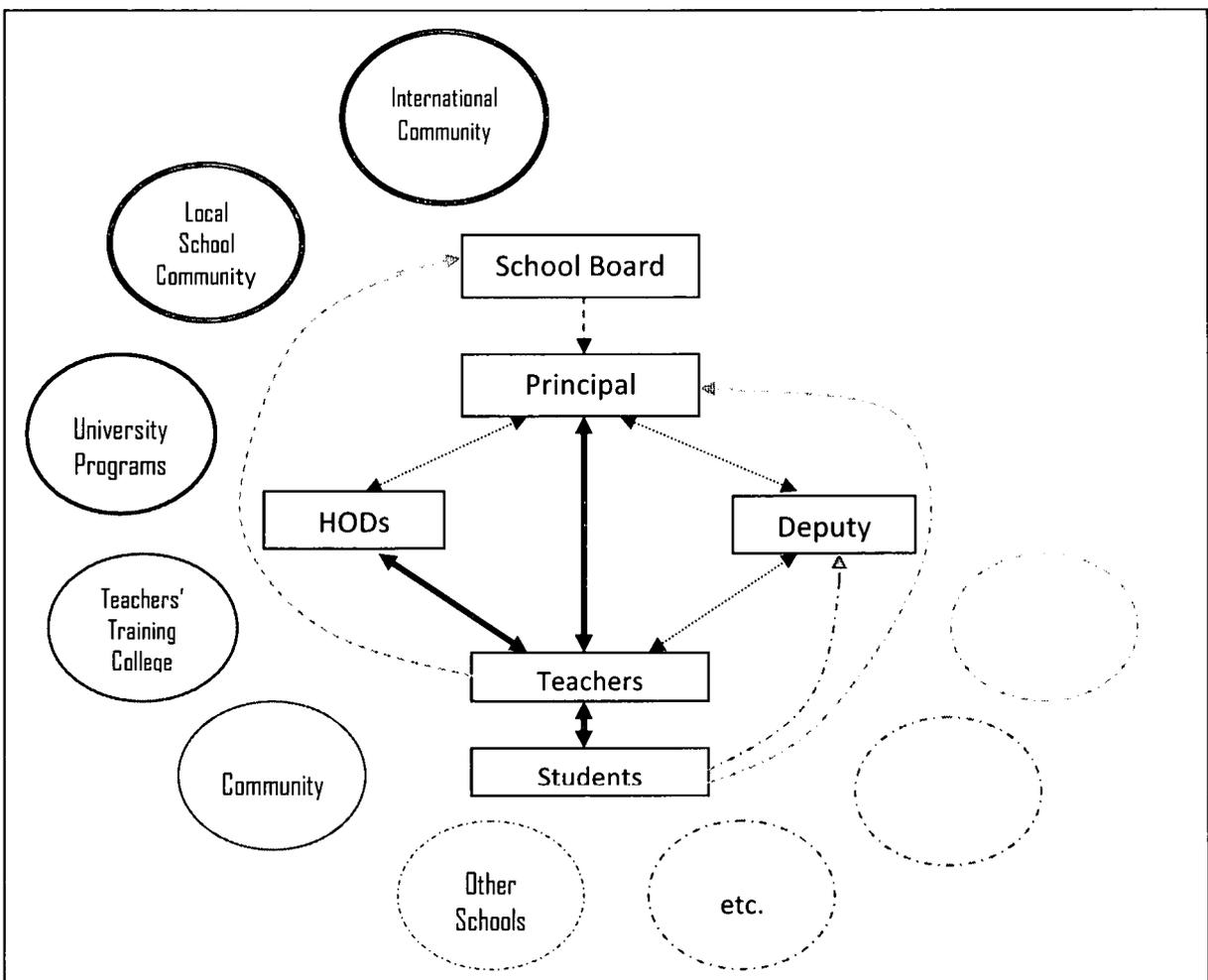
Figure 4.1: Teachers' Interpretation of the School's Organisational Structure *(Source: author).*

Every teacher recognises the role of the principal as a supreme one, but they indicate that HoDs receive as much information as does the school deputy principal from the principal. There was a weak bond between the principal and school board, because, according to Ms Monyane:

"The person closest to us in terms of decision-making is the principal.

There would be a school board. But this board is not close to us, even though it does exist.

Decisions that he has to take on his own, he can refer to the board to help him."

For Mr. Pita, at the uppermost:

"There must be the school principal who communicates to heads of department and the head talks to me.

But most of the time the principal communicates to me directly without involving the head of department."

These findings support a view that principals communicate more to HoDs, sometimes as much as they do with their deputy. In some cases the principal communicated diagonally to teachers themselves, as one teacher indicated that the school principal talked to her directly. She stated that she, in turn, responded to the principal directly without involving either her HoD or the deputy principal.

Clearly implied from above are managerial issues that need to be communicated directly to the teachers whom they affect, and others that may be reserved. The role of the deputy principal has become blurred because none of the teachers regarded her as second in command to the principal. Many teachers did not find it difficult to communicate with her, but if it were on serious matters they would report directly to the principal. For the purely academic issues they reported to the HoD first. From experience, many deputy principals have been in an indefinite period waiting to take the principal's position when it becomes vacant. During that period, as the teachers have shown, the deputy principals do not have a definite role. The Education Act of 2010 and the Teaching Service Regulations of 2002, do not prescribe the role of the deputy principal or HoDs, but clearly stipulate what the principal and teachers are expected to do. This calls for a focussed deputyship, which clearly would have to separate academic issues from administrative supporting activities. Further implications are that more than one deputy principal may be required.

The teachers, from Figure 4.1 (above), in turn appreciate their role of relaying information to students through student structures, such as classroom monitors and the prefects. Four strata constitute the *teacher level*, uppermost of whom is the chief form master or mistress, followed by the class teachers, then the subject teachers and, lastly, classroom teachers. However, the teachers do not see their school's social environment as having much influence on the school's management structures. The majority of work positions not on the government's payroll and that are still performed by the teachers, including supervisors and mentors of teachers on teaching practice, the student's counselling officer, examinations moderators and markers, and several others that are discipline-based, have been developed directly or influenced by the teacher training colleges and many other non-government bodies. The international community has directly influenced what takes place in Lesotho schools through, for instance, expertise from such bodies as the World Bank, UNICEF, and the GCE; or philanthropic organisations such as the American Peace Corps and World Vision. The role played by the community in this school, that is wider than just a contribution in the school board, has not been mentioned in our discussions. Lastly, teachers regarded the Ministry of Education as an independent body with no influence on what they did, although in some cases they blamed its intrusion for their functions.

We further discussed communication channels and tools available at the school. Most of the instructions from the management were verbal and could be issued at staff meetings, student assembly or as and when supervisors found it necessary. The teachers also said they had an opportunity to voice their concerns in meetings or on a one-to-one basis with the management. In addition, they had a representative on the school board whose sole responsibility was to raise their concerns in sittings and communicate back to them. However, none of the teachers mentioned teachers' associations as forums in which they could voice their concerns, but rather regarded them as training institutions. Nor had they talked of the public media as another thoroughfare. From my observations I have learned that there is no written medium or any electronic facility currently meant for use by teachers on a day-to-day basis, except for the suggestions boxes that I saw at the Ministry of Education offices.

On the school premises, the written communication was mainly regulatory in nature, for instance, I could see the timetables, duty roosters, letters to or from parents, lists of latecomers and noisemakers, and a clocking-on book for teachers. There were also minutes

of meetings that the teachers had merely alluded to but that the school principal declined to allow me to peruse. The teachers were aware of regulations such as the Education Act of 2010 and the Teacher's Code of Conduct, neither of which was available when I requested to see them. Interestingly, teachers would not elaborate on the roles that should be played by the chief forms, class teachers or subject teachers. They said their roles were assumed from college or university training and that most of the time they took over from their predecessors through a verbal handing over of responsibilities.

The last topic we discussed was the school's organisational culture, both perceived and acquired. The teachers regarded their school as composed of a mixture of highly duty-conscious individuals and those who were docile. The majority were extrovert and highly inquisitive, as Ms Monyane states:

"To me, this school comprises staff who consistently inquire about issues, the majority of our teachers here display an outstanding sense of self-determination."

Another trait I noticed from our discussions was that, even though the teachers apportioned blame for some of the events that took place on their school, there were certain qualities that made them take pride in it. They regularly stated that all the teachers had at least been trained at university level. A consistent pattern also emerged from the discussions that when they talked about negative factors they did not identify them with the school. When they talked about positive issues they proudly identified with them, as did Ms Monyane, who referred to her school as "our teachers" yet had been portraying the personality of an oppressed person throughout the interview.

4.1.3: Teachers' Analysis of the School's HRM Processes

The first topics that emerged from our discussion in relation to the HRM processes available at the school were on the recruitment process, that is, how the teachers originally joined this school, the steps followed during selection, and the composition of the selection teams. According to Mr. Khang:

"Do you have education certificate? Are you from school?

There is no- to my knowledge at least there are none who do not possess some educational certificate. That's how things were the last time I checked

Again, for some to be employed, it still requires recommendation of the concerned head of department. Yah, because could there be some inefficiency, they are the ones who would negotiate with management or show that they have a vacant position that they would like to fill with someone specific."

In our conversation with Ms Monyane, similar observations were expressed, but with more emphasis. She said she had also learned that:

"...at this school, they employ only qualified people. [Yes!] I mean, unlike in other schools, if a position requires, say maths and physics majors(.) [Yes!] they'd never say even a biology major is ok...
[Still qualifies.] If it's for Maths and Biology, it remains like that. It's strictly filled by a maths and science major. That is, the position would be advertised until a teacher with a correct combination of majors comes and applies. There is no compromise...
[Experience?] someone new-newly-new from the university. We recruit people who are new from the university, not experienced people. If you could look around our staff now, you'd recognise that the elderly are few."

Sometimes, however, the teachers showed that the newly employed ones might not meet all requirements for their positions, but would learn on the job. The other teachers were employed on a temporary basis while the school was still waiting for the qualifying applicants. The school management also took advantage of the student teachers who were attached to this school for the teaching practice and offered them the job at the end of their studies. According to Ms Monyane, most of the academic staff employed at this school were either students at the school or attached while on teaching practice.

The recruitment styles used by this secondary school evidently enabled its management to assess these teachers over a long time rather than relying on the outcomes of job interviews for recruitment. The Teaching Service Commission, on the other hand, considered applicants on the basis of recommendations from the management. This selection process therefore gave secondary schools an opportunity to verify the quality of their prospective employees in the manner that they found appropriate. However, this little leeway may encourage unfair labour practices, as indicated above, in which management sometimes negotiated when a teacher they recommended was not eventually selected.

The second topic related to the operational activities at this school was staff development. The teachers showed that they underwent a consistent teachers' professional development programme, sometimes in the form of subject workshops, guest speakers, expert visits and study tours. They identified their subject associations, international organisations, other government departments and some civil society groupings, including religious groups, as

other bodies that contributed directly to their professional development. The majority of the teachers, at the time of this study, were enrolled for long-term postgraduate studies outside the country. They told me further that in addressing the challenges of day-to-day teaching and learning activities, they took the initiative to consult with some of their peers who were more experienced for assistance.

This second topic revealed a very interesting contradistinction between the value of the academic qualifications and the teachers' work experience. The teacher who reported that she consulted with other experienced teachers for assistance was the same one who had said there were no elderly teachers among them because the school employed those who were fresh from university. This finding indicates that the educational value of the new theoretical knowledge and the practical work experience had a direct influence on the actual teachers' activities at school, and to equal degrees. In other words, the formal education discourse cannot be separated from or superimposed on the teachers' own understandings of what should or does constitute their practice.

The third topic was on staff motivation, intertwined with staff welfare. From the account of Ms Monyane, the school often celebrated achievement of good results officially. However, this was not a regulated activity. There used to be an awards ceremony uniquely for this school, however, teachers who taught problematic subjects such as the sciences had complained that they would seemingly never win any award, hence the awards ceremony was abolished. At the opposite extreme, Mr. Khang felt that there was nothing motivating the teachers at this school, but rather there were issues that divided them, such as the imposition of decisions made by management. He was consistent on this complaint throughout the interview and in our off the record collegial talk. Referring to the school management, he stressed that:

"They have to motivate positive spots more than the negative ones. But you would discover that they motivate the negative behaviour.

They keep on emphasising negative stuff and persistently chase after people with.

All those things create hostility among people who may end up concluding that 'fotseke' (damn it!), let them do whatever they want."

The teacher continued to show that they were de-motivated to the extent that the idea of meeting school management during staff meetings irritated them. Colleagues already

anticipated forceful instruction from the predetermined conclusions of management. Nonetheless, with regard to staff development, this same teacher felt that the school management made it easier for staff to attend subject workshops and encourage long-term training.

Amongst implications here are that, firstly, the teachers' account of staff motivation qualifies as genuine, and these positive contributions indicate genuine concern with what he sees as inefficient practice. Secondly, the opportunity for short-term training that the school management generously affords the teachers could be a motivational strategy on its own, and one that teachers in other schools may approve of. Lastly, it is evident that the opportunities for short-term training may be so regular that they no longer see value in it, rather viewing it as a routine requirement they could use for other purposes. Mr. Pita's explanation below, on how they obtain permission to attend the short-term training, supports this view:

"Actually, the school does not have a problem."

"If they are satisfied, it could be through a written request; it could be a letter of invitation specifying that they are inviting all Science teachers.

The school does not have any reason for not releasing them, especially when they are satisfied that there is indeed a workshop for teachers going on."

At the time of the study, the government had cut all budgets on training in the public sector due to the then global economic depression (Thahane, 2011). The teachers who wished to further their studies during this period were expected to take unpaid study leave or secure sponsorship from independent sponsors. The impact of the budget cuts also affected government funding for short-term training. However, independent organisations such as the Transformation Resource Centre and some government ministries and departments continued to offer free training through subject workshops and tailor-made programmes, such as conflict management. The teachers' subject associations continued to train the staff from member schools as normal, mainly because their revenue accrued from the teachers' monthly subscriptions, not from government or funders. This therefore meant that to have continued to develop themselves during that period the teachers received special treatment that they would regard as a benefit.

In summary, the topics I have discussed with the research participants in this section have emerged through a dual lens of what they knew to be the case and what should be the case. At the beginning of the interview sessions the teachers tended to give an account of what now seems like a knowledge acquired from the training colleges. At the end, or at any other moment that the emotional subjects emerged, or in their explanations, the teachers emphasised what they actually experienced at their school. In relation to the first object, in which I attempted to identify the existing means of control, they gave an impression that the school management was oppressive, negligent and obstinate, but on the same subjects of discussion, they portrayed a caring, responsive and open school management that they were proud of. On the structures, they stated that the government did not care about them, but at the same time showed that they had extensive access to further self-development, facilitated by the same government. They claimed that their school groomed the majority of them well to become teachers, but at the same time they reported that some of the teachers failed to pass interviews, to the extent that the school negotiated for their selection. Themes of dominance-subordination, inclusion-exclusion, insider-outsider, love-hatred, commitment-indifference, permeated their accounts, as discussed in the sections that follow.

4.2 TEACHERS' CONCEPTUALISATION OF HRM STRATEGY

The discussion above originates from a diversity of experiences, educational background, thinking and personal *histories*[7] of teachers. Similarly, their interpretation of the human resource management strategies operational on the ground have very broad variations that seem to have been influenced by the formal university or college training, what they came across at the workplace and conflict between their personal views and the realities on the ground. These multi-lens standpoints, however, have unifying features at the broader level of interpretation that show how the school implemented the management of teachers' formal activities in order to pursue specific goals. I have summarised these uniting characteristics of the teachers' accounts in order to demonstrate how the teachers realise the HRM practices that are operational at their school in Figure 4.2 (below).

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[7] In the sense of personal experience which is not necessarily work-related.
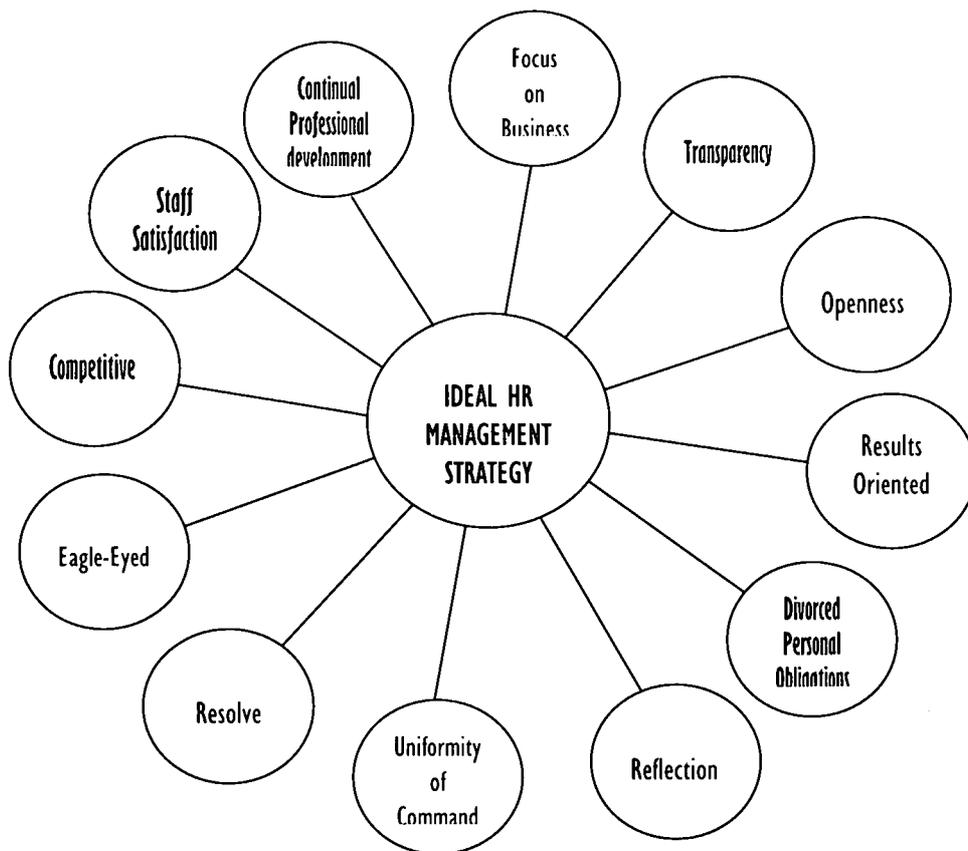
Figure 4.2: Teachers' Modelling of HRM Strategy at their School (**Source: author**).

Openness has been expressed as an aspect of integrity, honesty and objectivity. The teachers have shown that the school managers do not shy away from issues and that they appreciate dissension when necessary. In other forums the consensus that is eventually reached has evidently led to success. Ample evident exists from above that teachers freely interact with the school management, which in most cases initiates such interactions. The unique distribution of the limited space further attests to the intentions of the school managers to foster informed interactions with the teachers because, with the exception of the principal and his deputy, the HoDs shared facilities with other staff, including a staffroom. This implies that some activities that the HoDs engaged in might easily have been shared with staff directly.

The teachers also showed that the school managers did not compromise their focus on business at the school. The role of the human resource managers was to account for the human resources under their control, in this case the teachers, however they blamed management meetings held by their managers for unfairly focussing on them rather than the students. Although this concern was regarded as unacceptable by the teachers, it was

indeed what should take place. Student affairs were managed by the students' own management structures, with the aid of the teachers, but the teachers' affairs should be a responsibility of the school management. When negotiations reached deadlock, as it emerged above, the managers took a bold step of concluding on behalf of the teachers. For some teachers, however, this appeared as an imposition, whereas management's responsibilities included problem-solving techniques. This determination to solve problems which appeared to be recurrent further shows the school management's qualities of strong business acumen and resolve.

By the personal obligations in Figure 4.2 I refer to issues the teachers may bring to work, induced by context, in the sense that a close or distance relationship with management, or being part of that group that they have talked about, may provoke a different self-concept for some of the teachers. As shown above, one teacher interpreted this relationship with school management as an aspect of either being loved or not loved, another as an unfair exercise of the school management's power on teachers. However, for the sake of efficiency and effectiveness, the teachers believe that they should dissociate themselves from these kinds of affective prejudices and focus of the school's business, which is teaching and learning.

Transparency in this school manifests itself in regular staff meetings and management meetings, but there is evidence of other kinds of meetings about which the teachers do not know. They could argue about the agenda of the meetings they were not part of, for example the management meeting, which signals transparency in information dissemination, and, from the discussions, everyone showed familiarity with the HRM processes operational at their school, such as the recruitment process and training and development process. Given that none of the teachers has ever held a management position it becomes easier to conclude that staff matters were effectively communicated to all. IN addition, the teachers could comment on the objectives behind the establishment of some of the school management structures alike, including those of students, even though the school did not have the documented job descriptions. The regulatory implements, such as timetables and duty rosters, however, were easily available for teachers and all received a copy of the Teaching Service Regulations on their first day as a teacher at this school.

Reflective practices went through at least three mutually inclusive phases, namely that individual teachers engage in inquiry in order to improve performance; the school management leads the action research on learner's performance; and all staff engage in comparative studies with other schools in order to improve the school's performance. As shown in our discussions, the teachers often referred to what neighbouring schools had achieved and were worried about the protection of their school's image, which implies a comparative analysis of some sort. The element of competitiveness also relates directly to inquiry, in that the school engaged in research with the sole objective of outcompeting the other schools. Beyond the micro school level, the teachers were aware of the reluctance of their rightful clients to choose their school but opt for others, and they rigorously engaged in attempts to win them back. In that process of pursuing production of high-quality outputs the teachers engaged in continual professional development.

Following from above, management in this school showed results orientation in all discussed activities, particularly selection of staff and competitors. Preference was given to degree holders, or the school would employ some teachers temporarily until a suitable applicant appeared. For research purposes, the school selected not just any school but one that performed better than it did. A one-to-one engagement of teachers from schools selected for the research and the case study school was facilitated, implying that management did not want to be an intermediary, but rather enable teachers to learn firsthand what others did. Good results did not go unnoticed but were celebrated, which gesture also played a major motivational role because it meant the teachers' efforts were being recognised.

In every discussion, the teachers appealed to their authority in that they expected the school management to be familiar with a variety of strategies that could be useful in addressing the challenges they faced. Amongst the major challenges discussed was the lack of material resources, particularly a school library, and the out-datedness of materials used by students and consequent lagging behind syllabus change by one teacher. According to the teachers, it was one of the responsibilities of school management to take an overall view of developments in education and adapt. I so conclude because facilities such as libraries have remained a major concern over the last decade, such that even today more than 50% of Lesotho high schools have libraries that are used not for their intended purpose but rather as book stores (ESSP, 2005).

4.3 TOPICS COVERED WITH STUDENTS

In terms of HRM practices, students function as extension workers of the principal, deputy principal, class teachers and subject teachers. The prefects indicated that if students were dissatisfied with the performance of a teacher they could report to the school principal. They further watched out for instances of teachers abusing students or students disrespecting teachers and reported to the school principal. Class teachers' responsibilities for classroom management were extended to the custody of class monitors who reported misconduct, and safeguarded property of the school and belongings of their classmates. They also had to report any other behaviour that affected their classrooms. Interestingly, class monitors showed that they were able to distinguish between teachers who could deal effectively with students' ill discipline and those who could not. The subject teachers were entrusted most with the responsibilities of the class monitors, in their absence, such as, marking the register, issuing assignments and monitoring study time during their allotted hours.

In some cases, the school prefects claimed to deal with students' challenges firsthand and only those who failed to solve them would report to the class teachers. In most cases, however, their presence was enough to disperse suspicious gatherings or unlawful plans of their colleagues. The school prefects attached great value to the school badge, in the absence of which their colleagues did not respect them. The distinction between what to report and what to deal with was determined by the intensity of the incident.

Functionally, however, student managers' roles at this school were a confused conglomerate of activities, whereby everyone could report anything to multiple superiors, be it the school principal, deputy, class teacher or subject teacher. Parameters of their functions were not clearly marked so they took on responsibilities that the school itself could not, such as paying transport fares and sharing food with needy colleagues. As with the teachers, most of the students' reports were verbal, with the exception of reporting routine activities such as taking the attendance register or jotting done names of those who misbehaved in class.

As a participative enquiry, the study enables me to address challenges in the context of their origin, where possible in collaboration with the research participants. In this case, I

have realised a challenge of the intensity of the confusion of student managers' roles, which directly implies that school managers' roles were undefined, given that students acted on behalf of them in most cases. The students reported to at least four different areas, which meant reporting to every teacher they either encountered first or who showed interest indiscriminately. Their responsibilities were skewed towards those who showed more interest and conscientiousness for their duties. In this case, effective execution of their responsibilities may be hampered. This challenge therefore required immediate attention, and as a result I developed a student management typology, presented in Chapter 3, together with the deputy principal, the prefects and class monitors. Similarly, I offered to lead a strategic planning process in which the teachers' roles and responsibilities would be defined systematically in relation to the school's philosophy.

4.4 CRITICAL IMPLICATIONS OF THE EMERGING THEMES

From the above discussions a contested space emerged between and among staff in various ways. School management, by implication, also partook in the tussle for space that had seemingly taken place over a long time. Enclaves of social inclusion and exclusion were constructed and perpetuated by staff and students alike through various means. From the findings, power to rule over a given social space rests with, uppermost, the school management structures, followed by the legislation, teachers' profiles or positioning, access to specific discourses, and the exposure to various discourse sources.

In this section, given the above, I have discussed the teachers' profiles that relate to their work in order to determine the nature of the influence of the discourse sources to which they had exposure and how they relay the activities of their school. Secondly, I have discussed the discourse access profiles of the teachers, beginning with the discourse orders that directly support their work, in order to determine the extent to which teachers themselves could influence decisions or challenge the status quo. Thirdly, I considered the discourses that the teachers used in order to negotiate the relations with the school management. I conclude by looking at the sets of mental models and the prescripts that teachers' had developed in order to be able to establish what constitutes human resource management given their social positioning in this school.

4.4.1 Discourse Sources for the School

The academic discourse predominated the teachers' responses, as evidenced by the use of both the Sesotho and English languages, interchangeably. Words, phrases and terminology that lacked direct equivalents or precision in Sesotho, such as 'school environment', 'motivation', 'team teaching' and others were code-switched regularly to express meanings in specific contexts. Most of the code switches derive from concepts developed in teacher training in general and specifically from HRM theory. A relative to full understanding of what management of human resources entails was therefore evident from all teachers.

The teachers further switched words that did not have direct equivalents in Sesotho by borrowing from creoles developed due to consistent use of both languages. Words such as *matichere* (teachers), *liworkshopo* (for workshops) or *punishoa* (for to be punished) are a common code mix among the educated populace in Lesotho, mainly to announce that status, because this is not how they would talk to the average Mosotho elsewhere. The teachers particularly, from experience, rarely code-switch when talking to parents or their superiors, or even among themselves, but would do so to strangers they suspect of being in-groups. Apart from their educational qualifications, it was evident from our discussions that the interviewees had at least gone through teacher training in Lesotho, where the educational management module is compulsory for all trainees. They did not have any difficulty with the use of HRM concepts and some portrayed awareness of its processes.

The teacher training college or university subject specialisations also provided rich academic discourse for teachers that was perpetuated through highly selective employment processes, continuous teacher training and organisational structure that separates departments by subject areas. The school had four departments, in which it placed the teachers on the basis of their teacher training qualifications. The Social Science department recruited teachers who had specialised in subjects such as Geography, Development Studies, Religious Studies or History during teacher training. The Natural Sciences department embraced all science subjects, including Biology, Physic, Chemistry, and Mathematics. The Languages Department employed teachers who had majored in the Sesotho and English languages in teacher training. The Practical Subjects department was quite diverse, but in this school the department recruited the Domestic Science specialists.

At least a diploma *in education* was required for employment, although the majority of the teachers already held degree qualifications, with more than a quarter pursuing part-time postgraduate studies.

The second source of discourse evident from the teachers' responses has been a regulatory one witnessed by their reference to the legal and mandatory documents in use by the school management. They were aware of the Education Act of 2010, although they did not elaborate on its contents. Alongside the Act were teaching service regulations that detailed processes to be followed in implementing the Act. It specifically describes recruitment and dismissal procedures, roles of the school principals and composition and functions of the school board. They were also aware of the Code of Conduct for Teachers of 2011 that delineates behavioural conduct of teachers and the measures to be taken on teachers' non-compliance. This discourse source also encompasses regulations that have been uniquely developed for this school by its management in order to aid the day-to-day operations. These include assignment of responsibilities by department and by individual teachers, teacher management structures as well as the students' management structures. The school had also maintained traditions that control teacher behaviour and work discipline, such as the automated lesson-hour system, code names on the timetable and departmental co-scheming.

The third discourse source is the community which the school serves. Located within a middle class community in Lesotho it has to abide by this community's expectations in order to attract parents to enrol their children. As stated above, the middle class parents tend to be conscious about the kind of the tuition that is offered to their children, given that most are highly educated. At the time of the study, parents in this community generally preferred to send their children to adjacent private schools, thus putting the case study school under pressure to improve the quality of its output. The school further served the working class communities that inhabit the villages at the other side. The majority of learners in this school were from these poor areas, which once again compelled this secondary school to diversify and balance its service delivery if it was to accommodate all clients in its catchment area.

Lastly, the institutional power resources functioned as another discourse source for this school, because all staff, including the non-teaching staff, the school management in

consultation with the school board, and the Ministry of Education and Training, placed the teachers in managerial positions in this school according to merit. The appointment of the school principal demanded extensive training and a very long record of service. At least 11 years of teaching experience is required for teachers to qualify for principal. Similarly, the HoDs, heads of streams and class teachers were chosen on merit and as a reward for outstanding performance. Academic qualifications therefore symbolised exposure and influence of the academic discourse source, while the length of work experience may be shaped by the school's regulatory sources and broader societal discourses of which the teachers were part.

4.4.2 Discourse Sources for Teachers

While there were sets of meanings that determined how human resources were managed at the case study school, there were also sets of meanings that determined how the managed responded and reacted to expectations of them. I have referred to them as the 'discourse sources' for the teachers in this section, and I particularly discuss discourse orders that impact directly on teachers' behaviour as opposed to influencing the overall school management, even though, with time, they would lead to the former. A humanist rather than instrumentalist perspective of HRM dominated our discussions with the teachers, as mostly they sought counter discourses that would harmonise their relationships with their supervisors, even though they indicated on several occasions that they were emotionally suffering because of discrimination, imposition and non-recognition by the school management.

The first discourse source that I have recognised is the Basotho's cultural practices, including beliefs and customs as they apply to the relationship between a parent and a child or one parent to another. The teachers frequently referred to learners as 'children' consistently in our discussion, and regularly qualified the reference with a determiner 'these' as in 'these children...'. Clearly, these kinds of references to the students were meant to tighten the boundary between the learners' and the teachers' social status, even though it is so obvious. According to Basotho cultural beliefs, the elderly are more responsible, more intelligent and must be respected. Those who are young, therefore, are expected to submit to the guidance of their elders. Gerontocracy permeates all human activity in this society.

The age-based distinction also determines how the younger teachers should relate to the elderly members of the staff. That is, the younger a supervisor is the less s/he is appealed to, while the older the supervisor is the more s/he is approached for advice. From my observations it emerged that the teachers' levels of qualification and length of work experience were regarded as secondary in most interactions, including formal school meetings and informal conversations. The elderly monopolise conversation and are rarely interrupted, whereas they could interrupt the younger teachers at any time, to pose a question or make a remark. Usually, however, this was intended to emphasise the ignorance of the younger teachers and indirectly keep them quiet. I noticed a frequent interjection of prefixes and suffixes that emphasised maturity and experience in the elder teachers' utterances, while these were not reflected in the speeches of those who looked younger in any communicate event. This age-divide also dominated teachers' interaction, and I observed that the elder members of staff were listened to. For example, on one of the days when I had arrived early at the school, the school nutritionist, who looked the oldest, remanded the deputy principal for feeding the learners one recipe for a week, and within a short time the school driver was ordered to fetch milk from the dairy in order to change the day's meal.

The second source of discourse for the teachers was work experience of the other teachers. The experienced teachers were consulted on some occasions by a new teacher to seek advice, for example, on teaching methods and on dealing with arising disciplinary matters. In this case, unlike those above, the experienced teachers were approached because of their knowledge and skills, not on the on grounds of just being elderly, which means any teacher, whether young or old, could be consulted. It contributed mainly to self-development initiatives of teachers, with activities such as team teaching implying reliance on experience of the other teachers on some specific subject areas. The managerial element of such activities is involved in arrangements made to enable that kind of synergising among staff and in its formal acknowledgment as a form of professional staff development.

The third source of discourse emerged from the models of best practice from the neighbouring secondary schools. The teachers copied what other schools in their vicinity did then applied it to their school's context. While this source is identifiable through isolated incidences such as teachers' concerns about punctuality and keeping the school

uniform, in the background it describes a broad array of activities that define the managerial capability of the school. The school was striving to build a positive corporate image, particularly to impress parents and other potential clients, as any other high school aspiring to succeed would do.

The professional teacher training offers a rich discourse source for teachers, mainly in the areas of performance management, capacity building and team building techniques. The educational foundation courses that include management are compulsory majors at the only two teacher training institutions in Lesotho, and all teachers, including those who were not part of this study, had undergone teacher training at one of them. A large proportion of staff, including two HoDs, were undergoing postgraduate training in South African universities at the time of this study. They also had regular access to short-term training workshops, motivational speakers, teachers' associations, civil society groups and the nongovernmental organisations mentioned above.

A mutual reinforcement that existed between discourse sources for teachers and for the school created another level of knowledge acquisition and experience for the staff. Most of them had undergone teaching practice at the school while others were volunteers who had been groomed by the school until they eventually became fully employed teachers. The school management had furthermore decentralised some decision-making to departments, to individual teachers and some to students, in an effort to apply management theory. These efforts in turn gave the teachers an opportunity to apply their version of school management and experiment. Interestingly, teachers' workshops, looking at the content offered as stated by the teachers themselves, sought not only to bridge the gap between theory and practice but also to capacitate and keep teachers updated about developments in their areas of specialisation.

4.5 DISCOURSE ACCESS AND POWER RELATIONS

The sources of discourse I have discussed in the preceding section have a direct bearing on the managerial activities and their reproduction at the case study school. They define the terms of inclusion or exclusion in the discursive practices operational at this school and the relationship between them (see Fairclough, 1993). They determine power relations, define space in terms of who has more credibility and thus should dominate, legitimise inclusion

in specific settings within the school, as well as dictate specific discourse orders relative to the legitimate insiders in specific discursive events. A mutual reinforcement between the teachers' discourse sources and those of the school specifically constructs discourse segregation structures, legitimises restrictions, upholds the relevance of laws and regulations, prescribes group membership and produces the school's power resources.

At the heart of managerial activities operational at this school was the influence of management theory sustained by the academic discourse source and human beings' experience throughout its history. While the Sumerians had to present records of donations, payments and similar transactions to Chief Priests in 5000 BC, record keeping became a dominant discourse. Increased workload in Egypt in 4000 BC dictated regular submission of requests and consultation with staff, hence a need for planning, organising and controlling predominated. A need to identify and attack opponents' weaknesses in war forced Sun Tzu to conceptualise *strategy* in 500 BC. Massive industrial production and a need for standardisation in the late 1900s and early 2000s led to the development of Scientific Management Theory, while labour strikes in the 1930s and 1940s compelled the conceptualisation of Classical Organisational Theory (George, 1972; Taylor, 1911; Henderson & Parsons, 1947; Fayol, 1949; Fell, 2000; Rodrigues, 2001). Similarly, specific circumstances influence specific managerial activities and ensuing sets of meanings at the case study school, as discussed below.

4.5.1 School Principal-Teacher Interface

This social interaction space consisted of control over information, selective group membership, legitimate restrictions and mind management of the teachers by the principal. The school had regularised communication through management meetings, staff meetings and departmental meetings, where in the first two he decided on the agenda and in the third the HoDs dominated communication. On another level was the school board, whose standing committee on recruitment was chaired by the principal. The teachers defined the boundaries of this space, as they portrayed the school management as an enclave of oppressors whose agenda was mainly to fix them. As Mr. Khang clearly explained:

"Number 2, you would find that there are meetings for heads of departments.

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Their meetings, the heads of department and principal and his deputy, you would find that, that issue I have raised earlier, actually they are solely concerned with a teacher.

Literally, they are after the teachers!"

Mr. Pita also pointed out that:

"Yes, by management I mean school leadership in general.

Now you would find out that in some cases this leadership imposes their decisions on us.

I mean, whenever they think they know why learners fail, they just come up with their own conclusions that if we change certain approaches they would pass."

As expected from the first excerpt, this teacher was not part of the school management, shown by a consistent use of the third person possessive determiners: "this", "they" and "their". Similarly, from the second extract, the school management, referred to as leadership to emphasise control, are consistently referred to as "they" and a Sesotho Language third person determiner *"ba"* that indicates a wider distance between the speaker and referent. The insiders in the school management discourse are emphatically identified by the conjunction "and" that is normally used with compound nouns, and which in this case implies that the three discharge responsibilities as one unit. However, the use of phrases such as "after teachers" and "imposes decision" means that these teachers did not have control over information at the management meetings and were not satisfied with that. They also did not seem to think that it was illegitimate. In the first instance, the teacher would like the school management to balance their control of teachers with that of learners, while in the second consensus decision-making was preferred.

The school management's control over information was further revealed in HRM processes, as with the recruitment in which none of the teachers seemed familiar with how exactly it was done:

"What I have learned is that sometimes they check whether there is a vacancy...."

Another one guessed that:

"Most probably, I would want to think that they recruit teachers just like any ministry would do".

Another teacher said that:

"I have observed that at this school they recruit only degree holders."

By expectation, all teachers should have gone through the recruitment process, but I learned from this school that there could be at least three ways through which teachers were employed, that is, they could come as volunteers, be captured during the teaching practice period, or come through the normal teaching service commission route. However, the use of uncertainty markers such as "most probably", "I have learned" and "I have observed" reveals that the teachers were outsiders in this discourse.

The teachers were further reluctant to describe the motivation and retention strategies available at their school. Mr. Pita retorted that:

"There is no motivation here. Let me tell you, nothing motivates us here. At least at my school, you cannot talk of motivation.

"Rather I have observed serious wars of words in meetings to the extent that we do not reach consensus in some."

However, according Ms Monyane, attempts were made to motivate staff:

"Truly speaking, they try.

Say it is in winter, heating system would be provided for teachers.

When national results are published and our students have performed well, the school pops out some money for teachers to celebrate that success as they wish."

It is worth noting the great success that the school once celebrated was owing to the teachers' counter discourses, especially in the area of instructional management. From two teachers' accounts I surmised that teachers themselves had initiated the activities, such as supervision of the learners' study time by department, while some teachers had dismissed that arrangement as an already failed attempt. It is only later when the school began registering learners in the Form E national results top 10 that every department began to support the idea. Mr. Khang has explained:

"We began voluntarily; we were four teachers who originally decided on that since we could not determine a cause for poor learner performance."

"When we tabled the idea, there were some sceptics who had thought it was prone to failure."

"We began to realise excellent results to the extent that the school threw a feast in appreciation of learners' outstanding performance."

Mr. Pita referred to the same issue:

"Their decisions fail to produce results, not unless, say they are shared decisions with all teachers.

You cannot impose your decision over mature people like these."

"For instance, we never really had morning study time at seven a.m., but teachers saw a need for that – learners have to be monitored – things have gone well ever since."

Having realised that they were outsiders in the school management decision-making discourses, some teachers challenged the status quo by unleashing a strong counter discourse that has been informed by models of best practice in their vicinity. The sceptics referred to, however, were actually a docile group who, evidently, perpetually reproduced the dominance of the school management. This is revealed in the teachers' responses randomly selected below:

"Every time there is teachers' meeting, we rarely reach consensus."

"You would learn that there is one group pulling in one direction and another group pulling to the opposite direction."

"We already know who is who in the discussions judging by their known behaviour."

These divided opinions on the subject of discussion in staff meetings signal a strong presence of other counter discourses, which if sustained would likewise influence HRM strategies operational at this school. This dissonance equally reproduces the dominance of the school management in that their monopolisation of selection of subjects for discussion was being sustained rather than challenged. When discussions reach a stalemate that impasse directly reinforces control of the subjects of discussion by the school management. It may also be interpreted as a blockage to progress and therefore gave the school management a legitimate power to impose decisions, whereas the situation called for the use of discretion. Furthermore, the teachers were quick to sustain the school management's dominance:

"You shouldn't really care whether your boss loves you or hates you."

"People have some subjectivities; some may appreciate you, others may despise you.

Those who despise you often look very funny."

In the first utterance, the teachers shows that the oppressor is actually someone senior, while from the second utterance those who despise her and make fun of her are not

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necessarily her superiors but a group closest to her superiors. In the subsequent discussions, as would be seen, she indicated that her superiors overburdened those not close to them with responsibilities, whilst assigning milder tasks to those closest to them. The reaction of this and other teachers' similar behaviour reproduced the dominance of both management and insiders, that is, those closest to them, while on the other side they minimised their own space by accepting that they were indeed the excluded.

The other successful counter discourses from the teachers included their protestation that the performance rewards should be abolished. The Science teachers felt that their subjects were problematic and that they may never win any awards because the students failed them. Similarly, the non-Science teachers and the school management had been successfully mind-managed to view some activities as menial or impossible. The dominance of the Science teachers had not only been justified at this school but also at the macro school management level, as most developing countries suffer extreme teacher shortages in these subjects. However, a critical view of these popular beliefs reveals a successful marketing strategy of one knowledge type to the exclusion of many others. The scientific knowledge type is attributed to economic development and therefore dominates the other knowledge at school, and internationally.

The unintended teachers' counter discourses challenged the status quo, as manifested in teachers' requests to the school management to review per diem; in requests to the school management to purchase facilities such as microwaves which were not part of recommended teaching materials and tools; and in fundraising and similar other non-academic requests.

4.5.2 School Principal-Learners Interface

This school's social intercourse describes the nature of group membership in the interaction between the school principal (and his deputy) with the students as another mode of discharging administrative responsibilities. Three groups that constitute this social event were students themselves, their representatives and the school principal. They sustained a persuasive marginalisation of one another through privileged access to status, information control and everyday forms of social practice that were made to appear as given, and thus acceptable. The school principal and his deputy, as the chief accounting

officers at this school, had privileged access to knowledge, school regulations and sets of expectations that students had to abide by. The students, through their management structures, were in possession of the crucial information that the school principal needed in order to run the school effectively, and could decide on how much and what kind of information they would disclose.

The evidence of the existence of this interaction space was evident in students' utterances, as both prefects and class monitors confidently indicated that they were used to talking to the principal and his deputy directly. Their conversations would mostly be on the administrative issues at the school. Lineo, the school's *head girl,* explained that:

"We hear anything new coming to us from the school head boy.

He is the one who is closest to the school principal, they interact regularly."

Her colleague, Mohau, the *head boy to whom* she is referring, indicated that:

"Often the school principal would actually talk to you – as a school prefect – that you are expected to do this and that in such a manner in class."

The class monitors had also been in direct interaction with the school principal, in addition to reporting to the class teachers and the prefects from time to time. Teboho indicated that:

"I report to my class teacher or deputy or principal.

Suppose some students fight in class and injure each other, I have a right to report directly to the school principal."

The latter utterance shows that it was not only about reporting everything to the principal, but also students were at liberty to decide on the kind of information to report. Further evidence shows that even the information they decided to report needed to be scrutinised in order to determine whether it was the principal or his deputy, including teachers, who would react promptly. Teboho continued:

"If the class teacher does not discipline them, I usually report them to just another teacher that I know for sure he or she would punish them or the one whom is feared the most."

Another class monitor, Lydia (usually addressed as 'class *monitoress'*), cited one incident in which they were troubled by their fellow classmate:

"Yes, he already knows that if you report him to some teachers, oh, it's just a sheer waste of time."

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In our exchange below she emphasised a point that, even with teachers, they did not report just to any teacher but rather to one they knew would deal effectively with their reports. She specifically shows her reluctance to consult her class teacher, preferring to talk to someone else:

049I: What kind of requests do make to your class teacher?
050R: To my class teacher:::?
051I: Yes?
052R: Class teachers at this school, ah::: no!

"Fear" substituted "respect" in most student representatives' utterances, where they revealed that some teachers, including the school principal, were those most feared by the student body. In that manner, learners further reproduced dominance of some school power resources whilst those that they were silent about were kept away from the access of power. As with teachers, the students were cynical about the effectiveness of the deputy principal, indicating that when they wanted action to be taken they approached the principal. The same applies with the class teachers, as the class monitor's interjection of "ah:::no" at the end of her half-statement above denotes a negative response. Where a polarisation of representations emerges in a consistent manner such as this, van Dick (1998) has shown that the existing attitudes are sustained and dominance is permanently promoted. In this case, therefore, the students were promoting the dominance of some teachers whilst suppressing the others, as well as themselves, because of an attitude that seems to have been sustained over a long time.

Nonetheless, more evidence shows that in this interactional space the school management had successfully mind-managed the students, as reported by the head boy:

089R: Children must be whipped (.)[Oh:::]but it shouldn't be turned into some kind of assault,
really not that much. They have to be punished, but bearing in mind that they are merely
children who needs guidance.

It is on very rare occasions that a learner in a school context could refer to others as children. Rather, they could use personal pronouns and possessives that indicate commonality and in-group membership, such as, "the Form Es" or "my classmate". In this case, therefore, the learners signify prolonged interaction with teachers by parroting and sustaining discursive practices ingrained in their relationships as both students and student

managers[8]. The respondent above begins with a strong performative verb "**must be whipped**" (my **emphasis**) to solidify a view that teachers, particularly school management, exert both a legitimate and illegitimate dominance of learners through intense mind-management techniques (see Fairclough, 2003).

4.5.3 Teacher-Learner Interface

Two distinct discourse orders characterise this social interaction space, namely, the academic business of the school and the administrative activities that enable effective implementation of the former. A blunt discrimination constitutes the academic business interaction space in that the teachers decided, on behalf of the students, on the curriculum choice, teaching methods, learning materials and assessment methods. The parental role that the teachers play at home as adults had translated into this school context, with the teachers, as shown above, using utterances that frequently defined students as "children":

*"If they are fully controlled, **these children**...if someone has come to teach children...at the time you teach **these children**...at the time you explain to **these children**...when the results are published and **children** have passed well...**children's** performance...**our children** are from poor backgrounds...sometimes I am just like **these children**...someone to come and explain to **these children**...".*

From this extract, the teacher refers to learners in at least three different ways. She views them as a distinct group of children evidenced by the consistent use of the plural third person possessive determiner "these". Secondly, she views them as a distinct group to which she is emotionally attached, as revealed by the use of the plural first person possessive determiner "our". Lastly, she views them as stubborn group of learners who do things their own way, as shown by her distancing their performance from herself by referring to it as theirs through use of the possessive "'s" to qualify the word "children". The most important observation is of the teacher qualifying "children" with the determiner "these", it is always the objective while "our children'" or "children" is the subject phrase. Similarly, therefore, in the first two groups of learners, the teacher clarified the boundary, with her as the superior one, while in the third case she was more explicit, stating that she was not a poor performing teacher but rather the students did not listen. The influence of attitudes on the dominance of space, therefore, is perpetuated by both the domineering

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[8] In the sense of managing other students' affairs.

parties and submissive parties, as in most discursive events I was able to recognise at this school.

The teacher also attempted to make her account credible by attaching a generalised emotional reference that was deliberately meant to invite me to emotionally interpret this information. A similar pattern of text has also appeared in the male teachers' utterance. In the excerpt below, I have shown how a male teacher at the same school also talks negatively about students and also distances himself from them in his negative talk:

> *"You'd find out that **these children** do not take any initiative...the school principal does nothing in a way assisting **these children** to learn...whenever they think **these children** perform badly they impose decisions on us...**our children** are now punctual...Ah, we have to encourage **children** to learn...we learned that **our children** did not study...**our children** are growing...we could not figure it out why **these children** failed...we had had **children** who performed well..."* [9]

Similarly, this male senior graduate teacher laments inefficiencies on the part of learners by distancing himself from them. On the other hand, as with his counterpart, he uses the first person plural possession "our" to describe the learners' positive behaviour.

4.5.4 Teacher-Teacher Interface

This social interactional intercourse consists of various strings of discourse orders determined by the academic specialisation divide; academic achievement level divide (qualification); work experience; gerontocratic discourse access; performance appraisal and the various other forms of the school's power resources. In Figure 4.3 (below) I summarise the major discourse orders that predominate in the teacher-teacher interaction space at the case study school.

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[9] I have deliberately brought in this comparison between a male and female teacher mainly to guard against a misinterpretation of this finding as merely a case of one gender being naturally caring and more emotional than the other, as popularised in studies such as Brody (1997), Gohm (2000), Bradley, Godispoti, Sabatinelli and Lang (2001).
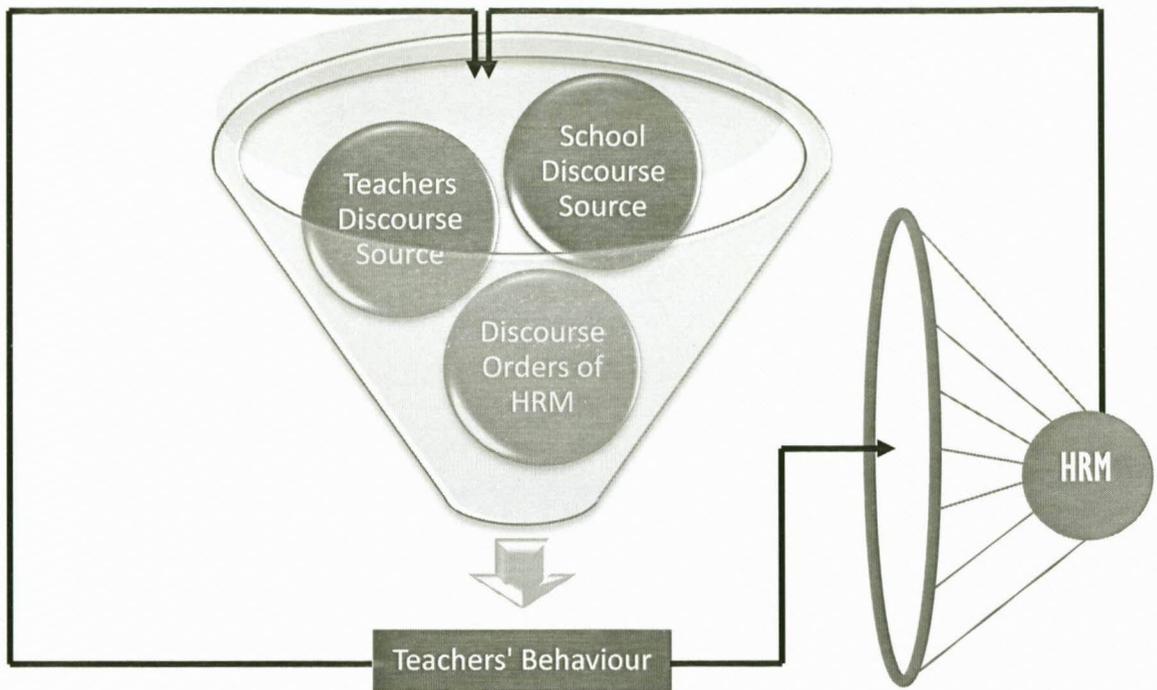
Figure 4.3: Sets of Meanings that Influence Teachers' Behaviour at the Case Study School (**Source: Author**)

Teachers interpret school management's intentions about them through at least three lenses, as in Section 4.3.2 above. These are the discourse sources for the school, such as academic discourse, regulatory discourse, school environment and institutional power resources. The teachers' own discourse sources, that include culture, subject specialisation, work experience, age-difference and continual professional development, also determined their behaviour. The eventual discourse order that mediates both teachers' psychological and functional behaviour also exists in this interactional space.

In section 4.4.2 I have shown that the elderly and more experienced teachers are consulted regularly on both academic and administrative issues. My observations from the two other public schools I visited in order to verify my findings have also shown that gerontocracy determines space in this interactional space. In other discursive practices, however, the highly qualified teachers dominate the discourses. This would be in cases where the new entrants and junior qualification holders are involved. Furthermore, the seating arrangement in the two staffrooms seemed to have been divided according to subject specialisations. The teachers sat around the tables by department, and there were Science teachers only in one of the two staffrooms.

With regard to the discourse order of HRM, one example I give is that the school management had promoted the practical subjects HoD for motivational purposes. She was the least qualified and least experienced in her department but management found it necessary to give her that authority to lead the department because of her outstanding performance. Lastly, the teachers who were part of management, such as the class teachers, subject teachers, and their representation at the school board, had legally dominated the discursive events related to these positions.

4.5.5 Learner-Learner Interface

This discursive space describes learners' power relations and how these interlink with the entire school management. I have shown that the major role of students' power resources, such as prefects and class monitors, has been complementary to the already spelled out teachers' responsibilities. That is, the dominance they exercise over their classmates is not vested in them but they indirectly reflect what ought to have been the responsibilities of the teachers themselves. A steady reinforcement of this teachers' dominance is visible among learners' interactional space, evidenced by how they relate to their own power resources. Secondly, I observed that other learners persistently challenge the status quo by purposefully resisting this kind dominance. For example, the learners complained to the prefects and the class monitors about the performance of other teachers. The forms of counter discourse were bullying and non-compromise.

In summary therefore, the learners who dominated this contested space reinforced the teachers' expectations, while those on the receiving end would give in, resist, assimilate or ridicule the behaviour of the peer.

4.6 TEACHERS' EXPERTISE DESCRIPTION OF THE SCHOOL'S HRM CONTEXT

In this section I present a sociological analysis of HRM practices operational at the case study school through the lenses of the teachers' expertise in the teaching and learning context. I describe the wider context within which HRM activities take place, from the school's micro management level to the macro educational management level in Lesotho and elsewhere, through a logical synthesis of the teachers' accounts. I also refer to the

management theory and the induced HRM activities in the school context that I have detailed in Chapters 1 and 2. Lastly, I make a collage of all emerging sets of ideas, principles, discernments and other relevant teachers' views and observations in order to sketch a framework for managing human resources at secondary schools, to be recommended in Chapter 6.

4.6.1 Glocal[10] Management of Human Resource

The teachers view management at their school through the lenses of both broader socio-economic and cultural contexts that influence the processes of HRM at the micro school management context. The increasing unemployment rate in Lesotho and globally has resulted in protracted recruitment processes whereby rather than a once-off selection, teachers go through the phases of volunteering, attachment and assisting at schools in the hope of securing a permanent post. Their performance appraisal in these non-placed positions contributes to their eventual employment, when suitable positions become vacant. The practice impacts on the motivation and retention strategies of the school, in that rather than motivating teachers for the sake of it this school management has opted for strategies that have a dual purpose of motivating as well as building a required capacity amongst staff. The success of any retention strategy is determined by staff satisfaction, which may come as a result of both the extrinsic and intrinsic motivation of the teacher.

This glocal lens further calls for accommodation of the cultural diversity among staff; equitable treatment of academic and non-academic staff; emancipatory approach to decision-making; and a shrewd allocation of responsibilities amongst staff. Furthermore, the teachers regard action research as a highly critical tool underpinning the key aspects of HRM, such as the professional development of staff, performativity and quality assurance in the school's own terms.

At the individual level of performance, the glocal HRM entails strategic management of human resources (Adeleye, 2011; Horwitz, 2008; Becker & Huselid, 2006) and defines a value added to learner performance due to fused management of the teachers and the non-teaching staff in a manner that school management finds fit. It further describes

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[10] "Glocal" is a sociological and political science concept borrowed from Robertson (1995:28), defining adaption of external techniques to one's local situation, that is, localisation of global developments.

consistency in the production of quality learner outputs; specific management strategies put in place by the school in order to outcompete others; strategies devised by the school in order to protect its public image and staff, particularly teachers; and the school's daily endeavours to achieve the set goals.

4.6.2 Strategic Instrumentation

The teachers revealed a need for selective adoption of scientific management in the school management structures, as theorised by followers of Frederick Taylor (see Olum, 2004; Au, 2011; Kliebard, 2004). They identified and actively advocated the introduction and sustained use of performance standards against which their daily teaching and learning activities would be assessed. The school has redefined its management structures in order adequately to link up with the tactical functions of the school on reporting, information management and dissemination. The teachers' work has been broken down into simple, routine and finely tuned tasks in order to stimulate high performance. The school has introduced rigid control of staff performance by expanding the reporting structures and has established the positions of 'chief masters' and 'chief mistresses', whose responsibilities, combined with those of the HoDs, however, show a need for the revision of the secondary school's organisational structure. The school has also instituted the person-job fit analysis particularly for filling its managerial positions.

4.6.3 Supple Management of Human Resource

The teachers argued that HRM functions in a school context should be influenced by external forces as much as by internal requirements. That parallel relationship should also be diffused to the instructional management, in which the curriculum, teaching and learning methods, the delivery methods and techniques are aligned to ever-changing educational needs. The external forces in this context include the kind of community that the school serves, the education system, the school's regulatory environment, its human resources base and global developments in the field of educational human resource management. The suppleness is expressed vividly when the HRM emphasises traits of adaptability, flexibility, malleability, responsiveness and *expantial* administration of both human and material resources in a school context.

In pursuit of excellence, the case study school has separated its strategic functions from its tactical functions by creating a unique organisational structure. While other high schools have class teachers who report to HoDs, at this school the class teachers report to chief form masters and mistresses who in turn communicate to the deputy principal. In terms of job requirements and appraisal, teachers believed academic qualifications should take preference over work experience. They also suggested that the teachers' performance should supersede experience, and that their continual professional development should be a direct responsibility of the management, who should take the initiative through in-house training and induction programmes. All new recruits to the school were given copies of the school's rules and regulations and other laws that had a bearing on its functions. The school had liberalised training, whereby management supported teachers' self-development proposals through direct sponsorship of some activities, or through creating a conducive environment for the teachers to engage in further studies.

4.6.4 Critical Emancipatory Management of Human Resource

The teachers said everyone was important at the case study school, particularly in areas of decision-making, resource allocation and instructional management. They advocated following humanist approaches to managing people that would accommodate views of all staff and instil customer satisfaction by institutionalising stakeholder involvement. They regarded a holistic approach to the teachers' needs assessment as a major contributor to the success of this public school. The school furthermore prioritised spending on resources in order to sustain the continuity of a high-quality teaching and learning process.

The recent theorisation in the field of sociology of education prioritises a transformative and empowering management of educational human resources. The critical emancipatory discourse currently spearheaded by African scholars such as Mahlomaholo and Nkoane (2002, 2009) and others emphasises respect for human dignity in areas of educational research and pedagogy. As I have shown, this new phenomenon finds support in the African concepts of *ubuntu*, 'people first' slogans and African management as described by Calliers (2008), Ramose (1999), Ndluli (1986) and others. Kaunda (1967), similarly, conceptualised ubuntu as African humanism that describes commonality, sharing, respect and transformative transaction among people. This school therefore has adopted a deliberate strategy of increased spending on teachers' professional development because it

regards the teacher as the most important resource. The teachers would like to see their school management bridging the gulf between academic and non-academic staff. The totality of these initiates and proposals therefore defines a transformative and empowering HRM that is supported by all teachers at the case study school.

4.7 CONCLUSION

In this chapter I have presented the views of teachers and interpreted them by highlighting a data collection method in which all respondents reacted to one research question on the strategies that the school had adopted in order to manage human resources. From the discussion, several topics emerged, notably:

- The HRM practices operational at the case study high school
- The HRM structures at the case study school
- The HRM processes at the case study school

Analysis of these themes has built up a picture of what teachers perceive as the ideal strategy for managing them at the school. In their view, management must adopt traits of openness, focus on business, divorce personal obligations, transparency and accountability among others. I performed context analysis of the teachers' accounts, from which it emerges that there are several sources of sets of meanings that guide and inform the HRM practices at the case study school. The academic discourse predominated teachers utterances, which I could identify from their code switching, code mixing and their transliteration of concepts developed in the HRM school of thought in order to describe their situation. Their profiles indicated that they were degree holders who had obtained their qualifications at either of the two teacher training colleges in the country. Some had been to other colleges, such as the agricultural college of Lesotho, while others had obtained postgraduate degrees from South African universities.

The regulatory environment of the Government of Lesotho is a discourse source that also influences management of human resources at the case study school. The Education Act of 2010, Code of Conduct for Teachers of 2011, the Teaching Service Regulations of 2002 including the school's own rules and regulations all have a direct bearing on the school's

managerial activities. The regulatory discourse source has directly influenced the establishment of the management resources, which are the school board, and the positions of the principal and deputy principal, HoDs, class teachers and those of the subject teachers. The school has further strengthened these resources by developing the positions such as those of the chief form masters and mistresses, specialist teachers and the student management structures, in which are the prefects and class monitors.

I have applied critical discourse analysis to the data obtained in order to determine specific areas that the discourse sources I identified motivate the managerial functions of the school. I have done this by describing the forms of dominance, monopolisation and control of space at the school. At least five forms of social intercourse exist at this school, namely the principal-teacher, principal-learner, teacher-learner, teacher-teacher and learner-learner interfaces. These interactional spaces of access, dominance and legitimacy interweave to determine not only structures that must manage this school but also processes that contribute to their effectiveness.

Lastly, I have performed social analysis on the data in which I accommodate teachers' expert views on the HRM strategies operational at the school. In their view, HRM at high schools must constitute, firstly, glocalisation of the management of human resources in which international developments in the sociology of education and educational management are localised to the school's context. Secondly, it constitutes the strategic instrumentation of HRM, but only areas where staff's self-concept and dignity cannot be infringed. Thirdly, the schools must adopt a supple form of HRM in which management responds in a timely way to the ever-changing educational management environment. Lastly, the teachers advocate a critical emancipatory approach to people management that not only considers their worth but also empowers them.

In the next chapter, I apply the same approach to analyse the information obtained from the managers of the case study school.

CHAPTER V

CONSTRUCTION AND RECONSTRUCTION OF HRM STRATEGIES BY THE MANAGERS

5.0 INTRODUCTION

In this chapter I focus on the active development and perpetuation of the case study school's HRM practices by the school principal, heads of department and the heads of streams. I have referred to this group of teachers as the managers throughout this report, because of their human resource management roles at the secondary school. Firstly, I discuss the topics covered with these managers in the interview sessions. I further compare their accounts with those of the teachers analysed in Chapter 4 in order to find out if there are any major differences or similarities. Secondly, I consider the managers' profiles that have a bearing on HRM at their school in order to determine the broader sets of meanings that underlie their operations. Thirdly, I analyse the discourse access profiles of these managers from the information obtained through both the interview and participant observation research methods, in order to identify the interpersonal power relations within the structural operations of the school that affect the school's existing HRM practices. Lastly, I provide a sociological analysis from the managers' perspective, because they are more knowledgeable about the contextual factors that influence the management of their school than me. As a researcher I do not have experiences within their social context.

5.1 TOPICS COVERED WITH MANAGERS

Major topics discussed with the school managers were the regulatory measures taken by government and implemented by the school; available performance management system; the roles and responsibilities of both the teachers and non-teaching staff; as well the reporting channels of both staff and students. Government directives have been described largely as a major drawback to the establishment of an effective teaching and learning environment, as they subdue voices of the frontline implementers in the Lesotho education policy.

In this section I discuss these topics in detail, categorised under the three practical objectives of this study presented in Chapter 1.

5.1.1 Managers' Interpretation of the School's Active HRM Practices

In its establishment, this high school, like many other public schools in Lesotho, was meant to offer schooling for disadvantaged children from different backgrounds. This objective has been pursued through various ways, including charging cheaper school fees than other schools that are not government owned. The school also adjusted its admission requirements such that learners who transferred from other schools in the country were admitted throughout the year, provided there was evidence of their parents' relocation and performance reports from their former schools. In completing her explanation, the head of the Social Science department, Mrs. Molapo, pointed out that:

"Our students are from other schools on transfer. Some are from the initiation school. Others may have last been at school ten years back, and that's when someone would like to pursue their studies further, and some are mothers with families."

She continued to relate that at one point they were a night school, offering tuition to this group of clients. The school's mission statement, she said, had supported their activities to date. The night school, even though she spoke as if it had closed, continued late into the night, with a group of students who were not on school study, between 5:00pm and 8:00pm. All the teachers had at least one subject to teach in this night school.

Our discussion with the managers was on how the government communicated with school management on new developments. These managers felt that the government imposed decision upon them, and complained that they were not involved in the decision-making processes, despite being the frontline implementers of Lesotho's education policy. Mrs Molapo continued:

"What I have learned from the other schools, including ours, we have this top-down management strategy.

With us teachers particularly, suppose we suggest a particular way of doing things, those suggestions very often would be superseded by the expectations from the ministry."

She was highly critical of changes being implemented in the curriculum without consultation with the school management:

"Even this kind of scheme book troubles me.

This type, we, high school teachers, do not need this type in my opinion...

I want that scheme book which even if there is no syllabus, I would have a chance to record something....

So, these are some of the tools that we are comfortable with because they work for us, but there'd be that clash between what is expected of us and what we want."

One HoD, rather than putting the blame on poor top-down communication, stated that the problem of poor communication was caused by the school principals at the micro school level. She felt that they did not pass on information in time and failed to listen when they tried to advise them on policy issues.

Despite the introduction of school-based management in Lesotho, as far back as the 1970s and 80s, the government-controlled schools were not yet operating as self-contained units. The school management functioned as a mediating body between the teachers and the government ministry, so this limited role, particularly with the use of the financial resources, did not give the principal flexibility to exercise authority. The role of the SGBs had also been restricted to an advisory role rather than making conclusive decisions independently. The legislation further emphasises compliance with the rules and regulations it sets, which have been increasingly centralised. These are some of the challenges facing secondary schools in Lesotho with regard to decision-making.

We further discussed government's performance management strategies in the public schools and their own initiatives to manage performance. Mrs. Seeiso, head of the Natural Science department, remarked on the schools' inspection as follows:

"What one observes in the public schools, unlike church schools, it's that with us...the principal; people by whom she is supposed to be supervised are actually people who never step out of their offices to work.

You'd be told that there is a supervisor of the controlled schools...

That supervisor, you'd find out that ten years' period lapse without seeing him or her here.

That is because in practice, government does not have a strong system that controls principals and had it been there, even those who are on top could easily be controlled."

The concepts of leading by example, visibility and commitment that are central to people management were being severely compromised, according to this respondent. School principals seemed to work on their own whereas there were designated supervisors from the ministry who should offer support but who did not do so. As Mrs Molapo remarked:

My major problem is that a body which is supposed to supervise school principals should be seen to be living up to that mandate.

Sometimes there is this group of people from the Central Inspectorate who supervise schools, isn't it?

These people would be inspecting our work looking for this and that...but they never take action.

Sometimes you'd think, I'll just be open, I think they are under pressure to perform because somebody requires feedback. So, one would end up busying oneself somewhere."

Mrs. Seeiso also emphasised the importance of visibility, stating that it boosted teachers' confidence in their school management:

"Our plans, were it possible to implement them as decided, could be effective.

But they should be modified such that in every occasion, the school principal is present.

Our presence should not be misinterpreted to mean his freedom from work."

The presence of the principal was emphasised because the HoDs felt that their responsibilities were supposed to be limited to the curriculum. They were not happy that they were expected to perform other duties, such as monitoring the work discipline of the teachers or attending to their personal problems. The main challenge had been that they lacked powers to penalise non-performance or to put a penalty on the behaviour of their fellow teachers. There was also evidence of non-compliance from the teachers that made it difficult for the HoD to monitor their performance, as Mrs. Seeiso has pointed out:

"You'd find that when it comes to the really work, some people off track.

One would be telling you that...`after all I am not the principal. I cannot arrive at seven forty-five a.m..'"

She continued to point out that when the school principal failed to be present, a specific person should be delegated merely to oversee. She argued that even that delegation should not imply a permanent delegation of duty, without suggesting what the school deputy principal herself would be doing in the absence of the principal. By expectation, the deputy principal should take over in the absence of the principal, but the impression I got from at least two HoDs was that he could appoint any one of the four HoDs to act in his absence.

While Mrs. Seeiso saw a loosened control of the teachers, for Mrs. Jordan, head of the Practical Subjects department, stream head and class teacher, the school management was too strict on teachers and students alike. She did admit that it was the responsibility of the school management to control and organise teachers' activities, but with students she regarded that as unfair dominance. She stated that when matters relating to students were discussed their representatives should be involved, especially on lighter issues such as the type of school uniform.

Apart from the implied performance management, the school had implemented at least one explicit quality assurance system. According to Mrs. Molapo, the school is a GEM School, that is, Geography and Environmental Management:

"We are a GEM School, the main objective behind, eh I mean our role, we intend to capacitate, to train and also to conscientise people about clean environment.

That you can see for yourself...it indeed is our deliberate undertaking to see to it that our school maintains cleanliness."

The Geography subject teachers founded the Geography Association of Teachers, and convene monthly to discuss subject-related matters. As the teacher pointed out, the association took a step further to introduce concepts of clean environment practically at Lesotho high schools. She stated that the membership of schools in this association is acquired through payment of a subscription fee by just one Geography Subject teacher in each school. The school would then qualify for receiving free facilities and educational resources, such as cleaning equipment, and Geography subject teaching and learning materials. She showed me a globe on her table that she had received from their association as part of the package that her school had been given. One important point she raised was that the books had not yet been given to the students because there was no library.

However, the library building is the first block that anyone who comes to this school sees, located by the pavement from the main gate. She pointed out that each school received a GEM School poster that must be displayed as a visible reminder to the school community and a caution to visitors that they should keep their school compound clean. Indeed, everything looked very clean in this school, including students and their classrooms, and staff and their staffrooms.

5.1.2 Managers' Interpretation of the School's Existing HRM Structures

The topics that have emerged from our discussion with the managers that relate to the structures within which the human resources are managed at this school include, firstly, the lack of material resources. The human resources, as shown above, function effectively through the mediation of material resources, which may imply that in the absence of material resources the activities of teachers at this school are limited. As had the teachers, the manager said they did not have a library, by which he was referring to textbooks for use rather than the physical structure, which did exist. Unlike the teachers, in whose view the school management failed to provide resources such as books, the managers did not indicate whose responsibility this should be, though they did indicate that there were some inefficiencies.

Another topic we touched on was that of communication and the regulatory tools available at this school. Whereas written communication between and among teachers for passing instructions and information on a day-to-day activities was non-existent, the managers said they reported on their performance regularly, as Mrs. Molapo indicated in this extract:

002R: I think at this school teachers- if I were to talk about them(.)[Yes madam!]we have a timetable(.)[Yes!]that's the first thing. We also follow multitudes of the normal school principles like that. Furthermore, to see to it that everyone performs their duty, we have a rooster that we follow by department.... In any one given week, we must see to it that our department becomes the school's principals. For this to happen, it is solely incumbent upon the concerned head of department. At the end of that week therefore, we report back.
003I: Are these reports kept somewhere? Where do you accumulate them?
004R: Not really, but we meet every Monday, heads of department meet. We merely chat about these issues.
005I: That's how you report?
006R: Yes, sir!
007I: You mean they are just verbal?

008R: Most of the time they are verbal. I may not want to talk about my boss's minute book in there(.)[Okay?]I really do not want to mention it because it contains all that we discuss in meetings.

They further said that the schedule for meetings was displayed in each of the two staffrooms, although at the time of this study I could not see any. The verbal communication is further used to distribute the responsibilities for the HoDs, including the school's deputy principal, because the HoDs had no legal or any written document outlining their responsibilities. None of the four HoDs, including the deputy principal, was in possession of any regulatory instrument that described their managerial responsibilities. The Education Act of 2010 and the Teaching Service Regulations stipulated the responsibilities of the board and those of the principals, but not those of the school's middle managers.

Moreover, we discussed the reporting structures at the school. Everyone could confidently outline the school's reporting structure, as illustrated in Figure 5.1 (below). Functionally, the respondents did not differentiate between the links between their school and the ministry, between the school board and government ministry, or between the school and its administration. They were, however, not hesitant about the superiority of the principal, HoDs or class teachers. The role of the deputy principal could not be defined. The school had actually assigned the deputy principal a responsibility of being my gatekeeper and I could see that it was not easy for her to communicate to the teachers. According to Mrs. Jordan:

"...honestly, this deputy does not cope.

I fail to differentiate her role from that of the school principal ...most of the time staff bypass her in order to ascertain that their information reaches where it's intended."
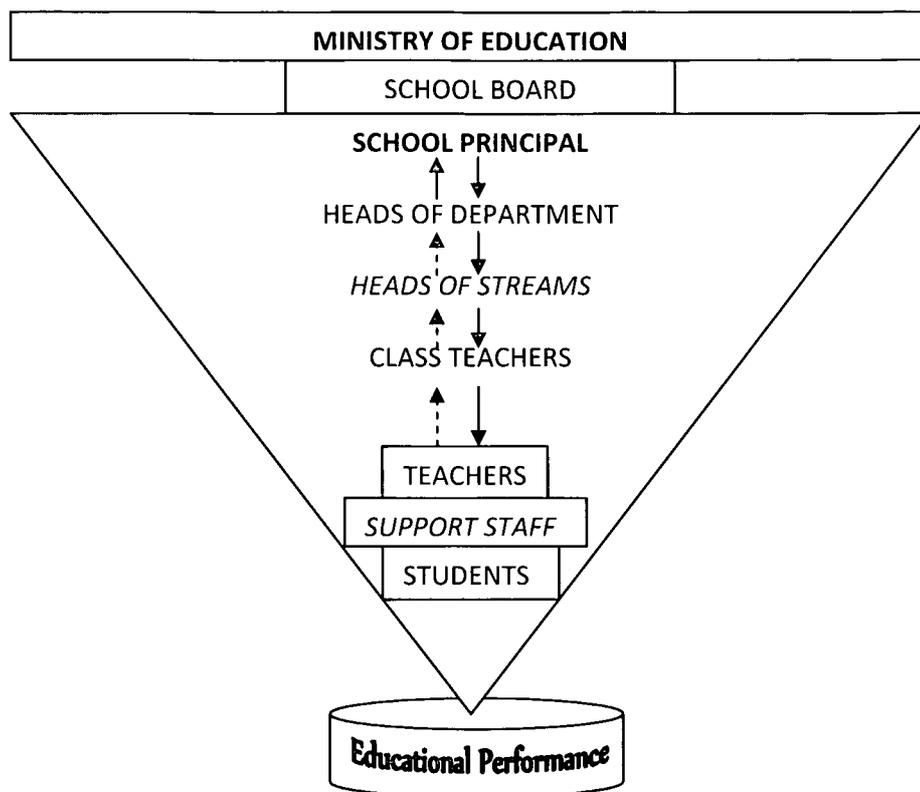
Figure 5.1: Managers' Interpretation of the School Organisational Structure (**Source:** author)

Mrs. Jordan further complained that much information that she had attempted to communicate through the deputy to the school principal produced no feedback so she stopped trying. She said that she could no longer tell whether the issue had been solved or was still pending, and therefore she felt confident when communicating directly to the school principal. Even with the teachers, the role of the principal remained obscure, as on several occasions they had reported directly to him. With students, I observed an equal distribution of reports to the deputy and principal. However, as they have shown, they were inducted by the principal, thus it becomes easier for them to report back.

Moreover, the managers viewed the teachers, non-academic staff and students as more the recipients of their instructions than as a group that reported to them or had an equivalent stake in matters that affected the school. They were conscious of the superiority of their role in this group of people and were actively involved in maintaining the status quo. For example, it has emerged above that they insisted on the presence of the principal when they were assigned and preferred to act in his position only to oversee, not take decisions. This relates directly to the teachers' complaint that the HoDs sometimes conveyed crucial

information to them that they heard at the same time, with students and the non-teaching staff. For the teachers, the heads failed them because they did not follow the proper communication channels. This was the same conflict that took place between the HoDs themselves and the deputy principal, whose failures the heads were quick to pinpoint, rather than supporting her. In other words, the social status at this school, as would be expected in any other work environment, was contested and strongly protected once acquired. The HoDs controlled access to information by either delaying dissemination of information or by choosing not to communicate to specific people, for instance, the deputy principal.

More contrasting views were expressed on a topic of school culture, in that the head of the Science department believed the school pursued a participatory kind of management whereby conclusions were reached through consensus with staff:

"Say one has an idea, they call you, he does not just shove decisions down our throats, he calls us for a meeting where the issue would be discussed before seeking further opinion from staff."

Mrs. Jordan provided a comparative view that:

"If I were to compare- this is not the first school that I've worked at, I have been somewhere else.

Retrospectively, and in comparison with what I experience here, teachers there were less qualified but fully dedicated."

She said that her former school had been a poor rural school but no one had needed to be pushed around, because all were clear about what was expected of them. According to her, the current school needed "management with a sharper focus." Similarly, another HoD felt that urban people were just too busy, hence they rarely focused on the school's business. In their view, most teachers at this school were overqualified, but the managers felt that the school's performance did not reflect that.

This issue of overqualified teachers emerged because, out of the 31 teaching staff, all held a university degree and the majority were master's degree holders, while others were on part-time postgraduate studies, leaving very few with a junior university degree. This was mainly a result of the school's policy of recruitment, in which entry requirements for teachers emphasised a minimum of the junior degree. Diploma holders, by law, qualify to teach in Lesotho secondary schools while postgraduate studies are not a priority. Teachers

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could only pursue one postgraduate degree on a full-time basis or they should resign. The Teaching Service department does not offer study leave for teachers who wish to pursue a doctorate degrees because it is deemed irrelevant to the teaching and learning required in high schools. These may be some of the reasons the respondent believed that teachers at this school were overqualified.

5.1.3: Managers' Analysis of the School's Active Human Resource Management Processes

The first topic of our discussion on the processes of HRM at this high school had been on merit-oriented resourcing. As the heads said, recruitment of new teachers takes place on two levels in the Lesotho Education System. A school can advertise a position and then select teachers through interview sessions in which members of the school board are represented or have to be represented. At the other level, the Teaching Service Commission advertises and selects teachers on behalf of the school. In this school, if the HoD recognises potential in the performance of either a volunteer teacher or one who is on teaching practice, s/he can recommend that teacher for recruitment to the principal, who in turn facilitates the teacher's formal employment. In rare cases whereby this school headhunts teachers, the vacant positions are reported to the Teaching Service Commission for it to advertise and recruit on the school's behalf. Mrs. Jordan attested that:

"I used to volunteer in this school, right in this office.

I worked for three years as a volunteer. Then I practiced teaching here in around two thousand and three when I was at the College[11]...

From there I worked as a volunteer here until I went to Roma[12] on the year that followed".

This teacher reported an extremely long relationship with this school before she could be fully employed. She had started as a volunteer, then worked as a student-teacher on attachment, and after completing her university education she once again worked as a volunteer at this school. Eventually, she became a fully employed teacher and at the time of this study was the head of the Practical Subjects department. She held two different graduate degrees and had experience working at the Lesotho Agricultural College and at a

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[11] College refers to the Lesotho Agricultural College, as she later indicated.

[12] The only university in Lesotho that offers tuition for people who would like to be teachers, located at Roma in Maseru, Lesotho.

remote rural school, which somehow put her in the category of 'overqualified' teachers about whom she was complaining.

The other topic to emerge from our discussion was the motivation strategies available at this school, especially those meant for retaining teaching staff. Everyone ridiculed the prospect of having to retain teachers because they felt that they were looking for jobs and were in abundance. However, they showed that there were limited motivational strategies, such as further educational development for the teachers, that the school fully supported. Figure 5.2 (below) depicts why the HoDs describe staff motivation as an aspect of teachers' professional development. It also shows that the subject workshops contribute greatly to teachers' professional development, according to these managers. The teachers' associations and subject specialist teachers contribute greatly to teachers' development in these workshops, held regularly. The school takes initiatives to induct the newly recruited teachers onto its operations. The school management also organises refresher training and planning workshops of the school at the beginning of every academic year. The teachers and management alike make an extra effort to consult education specialists through the Transformation Resource Centre[13] on work-related subjects that are not taught at the teacher training institutions but which are important for managing the school's business. In some instances, the University and the Teachers' Training College visit this school to train teachers on the follow-up programmes.

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[13] The Transformation Resource Centre provides resources, training and all-round assistance to teachers and teacher trainees free of charge and it is managed by the National University of Lesotho though it is located off the university campus.
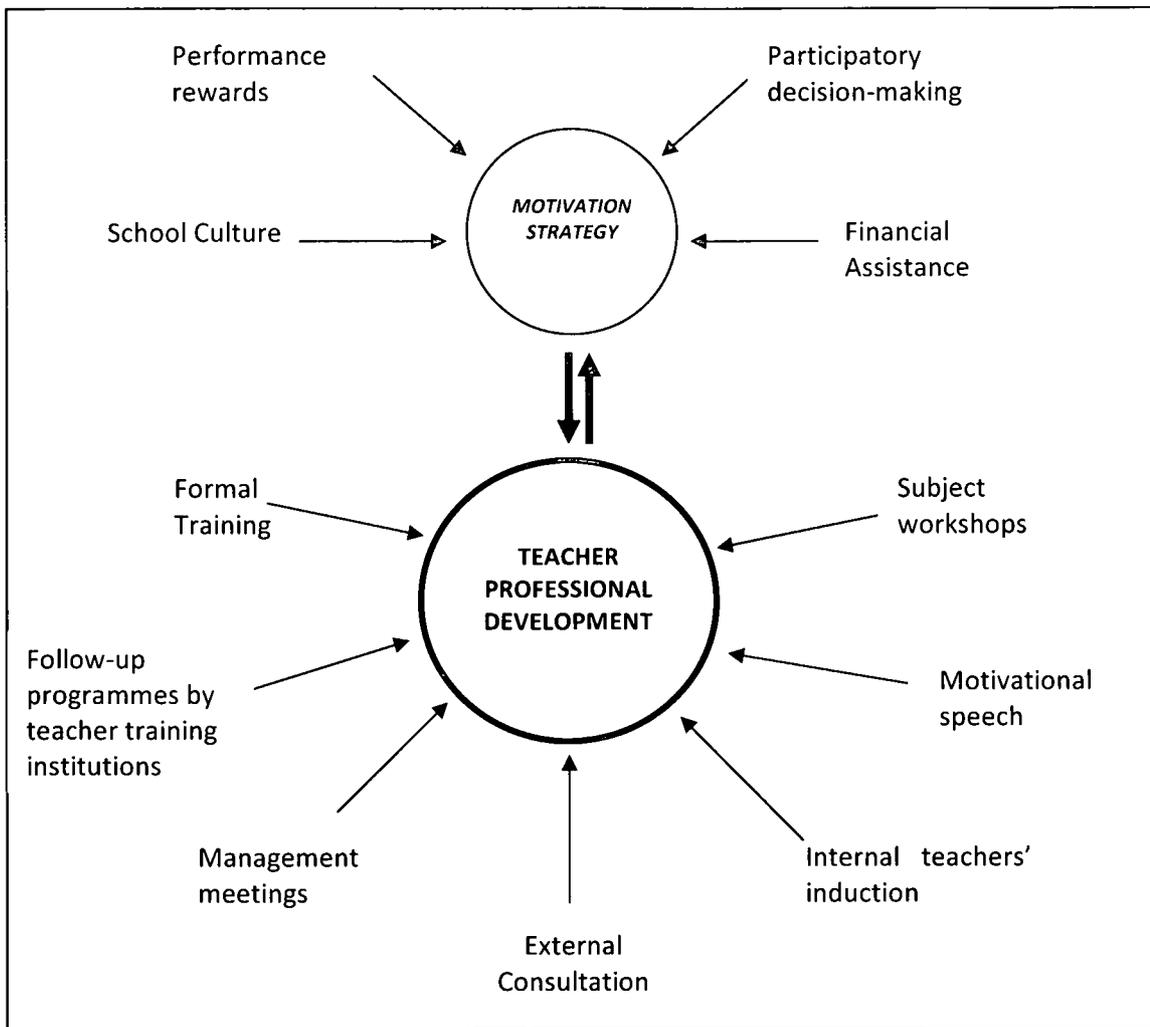
Figure 5.2: Teachers' Professional Development Modes at the Case Study School (**Source: author**)

According to one HoD, the school's management meetings followed a "learning curve" through which she got to know how to perform her duties both as HoD and as chief form mistress (head of stream). She even regretted that management meetings were held sporadically:

"Actually, in my department, I have just attended one workshop...some ladies from NTTC had come to train us on the code of conduct.

That's the only one that comes regularly, but for me are management meetings!"

These teachers also regarded formal training as a mode of professional teacher development that they should utilise. Two of the HoDs I interviewed were pursuing a postgraduate degree on a part-time basis at the time of this study, while one showed that

she had already held a diploma and degree while working as a volunteer at the school six years previously.

From Figure 5.2 (above) it is evident that the relationship between motivation and teacher development was an inter-causal one in which the initiatives meant to motivate staff had a direct bearing on the teachers' professional development. In turn, the teachers' professional development motivated the teachers to improve work performance. As shown above, one HoD viewed management meetings as an opportunity to learn responsibilities of her position. The same HoD was the least experienced of all teachers in her department, but management decided to promote her because of outstanding performance. She had also gone through at least two levels of teacher training while at this school, showing that the causal relationship between staff motivation and staff development benefitted the teachers greatly in the long run.

The managers furthermore interpreted the roles of all staff, including the non-teaching staff, as geared towards improving learner performance. With evidence from developmental psychology, teachers showed that learners' needs are diverse and a teacher alone cannot satisfy them. They identify the contributions of the non-teaching staff, among others, as being to manage some students' activities, to safeguard school property, to maintain cleanliness and to address some of the learners' basic needs. The head of the Social Science department highlighted the role of the kitchen staff as important:

"It's because food to me is one of the basic needs that must be addressed before everything else so that a child could learn.

I want to relate this to the Maslow Hierarchy of Needs from which the primary needs enable everything else to happen."

Successes at school, especially public schools like the case study school, are attributed to the academic staff. The contribution of the non-academic staff is rarely talked about in performance management debates in this country, nor has it featured in many academic debates and forums on the improvement of education quality. This topic has also left a lacuna in the educational management literature. However, in this school, the manners interpret the roles and responsibilities of the administrative staff as integral to influencing performance. In Figure 5.3 (below), I depict how these managers interpret their roles in comparison to those of the non-teaching staff:
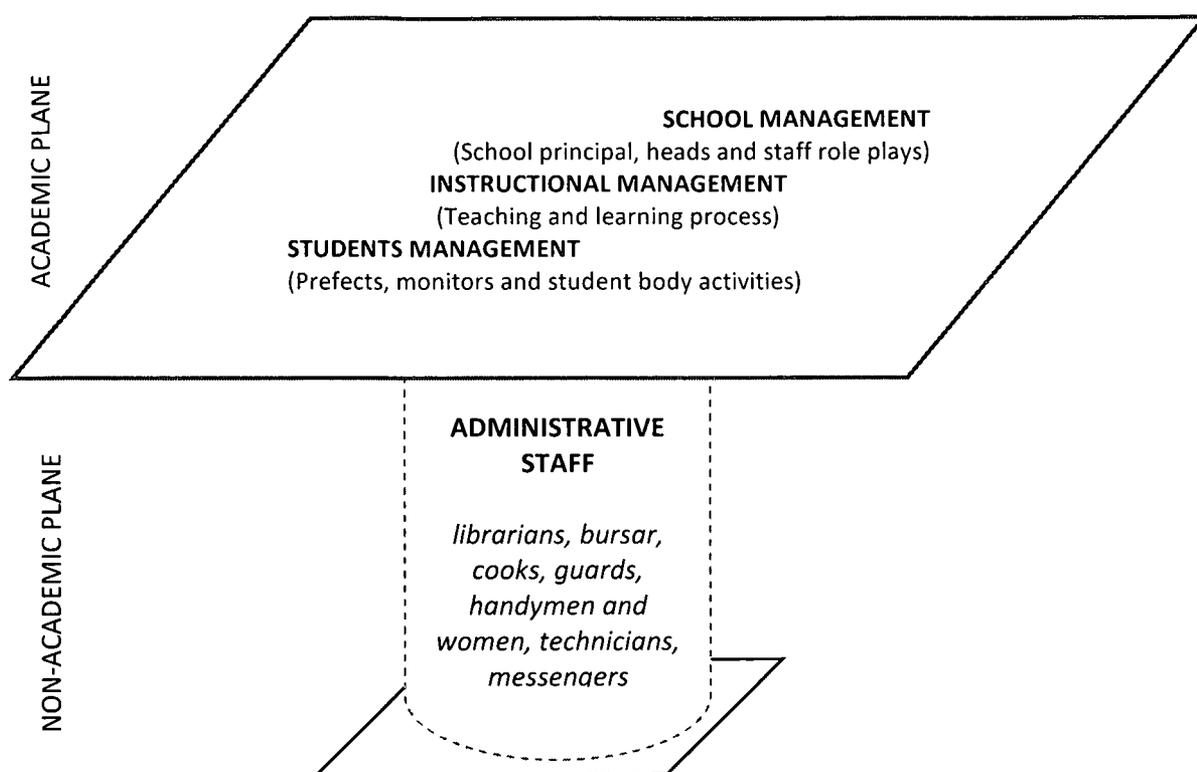
Figure 5.3: Academic and Non-Academic Fronts at the Case Study School (**Source: author**)

While the school managers may be the strategic thinkers at this school, success of their managerial strategies depends wholly on the tactical reliability and discipline of the non-teaching staff. In turn, the reliability and discipline of the administration depends on their informed interpretation of their roles in pursuit of the school's philosophical intent. Interestingly, the security guards' role also extends to supervision of study time at night, under supervision of the school principal who stays on campus. One teacher indicated that when something "big" abruptly happened, such as a student's sudden illness or ill discipline, the security guards would be called upon to intervene.

Nonetheless, retrospectively, the role of the non-teaching staff has been unfairly subdued under that of the academic staff. The managers, from above, therefore seemingly suggest an all-inclusive approach to school management in which everyone should begin to matter. At the time of this study, the non-academic staff still performed their roles mechanically, with no evidence of awareness of the school's major goal. In my informal interview with the guard and the computer laboratory technician, I discovered that they limited significance of their roles to their job descriptions. The guard believed that his job should be limited to the control of people's movement in and out of the school compound, while

the computer laboratory technician complained of being unable to work because his computer system had been attacked by a virus and management had ignored him. Neither of the two was able to interpret his role as intertwined with the roles and responsibilities of the other staff members. This therefore calls for joint strategic planning by all staff members, so the guard would be able to see that a delay in opening the gate would cut the lesson period and the technician would know that a closed computer laboratory delays a teacher's preparations.

5.2 MANAGERS' CONCEPTUALISATION OF THE SCHOOL'S HUMAN RESOURCE MANAGEMENT PRACTICES

The managers, unlike the teachers, interpret the HRM practices at this school narrowly because of influence from insider information to which they are consistently exposed. The consistent training that the managers undergo, evidently, has also paid off as their interpretation of the management practices at this school largely relates to some aspects of HRM theory. Some hold membership of principals' associations, others frequent workshops which offer extensive training on HRM principles, while others listen to expert groups who visit the school to offer training on various subjects that include educational HRM. In this section I present a five-point view of the managers on the HRM practices that are operational at their school. I also present theoretical evidence to substantiate claims I make from interpretation of the raw data presented in the previous sections. I categorise managers' interpretation of HRM practices into five perspectives, as follows.

5.2.1 Managers' Inter-Personal Perspectives on the School's Human Resources Strategy

The Behavioural School of Management recommends greater participation for workers, especially junior workers, in decision-making. The theory posits greater trust and openness in order to enable effective team work and synergy (Olum, 2004). Similarly, Classical Organisational Theory advocates discipline in terms of clear and fair agreements between mangers and the managed (Alajloni et al., 2010). Circumstances that afford fairness in any form of contract between two or more parties should include openness as well as clear and fair agreements. The school-based management literature, as shown, also advances management principals of effective communication and shared decision-making (De

Grauwe, 2005). The findings of this study characterise school managers as highly sociable people who directly interact with junior staff and their supervisors, both in official business of the school and on personal grounds. Africans, as indicated in Mooij and Hofstede (2011), are low in individualism and high in collectivism, which in many respects includes management "people belong to in-groups that look after them in exchange for loyalty" (pp.88-89).

The findings further show that at least four professional teacher development models are actively used at this school, namely, the self-directed learning, action research, professional development school, and long-term training (Gaible & Burns, 2005). The managers stated that a strong bond existed between teacher's professional development and motivation at work. They indicated that outstanding performance was recognised at this school and that the promotion of teachers in the context of the Lesotho public service implied recognition and reward. The highly motivated staff enabled the modern school management mode to flourish and foster participatory decision-making as well as promoting a culture of performance. In this regard, the school demonstrated a human relations model of management that promoted the principles of ubuntu, shown by rewarding and motivating performance (Nabudere, 2003; Quinn & McGrath, 1985).

According to the managers, their school strategically assigned responsibilities to staff as another means of discouraging non-performance. Depending on their level of complexity, the school management distributed responsibilities by department to individual teachers and through the student management bodies. They focused on the business of the school without compromising value attached to human dignity, empowerment and liberation of the workers' minds. The implications here, therefore, are that the case study school upholds the principles of the scientific management in some cases, while it values the human relations principles in others. It has successfully blended a work philosophy that is influenced by both the instrumentalist and humanism approaches of HRM (see Flyer, 2009; Jackson, 2004). This is in contradiction to Bobbit's (1913) proposal, referred to in Chapter 2, in which he strongly recommends schools be organised along factory production lines in order that they achieve education production of high quality.

According to the managers, their staff was very loyal and highly devoted to a vision of the school improving from its current state. They called for a refined division of work,

centralisation of authority to the school context and a willingness to work together. These are the qualities that constitute the universal principles that are at the core of Henry Fayol's foundation of the Classical Organisational Theory (Alajloni et al., 2010). A need for greater participation at work has led to the birth of the Behavioural School of Management thought, the tenets of which, according to Olum (2004), are co-participation at the workplace and strong discouragement of discrimination by employers on the basis of race, gender or age of employees.

5.2.2. Resourcing Perspectives of Managers on the School's Human Resource Management Strategy

In my statement of the problem I projected a perpetual shortage of resources in poor countries such as Lesotho, due to the competitive nature of the global economy. I pointed out that schools should continually strive to offer education of good quality, regardless of deprivation of resources, in order to be able to effectively compete for growth in the globalised economy. The managers at the case study school promoted this understanding though a careful rationing of resources and by taking advantage of the philanthropic organisations to procure resources. According to Ng and Chan (2008), the Singaporean School Excellence Model urges individual managers to fend for resources and to encourage educational innovations in response to newly arising contextual contingencies.

Kagaari et al. (2010) introduced the concept of managed performance to explain the survival skills of institutions that are deprived of educational resources at a time when government applied stringent austerity measures across public institutions in Uganda. The management of these institutions were quick to augment all factors of production, including training and development, feedback, rewards and participative management in these institutions. In the process, the management paid more attention to the quality of inputs than to their quantity. Similarly, the lack of resources at the case study school had prompted management to focus on the development of highly qualified teachers more than the provision of material resources. The urgency to perform has been addressed by the extensive professional development of the teachers, with little concern for the educational facilities and tools.

The coming into being of Classical Organisational Theory has been based on the assumption that management of resources is a skill that can be taught once its underlying principles are understood (Alajloni et al., 2010:61). I discovered at the case study school that management sought to balance and optimally utilise resources at their disposal, without prioritising one over another. Concern has not only shifted to doing the right things but to the quality of inputs required to do so. The school begins to control quality through a unique teacher recruitment and selection policy, and once recruited sustains this quality through continuous training that not only focuses on curriculum delivery but also caters for teachers' psychological needs.

The managed performance in the sense of Kagaari et al. (2010) has also been achieved through extensive teachers' training needs assessment in Botswana secondary schools. A study by Moswela (2006) revealed a need for another type of in-service training that selects teachers on the basis of their training needs, because "even the most highest academic qualification cannot replace training in management" (Moswela, 2006:628). She showed that teachers prefer trainings needs assessment for selection rather than being appointed by the school management to attend training. This ensures optimal use of resources at the school's disposal, by minimising double spending that schools are often caught in by training teachers on the same subject matter several times.

5.2.3. Structural Perspective of Managers on the School's Human Resource Management Strategy

At least the case study school had assured quality of one area, although it had little to do with management of human resources. As a GEM School it had also adopted a hierarchical reporting structure that was recommended for the effective management of an organisation's daily operations. It had expanded the reporting structure by introducing five positions that were not available in other schools, in order to strengthen communication and feedback mechanisms. The school managers were aware of the legal framework that controlled its functions and a deliberate tactic had been employed to expose all the teachers to the requirements of those laws that dictate their functions. Every teacher received a copy of the school's rules and regulations upon arrival.

Schools around the world have adopted various quality assurances systems that many deem effective, from primary to tertiary level. Apart from the intensified inspections in Welsh schools, Singapore has instituted the School Excellence Model, Turkey the Total Quality Management in primary schools; and Thailand and Malaysia the School Performance Index and balance score card at all levels. Other countries have resorted to the quality management bodies such as LIP, ISO and PIISO, in an effort to improve quality of their education systems (James & Colebourne, 2004; Ng & Chan, 2008; Toremen et al., 2008; Othman & Rauf, 2009). Some still cling to the performance control models derived from the Henry Levin's Accelerated Schools, James Comer's School Development Program and Theodore Sizer's Essential Schools (Briggs & Wohlstetter, 2003).

5.2.4. Environmental Perspective of Managers on the School's Human Resource Management Strategy

The managers showed that their school was externally focused because they employed informed resourcing strategies. As with the teachers, they showed that the school favoured its interns and former trainee teachers, and were aware of what took place at the teachers' training colleges that supplied the school with teachers. The managers' accounts also indicated that they strove to protect the public image of the school through strict control of use of the school uniform. They were also aware of the kind of community they served and the diversity of students in terms of socio-economic status. Furthermore, the school maintained collaborative ties with several nongovernmental organisations and training institutions such as the Geography Teachers Association, Development Studies Teachers Association, Transformation Resource Centre and Lesotho College of Education. The school also regularly position audited itself, which in this context refers to the action research that it conducts annually in order to compare its performance to that of other high schools.

Cameron and Quinn (1999) have argued that it is imperative for organisations aspiring to prosper to balance the outside and inside orientation and orientation based on control and change from the organisational culture framework popularised by Quinn et al. (1996). The case study school maintained the external-change dimension of the model through scrutiny of staff credentials before recruitment. It maintained the external-control dimension by prioritising clients' expectations and upholding professional collaborative ties at the

community in its vicinity and with other schools, institutions of higher learning, professional teacher organisations and civil society groups.

5.2.5. Organisational Perspective of Managers on the School's Human Resource Management Strategy

From our discussions, it emerged that the school had adhered to the original mandate of caring for disadvantaged groups of society. The principal stated that their students were the most difficult to teach because of their humble backgrounds. Secondly, the managers were not happy with the divide between academic and the non-academic staff. They would like these silos to be closed immediately and had strengthened their stand, with at least one teacher making reference to Maslow's Theory of Needs to justify the importance of the role of the non-teaching staff. Thirdly, the staff meetings and management meetings were held regularly, but the school management was selective about the kind of information they communicated to staff. Lastly, the school had instituted several accountability measures that included the regulatory implements such as the school duty rooster and the students' own management structures.

At the core of successful schools, according to Briggs and Whohlstetter (2003:354), was a vision focused on teaching and learning that was coordinated with student performance standards. Bohm (2006) has argued that schools are organisations sustained by relationships of power sharing, knowledge and decision-making in special social circumstances. Similarly, the case study school was born out of special social circumstances. It has preserved traditions that have contributed to the effective management of teachers' activities. A comprehensive analysis of its management style would also reveal that it has adopted the administrative style of school-based management.

5.3 CRITICAL IMPLICATIONS OF THE EMERGING THEMES

A discursive gap emerges between managers' views on HRM practices at their school and conceptualisations deriving from the literature reviewed. In most cases the manager's views describe the applied concept of HRM when they are referring to the specific sets of behaviour these concepts motivate. Despite their wealth of scholarly knowledge, they fail to see its practical application to their school. HRM concepts such as motivation,

professionalism and planning were frequent in their descriptions but they were rarely contextualised. For instance, motivation seems to mean extrinsic motivation only, because they provided examples with rewards, financial favours and tangible factors. Alternatively, they would argue that nothing motivated them. This is in spite of the good performance of their school, the visibility of their employers from the Ministry, and their training programmes, all of which form a motivational package for which other schools would be grateful.

These juxtaposed views of *what is* and *what is supposed to be*, apparently have been caused by fear, mistrust and a low self-concept, as opposed to ignorance. They are actually the exhibits of a continuing contest between and among teachers for identity, status and eventual benefits. The school management had been very selfish with information on many occasions, such that one department would not be familiar with what the other one was doing. Individual members at the school management level had been egocentric with their knowledge, preferring to let things go badly rather than rescuing the situation at its start. This was not consistent with expectations of working as a team with one objective in mind.

The same or more knowledge of and exposure to school management discourses would give teachers equal recognition, whilst others lose their status, and there are not necessarily positional statuses. They may be socio-cultural or psychological, as in the case of someone who dominates conversation, or they may take any other form. These variations of self-defence mechanisms imply that access to the management discourses and any other discourse orders that were available at this school would be highly selective. In Section 5.3.2, therefore, I discussed the managers' discourse profiles in order to determine how they influence their performance, given their explicit key role. However, in order to interpret them I begin by identifying those sources of discourse generating the managers' discursive events that are related to their work.

5.3.1 Sources of Discourse for Managers

The same sources of discourse for teachers influenced managers' production and reproduction of HRM at the case study school. These are the professional training, work experience, the type of school's clientele and the manager's subject specialisation. The additional sources of discourse that stood out were the managers' mental scripts of what

constituted HRM in the school context. A quantitative variation also existed between the teachers and managers' professional training, in that the managers engaged consistently with HRM-related subjects in their workshops, and other forums:

"Actually, we meet every Monday. Heads of department gather together to discuss issues."

Another head of department has indicated that:

"I have just attended one workshop...some ladies from NTTC had come to train us on code of conduct.

That's the only one that comes regularly, but for me are the management meetings!"

Apparently, apart from the normal short-term training, the school had taken the initiative to communicate HRM matters to the HoDs through meetings. The managers' continual professional training had also focused on another form of training, that is, the code of conduct of teachers, unlike the teachers' workshops that were mainly on curriculum and instructional methods. Civil society groups such as the Transformation Resources Centre play a major role in the professional development of teachers. This resources centre, particularly, claims to be a leadership development institution and do focuses its training modules on middle and top management in organisations.

The managers seemed to appreciate their work, as would be expected. The manner in which they engaged in the discussion with me varied greatly from that of the teachers. They seemed to be more at ease in swaying the discussions to the subjects of their choice. Their responses, as demonstrated, seemed to lecture me on the different aspects of HRM rather than address the questions I had asked. They frequently used indirect speech acts, particularly the imperatives, imbedded imperatives, hints, declaratives, directives and question directives in their responses, in order to persuasively take turns that would enable them to stray from the topic. They attempted to lecture me on HRM strategies at their school rather than discuss them. The following random selection of utterances reveals how the managers manipulated conversation in their favour:

"In this school, talking about us as teachers, we have a timetable that controls us...."

"I'm okay with the manner in which we do...however it could be modified such that the school principal should be present at all times. That shouldn't be an excuse for him to sit back hoping that his teachers would work."

"My position is that, anybody that controls school principals must be seen to be doing that."

"On several occasions my boss told me that he likes degree holders because those with diploma qualifications are not here to stay."

"You'd sometimes wish that there could be students' representative in management meetings...."

"Do you know how it happens? Our recruitment processes vary."

The prevalence of tags such as *"if I were to tell you; you know what; let me show you this"* and others indicate how they were advancing the case of what should be, more than what was actually taking place at their school. However, this varied with the teachers' description of 'what should be'. When teachers describe what should be done they seemed to be consciously tapping from the formal teacher training knowledge on management. The managers also referred to the formal knowledge, but in a manner that seemed to pinpoint the theoretical gaps. While the teachers reconstructed the HRM discourse from academic sources, the managers used these to construct the HRM practices at the school. I have pointed out how they preserved dominance through controlling access to information (section 5.2 above), and in that manner they constructed another management technique that may be consciously or unconsciously known to them, and that may easily have found a description in management theory, because of the context in which it was developed.

In the following section I discuss the broader social interaction spaces within which all forms of discourse for this school are generated according to this group of respondents.

5.3.2 School Principal-HoD Interface

This social interactional space has been dominated by the school principal in its entirety, as teachers in either their individual capacity or as managers referred almost every communicative event to the principal. The deputy principal was involved on some occasions. Ironically, the principal could not be involved in my formal interview sessions because he claimed to have decentralised power to the HoDs and deputy principal. According to Fairclough (1998), another form of exerting dominance is through generalisation, in which event models are manipulated. The principal corrupts attributes of distributed leadership and openness by declining to unpack them and referring the responsibility to staff whom he *evidently* knew would speak highly of him. Throughout the

discussion, the HoDs indicated that they preferred to communicate work-related issues with him, which exemplifies an extreme case of mind-managing the teachers that has sustained his dominance. One of them substantiated this observation:

"For me in my department, I WILL NOT LEAVE this school as long the principal of this school is this the same person...truly speaking my principal works well with me, he does not trouble me."

"All could go but me!"

The teacher was responding to the question on whether the school had any deliberate retention strategy in place. Rather than responding to the question, she indicated several times that she would not leave this school because of what she claimed to be the fair treatment that her department enjoyed from the principal. The other HoDs rarely referred to the principal, and even when they did they used a Sesotho referent *"mookameli*[14]*"* not principal. Here, many implications may arise, in that the referent is a politeness indicator or a concealed counter discourse in which no one felt confident to refer to him as such, or it may be that throughout our discussion the managers code switched and code mixed day-to-day jargon more than technical HRM terms.

5.3.3 School Management-Government Interface

A one-directional legitimate dominance characterises this social interactional space in which school management receive information from the Ministry of Education and can only communicate back by way of response to requests made rather than by initiating any discursive event. In some cases, the Central Inspectorate pays surprise visits at the school while on the other hand changes in curriculum, its delivery and educational materials and tools are a responsibility of the Ministry through the National Curriculum Development Centre and Schools Development Unit. The Education Acts, Teaching Service Acts, schools rules and regulations, Teachers' Code of Conduct, scheme books, statistical return forms, all constitute communication tools and instruments that the government uses to instruct school management to act as it wishes. The teachers have no say in the development of these regulatory materials. For instance, with reference to the Teachers' of Code of Conduct of 2011, the teachers have shown in Chapter 4 that it is more of a tool meant to fix them, as it does not specify measures they can take in response to alleged misconducts. Similarly, in this social intercourse the managers complained that:

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[14] 'leader', in a detached sense.

"What I have learned from the other schools, including ours, we have this top-down management strategy.

With us teachers particularly, suppose we suggest a particular way of doing things, those suggestions very often would be superseded by the expectations from the ministry."

The head of the Social Science department was also a specialist in Development Studies, that is, a subject that inculcates critical thinking and application. The performance gap she was referring to could be interpreted as a clash between the theoretical knowledge and practice that translated into dissonance between academic discourses and the experience of mangers in this study. It is a counter discourse against the government's dominance of this school. However, there is no evidence of the counter discourses that the school had explored in order to make themselves heard. Therefore, they further entrenched government's dominance of HRM space and fortified its legitimacy through silence.

5.3.4 Silent Interactional Spaces

Managers and teachers alike were silent about discursive practices that took place in the school-executive board interface; HoD-HoD interactions; the school-community interface and the public-private school interface. There was wide acknowledgement of the existence of the school's executive board, however, the nature of interaction of the school and the board was not clarified. The principal referred to it as inept, while the HoDs indicated that:

"I think the school board is concerned with issues of teacher recruitment and student discipline."

"They know absolutely nothing about teachers. Some are functionally illiterate; they are merely board members by name."

With the functions of the board, it has been the issue of what is supposed to be rather than what actually happens. Some teachers actually indicated that they had not heard of the school board. Similarly, the HoD used uncertainty markers such as "I think...", which indicates that she did not know the functions of this body. The HoD-HoD interaction space was silent in that, physically, they each had their own separate offices, with nothing to unite them in their capacity as heads, whether in the form of associations, forums or training. Rather, they partook in interactional spaces as any other teacher. The regular meetings to which they referred above describe the accountability procedures in which the school principal called them to account weekly.

In relation to the community it served, the school was consciously aware of its probable demands, however, there were no forums for discussing school management issues with members of community who were not necessarily parents, but also not to the exclusion of the parents. Lastly, no reference has been made to the management strategies of the private schools. The teachers only referred to the other public schools as their models of best practice. From the evaluation studies that the school regularly undertook, schools that were visited had also been high performance public schools, not private schools.

5.4 MANAGER'S EXPERT DESCRIPTION OF HUMAN RESOURCE MANAGEMENT STRATEGIES

The managers pursued an instrumentalist HRM strategy at this school. They argued that the government had dictated how the school should manage its resources, including the human resource in legal documents. They emphasised the importance of regulatory tools and instruments and clearly articulated their importance in assisting with the administration of the school. They further stressed measurement and performance management through the lenses of people management and systems ,whereas for the other teachers success of the school was the result of effective instructional management.

Secondly, managers felt the strategic issues of the school belonged to them as chief accounting officers, while teachers should grapple with the tactical side. They controlled crucial information in terms of set agenda and had a final say on their departments' activities. In the interviews, the teachers reported that there were times when the school management decided on their behalf. The managers further argued that their professional managerial roles were limited if the administrative side of the school was ignored, hence the call for equitable treatment of both academic and non-academic staff. It must be pointed out that they did not see a need for critical emancipatory management of human resources but rather sought to empower themselves, since a synergy proposed between administrative staff and the academic staff had not been defined in terms of decision-making, only recognition of their role.

Thirdly, the managers were saying that the secondary schools should forge professional relationships as widely as possible, in order to improve their performance. The school therefore has sustained professional relations with the teacher training institutions in the

country. This is under the continuous teacher-training programmes that are offered by the non-governmental organisations and the other government ministries on various subjects. Some of these bodies offer training specifically on management and leadership subjects.

The managers also believe that secondary schools should control the quality of their teaching staff in all respects. This should begin with employment strategies that take advantage of the rife unemployment by creating voluntary teacher programmes and using the teaching practice for screening purposes. The schools should assist teachers not only materially but also psychologically, through short-term training that is tailor-made for the purpose.

Lastly, the managers indicated that their school was pursuing the administrative control model of school-based management, in that government officials were rarely seen and that supervisors from the Ministry did not influence what they did. The school principal functions alone in his capacity as head, and occasionally as representative of government, with support from the HoDs and stream heads, the subject and class teachers and the students' management structures of prefects and class monitors. They argue that education policy should begin when the educational activities are taking place, at school level, rather than being imposed from above. The teachers feel the government should channel resources into the development of teachers more than other projects.

5.5 CONCLUSION

In summary, in this chapter I have presented and analysed the information obtained from the school managers on the active development and perpetuation of HRM strategies at their school. Topics covered included the regulatory measures taken by government and implemented by the school; performance management strategies; roles and responsibilities of both teachers and non-teaching staff as well the reporting channels of both staff and students. The findings indicate that the HRM strategies operational at this school were excited by inter-personal relationships of staff, recruitment strategy, management structures instituted, environmental demands and the consequential organisational processes.

According to the managers, there were several social interactional spaces responsible for the HRM discursive events that take place at the school. These are the principal-HoD intercourse, school management-government social space and several others to which reference has not been made, such as the HoD-HoD interactional space and others. Inclusion in these interactional spaces is influenced by many factors, including teachers having been trained in human resources management issues, and having gained experience from engagement in the teaching and learning process. They have also been immersed in the social-cultural context of the Basotho and many other social contexts.

Lastly, I consulted the managers' expert knowledge in order to describe the HRM structures and processes at the case study school. They perceived the instrumentalist strategies of HRM that emphasise measurement and performance management, and expressed a need for separation of the school's strategic management from the tactical functions that are mainly performed by classroom teachers. Managers furthermore highlighted the significance of regulatory tools, implements and instruments in aiding the administration of the school. Some of these tools and instruments were permanently displayed on staffroom walls and notice boards, while all new recruits were presented with them. Most importantly, the school had maintained professional relationships with teacher-training institutions in the areas of further teacher professional development and micro-teaching for teacher trainees. The importance of training and development has been emphasised by management as meetings tended to follow a workshop format. Given all the above, managers argue that their school pursues a decentralised management style equivalent to the administrative control model of school-based management.

CHAPTER VI
A FRAMEWORK FOR MANAGING HUMAN RESOURCES IN PUBLIC SECONDARY SCHOOLS

6.0 INTRODUCTION

The complexity of managing people has been displayed throughout this study, beginning with my realisation that there is a wide gap between how human resources are managed at school and the related literature reviewed. I however have limited this study to the three research questions which I have expressed as follows:

- To determine how the teachers at the case study high school construct and reconstruct human resource management practices operational at their school.
- To determine how the managers at the case study high school construct and reconstruct human resource management practices operational at their school.
- To determine how the staff at the case study high school align their constructions and reconstructions of human resource management practices with the school's vision and philosophy.

I then presented my interactions with teachers and school management and analysed data to make sense of the phenomenon. A people enterprise, particularly one dealing with children, parents, labourers and intellectuals at the same time, makes management of human resources even more complex because of the unique function of having to fuse together diverse human characters in purpose in order to focus them on performance. In this study I therefore draw the attention to school managers, government departments and countries aspiring to succeed in education to the very complexity ingrained in human resource management in a school context. I then propose a breakthrough framework for the effective management of these human resources despite the ingrained challenges.

My study builds on key assumptions that the educational inputs in a school context are geared towards improving learners' performance and that success of educational systems is adjudged solely on schools' outputs, which means the learners' scores on assessment. Similarly, the human resource management function in the school context is geared

towards improving learner's performance, which is the reason I have constructed this framework for use in managing human resources in secondary schools to improve educational performance. In this study I have used human resource management as a concept for the structures and processes set up to organise and control teachers' activities at school in order to effectively and efficiently achieve the teaching and learning objectives. I do recognise the input of the non-teaching staff, however, I leave that topic for other researchers to explore.

Schools, like other organisation, are about people and, similarly, what takes place at school in terms of human resource management is determined by people for people. It is in this regard that I felt that human resource management strategies at the secondary school chosen for my study would be constructed or re-constructed by people themselves, in this case, staff and students, to varying degrees. However, the nature of social interaction dictates that some groups would dominate while others are marginalised and their voices rarely heard. This study therefore required a research paradigm that empowers and links up human beings with their lived experiences in its methodology; a paradigm that recognises that no other human beings are taken to know better than some but merely that people know differently. Such a paradigm therefore would encourage co-participation and co-researching between the researcher and the research participants, whose terms of reference would include mutual respect and mutual involvement. I therefore chose critical theory to guide this study because, as stated by Nkoane (2009), it is within the theory that empowerment is emphasised. The participatory inquiry research paradigm complemented critical theory since it also emphasises research *with* people rather than *on* people.

6.1 KEY FINDINGS

In Chapters 4 and 5 I have presented and analysed the findings of this study in which the first major ones revealed a bifurcation of school management structures into two blocks, with distinct characterisation and perceptions of the management of human resources activity at the case study school. These are the teachers who do not hold managerial positions and those in the school's managerial positions to whom I have referred as the managers throughout. The teachers' accounts, as presented in Chapter 4, offer an outsider-insider perspective of human resources management activities operational at their school, where in some aspects they support the status quo while in other areas they recommend

reforms. The managers' lens, on the other hand, presents an insiders' perspective in which, as I have shown in detail in Chapter 5, more emphasis is put on performance management, including systems of control, and on compliance with the regulatory tools and implements provided. In Figure 6.1 (below), I summarise the findings of this study that have informed a framework for managing human resources in secondary schools.

The lens of Critical Theory underpinning this study considers research participants as the carriers of differing values, beliefs, attitudes and meanings within the confines of their social settings. I have therefore researched the broader context of the management of human resources at the case study school in order eventually to interpret this behaviour in its context of origin. Three major sets of meanings that excite teachers' and school management's interpretation of human resource management alike in their context revealed as the school discourse source, specific teacher discourses and the eventual teachers' expertise. Knowledge, skills and attitudes obtained from these three sources are utilised to varying degrees within a miscellany of human interactions at school and with the public sector as a whole. I have referred to these interactions as the social interaction spaces in Figure 6.1, and they appear as enclaves of power relations in which staff are either insiders or outsiders. It is in these exclaves of power relations that dominance through legal means, levels of access to crucial information and mind-management manifests itself.

In-group membership appears to play a major role in the management of human resources at the case study school. Specific examples are management meetings and similar forums in which staff come together because of a binding common characteristic benefit from the three discourses sources. Similarly, staff interact on an individual basis with the school power resources who could be individuals or dominant groupings that allow border crossing. There is, however, no reference made to interactions whereby the school's HoDs gather to discuss issues pertaining to their mandate as heads. Nor did I find out how the school organises to meet members of the community as a deliberate strategy to incorporate their ideas in HRM-related matters at school.
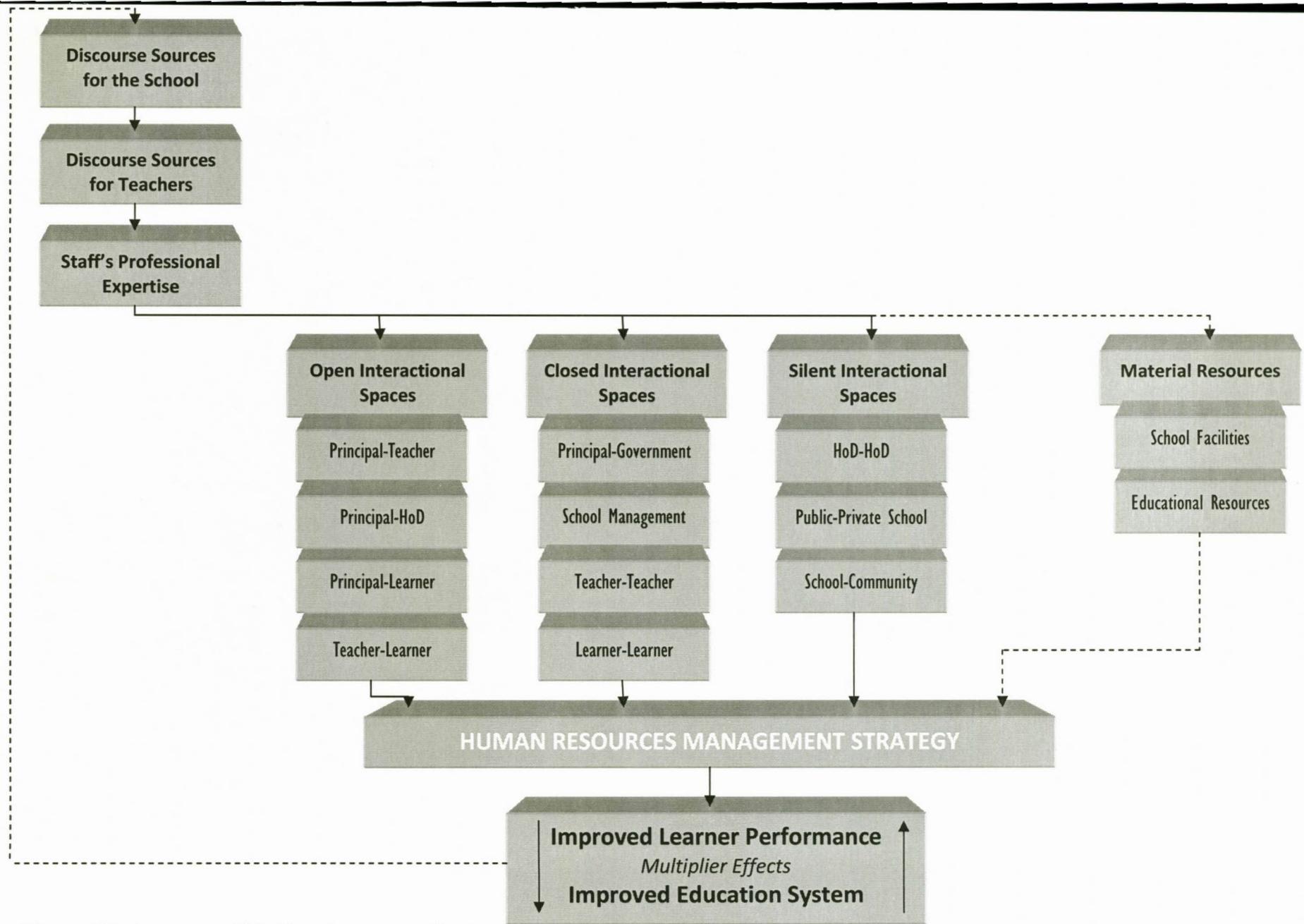
Figure 6.1: Summary of Findings (**source: author**)

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The teachers made no reference to private schools in their neighbourhood, in relation to, for instance, copying their management styles as probable models of best practice. I have referred to these supposed-to-have-been social interactions as the silent interactional spaces in Figure 6.1. The significance of effective management of materials resources also emerged in discussions with the teachers. However, that has not been the major focus of this study.

The human resources management strategy that builds up in these social interactional discourses identified in Figure 6.1 therefore describes the sustenance of high performance at this school, despite it being a public secondary school. Evidently, learner performance is at the core of any one given education system, in that it is the major signifier used locally and internationally to assess performance of schools and countries, as is the case in studies such as SAQMEC and PISA international quality studies, referred to in Chapter 1. These results and the literature on management of human resources I have reviewed also motivated the development of the framework I describe below.

6.2 THE FRAMEWORK

In the framework I consider the Lesotho teaching service regulatory environment, human capital development policies, quality assurance measures, monitoring and evaluation methods in place, and the power relations at both the micro- and macro-school management level in the country. Education has been expressed as a human right in the Constitution of Lesotho and inscribed in national goals and objectives as a major contributor to human resources development. The Lesotho Education Act of 2010 details structures and processes necessary to effectively run the Lesotho education system, while the Teaching Service Regulations of 2002 (*as amended*) details procedures and expectations under structures and processes that are stipulated in the Act. It specifically stipulates the processes for controlling the teachers' and the non-teaching staff's performance at school. Both the Act and Regulations put into law principles of the Societies Act of 1966, Companies Act of 1967 and the Labour Code Act of 1992, which emphasised freedom of association at the work place. The Teacher's Code of Conduct of 2011 further expresses the government's expectations of the employees' ethical conduct and professionalism throughout the Lesotho education system. I am further aware of the introduction of the performance contracts for teachers in management positions with effect from 2010. It may also be important to highlight the introduction of the Higher

Education Act of 2004, as this had a stake in influencing the development of a human capital in the entire Lesotho public education sector.

Furthermore, I have developed this framework in consideration of its impact on the Lesotho education system by the international bodies such as UNESCO, UNICEF, World Bank, GCE and several conventions on the protection of the rights of a child. While UNESCO encourages and monitors provision of education of good quality, UNICEF and the World Bank research and finance practice in educational delivery. The GCE has consistently played a role of watchdog in education globally through information dissemination, lobbying and visibility in support of the objective of provision of education of high quality for all. I have considered the significance of the role played by the local civil society groups, including teachers' associations, in the educational management in the Lesotho secondary schools.

Moreover, the development of this framework has been influenced by the Management Theory discussed in Chapter 2 and the empirical studies that have been influenced by it. More specifically, the Scientific Management as theorised by Taylor, Weber, Fayol; Behavioural School of Management as theorised by Mayo and others; and the Classical Organisational Theory have influenced this framework more than other theories of management such as the Systems Theory, Chaos Theory, Contingency Theory, Quantitative Management and related. The Scientific Management School emphasises automation of human behaviour while the Behavioural School of Management advocates for inclusion, collectivism and synergising.

Most importantly, I have taken into consideration the views of the managed and managers in the secondary school context. The critical emancipatory lens underpinning the implementation of this study emphasises traits of empowerment, respect for human dignity, equitable regard for the other, accommodation of the other's views, and empathy. I have therefore emphasised my role as researcher as not that of ownership or control, but rather of equal participation and involvement between me and the research participants. Thus, the participatory inquiry paradigm has complemented the critical emancipatory stance taken in this study, as I developed this framework objectively, through a careful and logical constellation of research participants' subjectivities and my own.

Section 1: Defining Human Resources in Secondary School

The first section of a framework for managing human resources in Lesotho Secondary Schools should draw a distinction between human resources and material resources in the secondary school context. The former should describe the employees who make up the workforce of the school, including their characteristic knowledge, skills, attitudes, intelligence, interests, abilities, work experience and age, as they contribute to the production of the high quality school outputs. From my discussions with teachers at the case study school it emerged that the desired knowledge, skills and attitudes determined the school's recruitment policy. There were ingrained in the academic qualifications and the work experience of the teachers. The school prioritised employment of the degree holders to the diploma and certificate holders. The teachers attribute the success of their school to a focus on business, pursuit of excellence and motivation, while for the school managers, resolve, openness and transparency in operations sustain high performance. Lesotho's cultural environment promotes a gerontocracy, in which the elderly and more experienced teachers are regarded as carriers of knowledge necessary for managing human resources at school.

The material resources should describe the school equipment and facilities that do not make a direct contribution to the teaching and learning process. I have not concentrated on this type of resource because they are not related to the research question. However, time and finances are intricately intertwined with functions of human resources, such that they may not be excluded completely from this framework.

a. Managers

The framework should distinguish between the managed and the managers among human resources at the secondary school. The managers should be teachers responsible for planning, directing, and controlling activities of other teachers. They are charged with monitoring and evaluating performance of all staff in school departments and recommending a corrective measure where necessary. They furthermore can influence hiring or firing of other teachers and the non-teaching staff at school. These managers at secondary school should be the school principal, several deputy principals and the streams heads.

Given the evidence from the analysis of the results of this study, I recommend that the position of a single deputy principal should be abolished and that all the HoDs should qualify as deputy principals. Their positions should be named according to their functions, where, for instance schools would begin to have positions such as the Deputy Principal – Social Science, or the Deputy Principal – Practical Subjects, depending on the number of subjects departments that a school would have created. The teachers and the HoDs frequently showed that they directly reported most of their activities to the principal and rarely to the deputy principal. This was mainly because the latter was authorised to act in the principal's role, but the principals was at work for the larger proportion of the time. In Figure 6.2 (below) I depict the management structure that the results of my study have revealed.
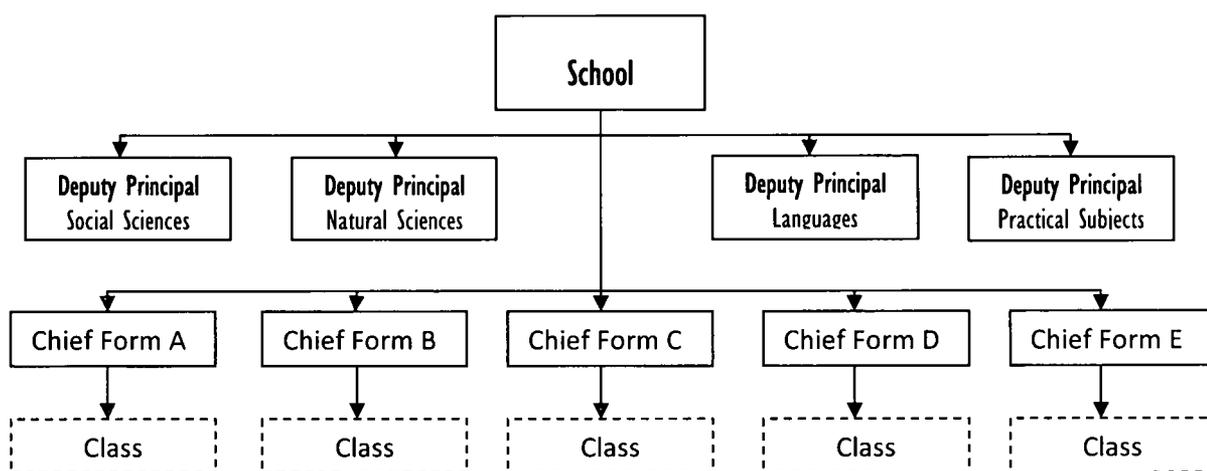
Figure 6.2: Preferred Management Structure in Secondary Schools (**Source: author**)

The school principals, according to the Education of Act of 2010, are the only chief accounting officers in secondary schools, which therefore means they are expected to report on everything, including departmental activities. This is so that they are deputised by the specialist deputies so as to promote effective and efficient organisational communication by shortening an unnecessarily lengthy chain of command. The heads of streams, referred to as chief form master or mistress in Figure 6.2, may report directly to the principal, but any one of the deputy principals could call them to account in areas that relate to his or her speciality. In short, departments shall be headed by deputy heads who maintain their current roles and responsibilities, but who have a direct channel of reporting to the school principal. The class teachers, however, may not be considered as the human resources managers, that is, as part of the school management, because they do not manage the other employees but take care of activities of learners who are clients in the school context.

b. The Managed

The managed at secondary school shall comprise teachers whose activities are managed by the other senior staff members, as defined in the preceding section. They include the class teachers, subject teachers, classroom teachers as well as the teacher-trainees and assistants. In this group are also found the non-teaching staff who deal directly with students' learning activities, such as librarians and laboratory technicians, and those who deal directly with non-teaching activities of learners, such as the handymen, security guards, kitchen staff and the like, collectively known as the administrative staff. I have emphasised the importance of purposefully including the non-teaching staff into school management and planning activities in Chapter 5, where the managers pointed out that teaching and learning that is ideal in the educational context could not succeed in their absence. The literature reviewed in Chapter 2 highlights the significance of unity of command in an organisation, where all members work together to accomplish the set goals, as that inclusiveness would inculcate a sense of loyalty, devotion and ownership with which all staff would understand and interpret the philosophy of an organisation the same way.

Section 2: Human Resources Planning and Analysis

The Scientific Management School emphasises measurement and production of results, as indicated in Au (2011), Kliebard (2004), Olum (2004), Holt (2002) and others. Various forms of performance management therefore were introduced in school and among those is the performance management system commonly known as PMS. The Lesotho public sector at the time of this study was in transition, with the old management system being phased out and the PMS introduced. The Ministry of Education and Training Strategic Plan of 2005 to 2015 forecast a need to improve management training programmes for the school principals, deputy principals and HoDs in order to improve service delivery. This has been in response to calls for all government ministries and departments to adopt the PMS. However, the secondary schools lag behind in this regard. Therefore, this framework should slot in human resources forecasting in secondary schools in order to determine the future needs of human resources and the various ways of addressing this gap.

a. Recruitment Candidates

The findings of this study identify at least three types of entrants at the case study school. These are the teacher-trainees who come for teaching practice and eventually join the teaching force; volunteers who because of the high unemployment rate in the country wish to put their knowledge and skills to practice while they await vacancies to arise; and the qualified candidates who are employed through formalised recruitment processes as stated in the Teaching Service Regulations of 2002 *(as amended)*. This framework shall recognise these three types of entrants into the teaching service and develop a recruitment strategy that would equitably accommodate them.

b. Recruitment Process

Evidence from the findings show that the teachers who have gone through the stages of practicing teaching and volunteering at the case study school perform much better than those employed through the once-off formal employment process. One of the HoDs, the least qualified and most junior, had practiced teaching at the case study school and volunteered to teach while she could not find a job. Eventually a teaching post was available and she was employed on a full-time basis. That long experience ultimately paid off when the school management elevated her to two senior positions of chief form mistress and head of department.

On recruitment and selection, therefore, this framework recommends that the secondary schools should liaise with the teacher-training colleges locally and request them to place the teacher-trainees with them, chosen on the basis of the school's foreseeable human resources need. The school principals would not have to wait for teachers to retire so that a position is filled but could develop a retirement succession plan in which a teacher who is about to retire could be shadowed by a volunteer in the last few of years of his or her career. The abundance of qualified teachers who cannot find a job also implies that schools could institutionalise teacher-volunteer programmes in collaboration with the government. The years of volunteering should formally be included in the employment record of the volunteers at the time they are officially employed. The benefits that the volunteering teacher may qualify for from this volunteer programme would include eased access to sponsorship for further studies; short-term training through workshops; allowances for travel and food that are normally due

to teachers in permanent employment; and the eventual relevant employment that may arise. In Figure 6.3 I demonstrate the teacher recruitment strategy that I propose for secondary schools. It has a clear potential of enabling schools to take advantage of the soaring unemployment rates without compromising quality.

Teaching Practice/ Internships

- School partner with training college/university
- Trainees acclimatized to the culture of the prospective employer's school culture

Teachers' Volunteer Programme

Performance Appraisal

Succession Planning

- Sustained by MOE
- Volunteers have access to other benefits other than salary
- Exposure to short-term training
- Experience part of employment record later

Formal Employment

- School's responsibility
- Forecasts HR needs
- Select relevant trainees, volunteers and substitutes
- Eventual formal employment
- Experience part of employment record later

Qualification Alone

Figure 6.3: Ideal Recruitment Process for Secondary Schools (**Source: author**)

Succession planning has not been part of human resources management in Lesotho secondary schools and as a result learners often go through months of unorganised tuition delivered by

substitute teachers invited with short notice and often chosen randomly by teachers who are taking leave themselves. Retrospectively, in most schools, the period between the time a teacher resigns, takes long leave or dies, implies that learners would also spend a period exceeding 30 days without a teacher. Rural schools complain of shortage of teachers while urban schools complain of lack of employment for teachers. Either way, a pre-planned placement through teaching practice and the volunteer programme would serve the purpose of enabling school to fully assess the knowledge, skills and attitudes of these teachers before they could commit themselves by offering full employment in either of the two teaching environments. This framework should therefore prioritise the selective attachment of teacher-trainees on teaching practice and the teacher volunteer programme to the once-off recruitment process through the Teaching Service Commission and the school boards.

c. Other Selection and Recruitment Techniques

The teachers in this school engage in team-teaching, both when the other teacher finds some topic challenge and when they wish to treat the topic differently. They team-teach not only at their school but at others, with teachers at other schools when their timetables do not clash. This framework should adopt extended team-teaching of this kind and develop it into a broader referral teaching or outsourcing method. The teachers who are well versed in specific topics or subjects would rotate within the surrounding schools to teach their subject, with the same number of periods allotted a teacher stationed at one school teaching the same subject. This referral teaching method could also address the challenges of the shortage of Science and Mathematics teachers that are rife in poor countries. Employee leasing is legal in Lesotho, although it is expressed as secondment in the public service rules and regulations.

The Government of Lesotho has introduced overtime payment (Public Service Regulations of 2008). The Teaching Service Department could also introduce overtime that may spin around weekends and evening hours where convenient. The private employment agencies could be invited to take over the recruitment process under the broad public sector reform objective of decentralisation. Lastly, recall programmes for retired teachers on contracts may be adopted in extreme circumstances where teaching and learning time may be wasted. The framework therefore would acknowledge the outsourcing and employee referrals; contingent workers and employee leasing; overtime; private employment agencies' legitimacy and the recall of the retired teachers through short-term contracts.

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Section 3: Training and Development

The consistently high performance recorded at the case study school is largely the result of liberalised teachers' professional development programmes which all teachers at all levels of employment positions enjoyed. The government ministries, teachers' associations, civil society groups, former teacher-training institutions and the school itself offer a variety of short-term training modules for teachers at this school on a regular basis. The most pronounced teacher professional development models have been the individual-guided staff developmental model and long-term training. Worth noting is the observation that this school's management were able to identify institutions that could offer free training, even during the years that the government had cut all budgets for training. At the time, the government had also cut study leaves for teachers, although by the time I completed this report the new government had reinstated study leave. This framework should therefore recommend a set of teachers' professional development models and specify specific teachers' needs to be addressed without comprising equity or overspending of the school's finances. The development programme should be maintained at all costs, given that schools have an advantage of learning from the volunteer organisations, some of which are highly professional.

a. Teachers' Induction Programme

The school managers should enable the teachers to reach their full potential by sustaining and improving on their acquired knowledge, skills and attitudes. The case study school instituted internal induction programmes alongside the common teachers' induction programme organised by the National University of Lesotho. The newly recruited teachers are not only presented with a set of textbooks and exercise books but also the legal documents with which every teacher joining the teaching service is expected to be familiar. These include the Education Acts, teaching service rules and regulations and school's own rules and regulations.

The framework therefore should recommend the in-house induction programmes for the newly recruited teachers and the non-teaching staff which shall serve as a reminder and renewal of commitment for old staff who should also take part in the sessions. All recruits shall be presented with the Education Act of 2010; Teachers' Code of Conduct of 2011;

Labour Code; the Teaching Service Rules and Regulations of 2002 *(as amended)* and the Public Service Rules and Regulations of 2008 *(as amended).* Government shall offer all possible support to the methodology-based induction programme conducted by the National University of Lesotho.

b. Training Needs Assessment

The framework shall recommend a continuous assessment of teachers' training needs in order to economically apportion relevant training and equitably apportion financial resources in that respect. The case study school exposed teachers to training not only on their cognitive domain but also the affective domain in which programmes such as conflict management were run at the school. Similarly, the teachers' training needs assessment shall identify the gap between work expectations from schools and all staff competencies, then recommend relevant training in order to close that gap. While liberalised training at the case study school proved effective, the school, and thus government, ran the risk of multiple spending on the same training for one teacher several times. The framework in this regard recommends a regulated exposure of teachers to further development.

At the time when Botswana was faced with oversupply of teachers, according to Moswela (2006), its government introduced teachers' training needs assessment in order to bring the then proliferating financial constraints to a halt. Interesting findings from this study were that a group that appeared to need more in-service training comprised teachers with long work experience, which implies that they missed out on newly introduced content material as well as teaching methods. It was furthermore revealed that school management must be vested with good organisational and personal skills, that can only be acquired through perpetual re-training. In addition, a key aim of this study is to enable schools to function effectively with limited resources, given that optimal supply of educational resources may not be realised in the long run in poor countries. Therefore, this framework recommends a thorough teachers' training needs assessment, to precede the teacher's professional development at secondary school.

c. Continual Professional Development

A framework for managing teachers at secondary schools shall prioritise knowledge as the most important resource in education. The framework shall outline practicable steps necessary to preserve this knowledge as well as acknowledge that the most crucial component in managing this knowledge is a human resource, the teacher. The secondary school teachers and managers alike shall therefore be exposed to the continual professional development in accordance with the results of the training needs assessment that must constitute the end-of-year performance appraisal of all teachers. The indentified training needs shall further determine whether a teacher requires short-term training, long-term training or managerial training.

i. Short-Term Training

The short-term training shall define the type of training to which the teachers are exposed through workshops or any other form of training that does not exceed a period of six months. It shall be aligned to the country's training and development policy where it exists. Such training shall be recognised by the school, provided it is as a result of the annual teacher training needs assessment.

ii. Long-Term Training

The long-term training shall define the training in which a teacher pursues a certificate, diploma, degree or postgraduate qualification in order to supplement the currently professional qualification. Such training shall be deemed long-term provided it exceeds a period of six months in an institution of higher learning that is recognised by the Lesotho Council on Higher Education as instructed by the Higher Education Act of 2004. It shall also be aligned to the country's training and development policy, where one exists.

iii. Managerial Training and Development

Human resources management in a school context has been conceptualised as an element of effective leadership and ability to manage change in South African schools (Ngcobo & Tikly, 2010). This framework therefore shall recommend sets of training programmes for managers,

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as defined in Section I above. The Ministry of Education and Training Strategic Plan of 2005 to 2015 further purports to develop an efficient management system for secondary schools in Lesotho. It is hoped to achieve this through a review of management training programmes for school principals, deputy principals and HoDs, whilst taking appropriate action to improve service delivery. The proposed framework recommends implementation of this strategic plan through relevant structures that shall reflect, for instance, functions of bodies such as the South African Standard for Principalship, whose focus is limited to quality assurance of performance of the school principals.

Section 4: Performance Management

The secondary schools shall determine their own philosophy and objectives for pursuing performance management with expected outputs and outcomes clearly stated against each objective. The case study school has yardsticks against which it measures its overall performance. It determines the gap between expectations of clients and its achievement in relation to the performance of other schools in similar circumstances. The failed performance awards due to dissatisfaction of some teachers further indicates the relentless efforts that the management of the case study school make in order to influence performance. The highly liberalised professional development of teachers through short-term training further plays a dual role of capacity building and has been used as a motivation strategy meant to improve teachers' work.

According to Holt (2002), and as stated in James and Colebourne (2004), a series of performance management initiatives has been in place in schools since the 1960s. Merit-Rating predominated schools in the UK and Wales in the 1950s, then Management by Objectives was introduced in the 1960s, followed by Performance Appraisal and the latest version, Performance Management System (PMS), that recommends setting of individual and departmental performance targets that relate to organisational goals as well as linking performance to pay. The variants of PMS have been applied in UK and Asian schools and there is evidence that some African countries, including Lesotho, have adopted mild variants of the system in their schools. These include the School Excellence Model and Thinking Schools programme in Singapore (Ng & Chan, 2008); the Total Quality Management in Turkish schools (Toreman et al., 2008); the School Performance Index in Malaysia (Othman and Rauf, 2009) and the introduction of Performance Contracts in the Ministry of Education

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in Lesotho (MOET Circular Notice No. 4 of 2009). A framework for managing human resources in Lesotho secondary schools shall adopt a specified performance management system deemed the most relevant in this country's educational management environment and the school's local human management context.

a. Results Oriented Performance Management

The secondary schools should be exposed to a continuous self-assessment undertaken by the schools themselves, by the Central Inspectorate or even external evaluators that government may considers capable. Success of the case study school lies again with its continuous engagement in research for development whereby the school evaluated its quality of outputs against that of other secondary schools. The teachers are also constantly worried about management styles of adjacent schools as they endeavour to outcompete them. The physical location of the school puts additional pressure on it to produce good results. The school management has absorbed this pressure by adopting a unique management structure that enables it to manage functions with efficiency and effectiveness. They have introduced the chief form level of employment on the school's organisational structure, with the purpose of enhancing both downward and upward communication. The framework therefore shall consist of programmes that are meant to expose the secondary schools to various performance appraisal models and recommend the corrective measures where possible.

i. Positioning Audit of the School

Positioning audit of the secondary schools in this framework shall describe the self-assessment carried out by secondary schools on their own performance after the publication of the national results at Form C and Form E external examinations respectively, in order to determine the school's level of performance against other secondary schools of its type or any other set standard. The results of the positioning audit report shall be used to strategise for the following year on improvement in the school's outputs. Where necessary, the audit report shall be used as a marketing tool for boosting the school's public image or garnering support from parents and community to partake in planning for the improvement of their learners' performance.

ii. Models of Best Practice

The secondary schools shall set performance targets against which every teacher, non-teaching staff and the school management's performance should be judged. They shall determine the targeted levels of performance within a stipulated timeframe by envisioning their long-term objective and strategising on how to best achieve it. They would use their current levels of performance as a baseline and performance standard for high performance public secondary schools and/or private schools, to determine their highest possible achievement levels.

The Ministry of Education and Training Strategic Plan of 2005 to 2015 has outlined goals and key objectives that the Ministry wishes to have achieved by the year 2015. It follows logically that each public secondary school in Lesotho shall state their contribution towards realising the ministerial goals and objectives. In the UK, as stated in James and Colebourne (2004) and Brown (2005), the government has put in place the School Standards and Framework Act by which schools are obliged to set performance targets in order to improve educational strategic plans. Motivated by this, this framework shall recommend that poorly performing schools set their performance standards with their clearly stipulated vision and mission. At the time of writing this report, I had also been working on the case study strategic planning processes in which the school's main objective was to augment its management practices.

iii. Stakeholder Analysis and Involvement

The case study school accounts for and incorporates both explicit and implicit interests of its stakeholders through various means. As I have shown, the school has collaborated with the teacher-training institutions on the attachment of the teacher-trainees; it has deliberately engaged in the attempts to address its clients' expectations; and it has developed structures for addressing the learners' educational needs by consulting with other public schools.

The secondary schools shall therefore undertake stakeholder analysis in which they would determine levels of influence and interest of stakeholders on school management issues; scout for opportunities to procure resources from the stakeholders; and identify other possible networks that may be of value to the school's business. Secondly, the school shall adopt a

deliberate strategy of involving all stakeholders in school functions, operations and activities, depending on their possible influence and interest.

iv. School's Management Structures

The secondary schools should acknowledge the diversity of people that they manage and develop organisational structures that equitably accommodate everyone. On the academic issues, the case study school has adopted an organisational structure that is similar to Figure 6.2.1 (above), from which, in practice, the HoDs reported directly to the school principal and the role of the deputy principal was thus subdued. The school further created a level of chief form which describes the stream head to whom the class teachers in one stream reported. The importance of formally recognising the non-teaching staff was highlighted during my interaction with staff at this school. It is worth noting that teachers were aware that the non-teaching staff were divisible into two, namely, the academic non-teaching staff and the non-teaching staff who are not involved in academic issues.

In this framework I have recommended that the non-teaching staff who deal with academic issues, such as librarians, workshops assistants and laboratory technicians, should be exposed to the same management processes as teachers because their functions are similar. The non-teaching staff who are also not involved in the academic activities directly shall be employed on the basis of evidence of their qualification and experience in their areas of specialisation. There is need for the redevelopment of the secondary school's organisational structures such that they accommodate equitably the two categories of non-teaching staff, the teaching staff and students' own management structures.

v. Learners' Management Structures

The learners' management structures shall define the learners' structures of control, such as the school prefects, captains and class monitors. The case study school has a fully established students' management structure headed by two head prefects. The school prefects' responsibilities cover all areas of the learners' needs by reflecting the responsibilities of the school management. These are mainly concerned with the learners' welfare issues. In the classrooms, the class monitors and school prefects oversee learners' activities that have more to do with learning, and in some cases they act as the school's asset managers.

The secondary schools shall therefore develop students management structures depending on the extent of student behaviour they would like to influence. Such a structure shall pursue the school's vision and mission as determined by the school management at each secondary school.

b. Teachers' Performance Management

The management of teacher's performance shall constitute the major business of the school managers, particularly the principals, in the secondary schools. Successful secondary schools boast school managers who develop an effective teaching and learning climate by rewarding performance, motivating and capacitating staff. Tella (2007) has clearly shown that motivation of staff increases commitment, risk-taking and willingness to make an extra effort in teaching and learning. In such enabling environments, the majority of staff would show enthusiasm to contribute to the success of their school by rigorously engaging in teaching, research and development (Peterson & Llaudet, 2006). The secondary schools management shall therefore relentlessly endeavour to create a teaching and learning environment that would enable the teachers and non-teaching staff to use their knowledge, talent and skills to the best effect.

i.　Circumspect Communication

The summary of results in Figure 6.1 shows that there are at least three types of interactional spaces revealed at the case study school. These I have labelled the *open*, *closed* and the *silent* interactional spaces. The study has shown that there are sources of sets of meanings that motivate each of this interaction spaces to varying degrees. Furthermore, power relations between and within each of the 11 international spaces largely determine the levels of inclusion and exclusion of the teachers and management alike. The case study school, as indicated in Chapter 4, rationed information dissemination and communication among teachers by choosing what to communicate and choosing who to communicate it to. The school has minimised the teachers' involvement in matters that do not directly impact on teaching and learning, but resorted to channelling their efforts into the real business of the school, thus limiting their access to the relevant information.

The secondary schools management shall therefore determine the inclusion and exclusion criteria in managing affairs of the school by strategically passing on information to staff through management meetings, departmental meetings and the staff meetings.

ii.   Holistic Accommodation of Teachers' Needs

Evidence from the findings shows that the case study school management extends their responsibilities to include even what could be described as the private affairs of staff, such as the status of their finances. The teachers have shown that the school sometimes administers loan schemes and, similarly, the managers preferred it if teachers were to be aided with housing allowances. Also, as I have shown in this section, the short-term training at the case study school has also been tailor-made to include the affective domain of teachers' life by exposing them to programmes such as conflict management as well as ethics and professionalism. The school, by so doing, emphasises concepts of *batho pele* (people first), *ubuntu*, empowerment and humanism though at the lowest level of functioning (see Ramose, 1999; Ndluli, 1986; Calliers, 2008; Kaunda, 1967 and others in Chapter II).

The Behavioural School of Management emphasises the concepts of work satisfaction, positive management response, encouragement as opposed to coercion of supervisees, and inclusivity. The institutions and offices dealing with employees' contracts, promotions, grievances and mediation were developed under the direct influence of the Behavioural School of Management, as theorised by Elton Mayo. The secondary schools therefore shall adopt values of openness, people first and humanism, whilst prioritising a holist consideration of the staff's needs.

iii.   Glocal Management of Human Resources

While the secondary schools shall look up to other schools that are models of good practice in their vicinity and elsewhere, that would not imply simply transferring their plans onto the school management processes. The secondary schools therefore shall endeavour to localise management concepts, strategies and practices from their preferred high performance schools to their context and limit them to their capabilities, given that most of the public schools have poor financial resources. The case study school has a series of innovative performance management systems that do not exist in other public secondary schools that I have observed.

These include a coded identity system on timetables and duty roosters that enables continuity if, for instance, a teacher resigns or a new one joins the school. The positions of chief form master and mistress do not exist as such anywhere in Lesotho, and strict controls of teachers' time allocation through automated electronic medium mimics features normally attributed to the private school contexts. However, all these innovative initiates have been attuned to the cases study school's HRM context.

The secondary schools shall therefore localise to their context and interpret in their own terms developments, codes of good practice including rules and regulations such that they do not impede their individual human resources management strategies. The HRM in the African context may not overlook the concepts of masculinity, gerontocracy, power distance and prolonged orientation as theorised by Hofstde (2001) (see also De Mooij & Hofstede, 2011).

iv. Strategic Instrumentation

This study has pursued a critical emancipatory agenda in which empowerment, inclusion and accommodation of views of the 'other' are emphasised. The Critical Theory in its epistemology encourages research on the underlying structures that influence human behaviour and that test their validity. The strict controls that alienate human beings from the results of their efforts rooted in Scientific Management School, as shown in Chapter 2, are discouraged in Critical Theory. However, the findings of the study indicate that there is a partial application of the scientific management principles of human resources management in the management structures at the cases study school. The secondary schools therefore shall apply the concepts of instrumentalism in areas of human resources management that do not infringe the rights, self-respect and the sense of belong of staff.

v. Supple Management of Human Resources

The supple management of human resources at the secondary schools shall describe the school management's efforts to align their functions with recent developments in the field of educational management. The suppleness shall be expressed clearly where a secondary school's HRM strategies enforces traits of adaptability, flexibility, malleability, responsiveness and *expantial* administration of both human and material resources in a school

context. Focus in this case shall be on capacity building and sustenance of the teachers' already existing expertise.

The secondary schools therefore shall revise their management structures to adequately address the demands of their clientele, demands from regulatory changes, the country's human resources base and global developments in the field of educational HRM.

vi.   Balanced Control School Based Management

School-based management in this context shall refer to a semi-autonomous status that the government gives to the secondary schools to manage their own human, material and financial resources. The total reliance on government funding often forces public secondary schools to adopt the administrative control model of school-based management. The case study school, similarly, entrusted all decision-making powers to the school principal, who often acted as a representative of the Ministry of Education and Training. This mode proved effective for this school. The framework, however, shall recommend the secondary schools adopt the Balanced Control Model of school-based management, whereby parents, teachers and the school principal share authority.

Section 5: Ethics and Professionalism

Ethics in this framework shall define the code of conduct that is adopted by the teachers and management, geared toward fostering efficient and effective HRM in the secondary schools. Ethical staff shall be self-driven and compliant, shall identify with their school and aspire to make an extra effort. These traits shall be supplemented by a set of attitudes, skills and behaviour that the community expects from a teacher as secondary parent to whom they have entrusted care of their children. Ethical and professional secondary school teachers therefore shall be characterised by integrity, competence, accountability and transparency in their deeds. The results of this study show a proliferation of these qualities at the case study school, including some conscious strategies meant to protect its public image.

a. Critical Emancipatory Approach to HRM

A critical emancipatory approach in this framework shall define a school environment in which everyone matters, particularly in areas of decision-making, resource allocation and instructional management. The secondary school shall adopt humanism approaches in managing people that shall accommodate views of both the teaching and non-teaching staff. This approach finds support in African scholarship that is currently led by Mahlomaholo (2009), Nkoane (2009), Calliers (2008), Mahlomaholo and Nkoane (2002). It furthermore finds support in the African concepts of humanity that are developed in the outstanding works such as Kaunda (1967), Ndluli (1986), Ramose (1999) and many others.

The secondary schools therefore shall engage in deliberate strategies to empower both the teaching and the non-teaching staff by valuing their inputs and trusting that they are capable of performing up to expectation in enabling educational environments. The teachers and the non-teaching staff in turn shall be expected to show readiness to contribute to the success of their schools through adopting characteristics of integrity, competence, accountability, transparency and zeal to consistently improve on their performance.

b. School's Rules and Regulations

The HRM framework I have recommended shall not discount the value added to performance in the secondary schools by the Lesotho educational management regulatory environment. Most importantly, the Education Act of 2010, Teaching Service Regulations of 2002 *(as amended),* and I highly recommend the implementation of the Teachers' Code of Conduct of 2011.

6.3 CONCLUSION AND RECOMMENDATIONS

Significance of this study shall transcend a recommendation for a framework for managing human resources in secondary schools, and stimulate new thinking in educational management on people management. The complexity of characteristics, interests and personalities of sets of individuals that a single school principal has to make sense of in one school require a refined strategy that shall strike a middle ground on running the day-to-day operations in secondary schools. The significance of the teachers as key resources that must

be managed remain supreme, however, teachers mediate learning through reliance on other resources in the absence of which the majority are likely to be less effective. The integration of the non-teaching staff in management structures of the secondary schools in a manner that would add value to the schools' production of quality outputs has to be intelligently unpacked through a research design that specifically focus on this group of staff. Notably, most services offered by the non-teaching staff could be outsourced in schools but there are the non-teachings staff whose roles count as much as those of the teachers at school who should begin to see themselves as team players in their school' pursuit of excellence. Lastly, the framework recommended in this study is not conclusive and may not apply equally at other levels of the Lesotho education system. Therefore, the educational management tenets may wish to recommend a similar framework at the primary school level or at the tertiary level. Management of human resources in the technical and vocational institutions would also require a fully researched human resource management framework, given the peculiarity of tuition offered by these institutions.

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APPENDICES
APPENDIX A: TEACHERS' TRANSCRIPTS

Teacher: Mr. Khang's Transcript

001Interviewer(I): Ha u sheba tsamaisoa mona ea rona *matichere* le batho ba sebetsang bo *library, staff* ka kakaretso, u kare e amahangoa joang le mosebetsi oa bana ba sekolo?(2) Chebong ea hau, hona le kamano, ke ea mofuta o fe? Ha e le siko, u noka eletsa hore ho etsoe joang hore e be teng?

002Respondent(R): Kamano e teng(.)[Ee!]leha e fokola. Ka nako e ngoe e fokolisoa ke taba ea hobane, baokameli, haholo *liprincipal*, hangata ha ba shebe ka baneng haholo(.)[Oh!] U tla fumana hore bana ha ba nke boikhathatso kapa ngoana- *principal* hae leke ho itlama hore bana ba tsebe hore e be bona, ba tsebe hore ke bona ba ithutang(.)[Ee!] Hantle ha a tlile sekolong eena, o tlo ithuta ha tlotla a rutoa. Empa *tichere* mosebetsi oa eona ke ho mothusa hore a ithute(.)[A ithute.] Joale u tla fumana hore *liprincipal* li lelekisana le *matichere* hofeta bana. Joale bana ba qetelle- kohore *liprincipal* li fa bana maikutlo a hore ke *matichere*

liprinciple
lisystem

a ts'oanelang hoba ts'ela thuto ka hloohong, e seng bona bats'oanela ho iphumanela(.)

[E le hore mokhoa oa rona katamelo o fane ka mekhoa e fapaneng.]

E-ea ntate! Feela joale hee, ha u no bua ka batho bano- ka ntho tseno tsa bo *library* hapehape, taba tsa *library* hapehape- *library* bothata ba tsona, tse re nang le tsona kolong tsena tse nnyeeng- ke hobane ehlile hare na *library* tse *up-to-date*. Le *material*, li teng. Feela *material* aka mono, ha esale *material* a *up-to-date* ho bana bana ba le mong tsena tsa honajoale.(3)[Ok!]. Haesale buka tse *up-to-date*. Ke libuka tsa khale tse tla be li bua ka *litheory* tsa khale li bua ka ntho tsa khale tse seng li se *advance* joalo ka tsela e ts'oanang le hona tjena mokho ntho li se lile ka teng.

003I: Kohore u bolela hore ha li bape le *syllabus*?

004R: Eh::: *syllabus* ea *changer*(.)[E-ea ntate.] Joalokaha *curriculum* e ntse e haua nako ea selemo. Hangata ka mora lemo tse hlano ea *revisoa* hakere?[E-ea ntate.] Joale hae qeta ho *revisoa* u tla fumana hore ehlile tse ling tsa lintho tse neng lile teng *syllabuseng* e nele ntho tsa khale tse *outdated* re ipapisa le ntho tsabo *technology*, re ipapisa- kohore bophelo kaofela bose bo fetohile. Libuka tse seng lile teng li-*library* mona ke lintho tsa khale(.)

[Tseneng re libala khala koana.]

Ee, tse neng re libala khale koana. Kohore tseo u noka nka hore ngoana o naka khutlela libukeng tseno feela for *background* ea hae ea knowledge, a tsebe na ntho e itseng e tloha kae, e seng e le tsela a ithutang ka eona.

005I: Ntlheng ea k'hiro teng, uo bone hona le mohlo'mong *strategy* sa sekolo sa lona hore le khethe motho ea itseng ka tsela e itseng? Uo bone hona le mokhoa oa ts'ebetso oo o kareng mona haho hiroa motho ho etsoa tjena le tjena?

006R: Ee, ke e ke bone, ke e ke bone- ka nako tse ling ehlile hoa shejoa hore na sekheo se teng na se feela seka-seka- kohore kapa *candidate* e teng e batlang ho hiroa na ehlile ke motho aka koalang sekheo se felang sele teng.

[Re qale ka sekheo.]

Ee! Kohore sekheo se teng hakere?[E-ea ntate.] Joale sekheo hasele teng- kohore hore motho o etsoa *employ* ke hobane hona le *vacancy*. Joale *vacancy* ena e tlameha e shebeloe hore na motho ea tla hiroa na ke motho ea tla *fitta* hantle ea tla *serva* litlhoko tsa *tichere* eno e hlokoang, *number* 1. *Number* 2: ka nako e ngoe u tla fumana hore batho baa hiroa, feela ka nako e ngoe batho base ba hiroa ka hohauheloa feela. U fumane hore hase hakalokalo hore ntho tse-nthoe hlokohalang mona motho enoa o ruta litlhoko tseno tsa mono. E sele taba feela ea hore mohlo'mong ke mangmang motho e noa, re bona a le joang, a sokola a etsang a etsang. Thoto e tiea tseleng, tlanne re bone hore na re *moreplacer* joang neng neng.

007I: Joale hase re le teng ka hare ka moo, na hona le mokhoa- ke *aware* hore batho ba bangata ba batla mosebetsi. Na hase re le teng, na hona le ntho tse etsoang hore re utloe re rata hoba mo? Ke bua ka ntho tsa mohlo'mong tse u ka libitsang *motivation* joalo joalo.

008R: *Motivation* ha lieo. A tseba keu joetse, ntho tse *motivatang* ha lieo. Nna bonyane mona moke sebetsang teng hahona ntho tse *motivatang*(.)[Ee!] Hofeta mona, ke e ke bone e ntho tse qabanyang *to the extent* that hangata ha re ile *meeting*, hase hangata *meeting* re tsoa ka mono re *reachile consensus*(.)[Le khotsofetse kaofela.] Re khotsofetse kaofela. Ho tlabo hona le lehla- u tla bo u ithuta hore hona le lehlakore le hulelang koana, hona le lehlakore le nkang koana. Haeba hone ho behuoe *agenda* e le teng mono, re tseba holo buua ka ntho itseng, se ntse re tseba hore hona-sentse re tseba hore hona le batho ba etsang ntho tse itseng, *number* 1.

Number 2: *problem* ea bobeli ke hore hotlabo hona le *meeting* tsa *lihead* tsa *department*. U bona *meeting* tsa head tsa ba
department le *principal* le *deputy* ea hae mono moho buang teng *meeting* o no oa bona, nthoane e kele ka echo pelepele, u tla fumana hore hantlentle ho lelekisoana le *litichere*(.)[*Instead of* bana ba sekolo.] Ee, *literaly litichere*. Hobiloe ho shejoa- *tichere* e ts'oanela ho lelekisoa ehlile ho etsoe mosebetsi, empa ho ts'oaneloa ho shebejoe(2)ho *motivatoe lispot* tse *positive* hofeta lintho tse *negative*. Joale u tla fumana ho pahamisoa ntho tse *negative* tse e leng

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tsona tse u tla fumana batho ba lelekisoa ka tsona. Ntho tseno lietsa batho ba *hostile* ba qetella ba itjoetsa hore *fotseke*, ha ba etse ntho eo ba batlang ho e etsa.

[Kohore u kare ke ntho tse *demotivatang*.]

Li *demotivata* batho. *To the extent* u tla fumana hore ha ba fihla *meeting* mane batho ba sentse ba tenehile feela ba re ah, sentse re tseba. Ba tlo re tlela ka qeto tsa bona bane. Liqeto tsa bona tse sentse ba lientse ba tlotla ba re fa tsona ka mona.

009I: Feela na hona le moo uo bone qeto tsa bona li tlisa tholoana tse ntle mohlo'mong?

010R: Liqeto tsa bona li sitoa hotlisa ntho- *not unless*(2)- kohore liqeto tse entsoeng ke *matichere* kaofela, *YES*![Oh!] Empa kere liqeto tsa bona hobane[Li e etsoa ke karolo e itseng.]ba li *decida- you cannot impose* liqeto tsa hau holima batho ba baholo ba lekanang le bana. Batla ba *stubborn*, ba tlaba *stubborn* ba re *yah*, uena ea batlang ho etsa ntho eno e etse. Joale ka mohlo'mong ke bua ka ntho, nentse re sena *study* hoseng sa 7, *but* hobane *matichere* a la bona hohlokahala hore ho be le *study* sa 7, bana ba *monitoroe*, ntse se tsamaea hantle batho ntse ba fihla hoseng. (*5, allowing another teacher to pick some staff and leave.*)

011I: Nthla e ngoe kea kholoa ke- kea utloa hore *selection* e na le karolo tse peli; e ka ba eno e *straightforward*, e ka ba eno ea mohau. Joale o re *motivation*- ho thatanyana ho bona taba eno. Ntlheng ea hore *matichere* a lule a sehlahlo teng uo bone sekolo se etsa joang?

012R: Ke nthoe ke chong ka re *matichere* ke ona- motho e mong le e mong oa itjoetsa hore ke ts'oanela ho etsa mosebetsi oaka(.)[Ee!] Ke ts'oanela hore etsa mosebetsi.(*5, attending to a cell phone that rang.*) Oa itjoetsa hore e-e, ke ts'oanela ho etsa mosebetsi. Joale, ke eena ea tla etsa mosebetsi ka tsela eno a ts'oanelang ho o etsa ka eona. E le eena- ele uena ea ikhannang u bona hohlokahala hore u etse mosebetsi.

013I: Oh, a-e, kea bona hore hona le mo u eang, sentse re entse ebile ke ho ea ho hoqetela. Kene ke cho hore na hahona ntho tse kang bo *liworkshop* tseo *staff* le lumelloang hoea ho tsona?

014R: Ah, li e be teng ka nnete. *Liworkshop* li ba teng ka *department* ka hofapana.[Ka *department* ka hofapana.]Ee!

015I: Li tla hangata ha kae mohlo'mong? Hau ka hakanyana ka bo khoeli joalo.

016R: E seng ka khoeli. U tla fumana hore ke ka bo:::*quartera*[Oh.]hoea ho *three months*.

[Ea three months?]

Ee!

017I: Ntlheng ea hoea sekolong, na lea khothaletsoa, u ka fumana hore lea sutusutungoetsa hore a ko nts'etse pele?

018R: A-e, ke e mong le e mong oa itjoetsang haeba a batla.[A inhanelang ka boeena.] Ee! Hore e be eena itaolang hore ae ae sekolong.

019I: *Salary* haena phapang nthong eona eo ea hore u ile sekolong?

020R: E teng! E teng.

021I: Mohlo'mong, mekhatlo na le lumeletsoe ho e kena?

022R: Ee, mekhatlo re lumeletso ho e kena. Ea *matichere*? [E-ea ntate.]Ee, re lumelletsoe ho e kena.

023I: Na ho eona hahona mohlo'mong mokhoa oa *training*, ke le khakhathe ntho e itseng *departmenteng* ea lona?

024R: Mh-m! Mokhatlo oa *matichere* a tseba nke ke bone- kohore nna hleke cho hona joale tjena (churkle), e hlile hantle ntle e hlile ke *membera* ea mekhatlo eona. Feela nna hakesoka ke bona ntho e hlileng nka kare *in relation to education*(.)[Ue ts'oere.]hona le ntho e nka hla ka reng ke e ts'oere, ke bona ba lukisa ntho tse ling tse itseng. Kohore ka nnete ha hona mohlala o nka o supang.[O ka u supang.] Ee!

025I: Hake re tle sekolong mona. Ke ba batla u nahane *organogram* ea lona, neheletsano ea mosebetsi. U kare ke mang ea ka holimolimo ntlheng ea ho etsa liqeto? O li fitisa joang hofihlela mole *classroomong*, *classeng* ea hau?

026R: Eh:::ka se ka u ts'oara hantle.

027I: Liqeto tsa sekolo kapa *information* ea bohlokoa hlokoa, e fihlela kae kapa e qaloa kae kapa e *hostoa* kae pele e fitisoa e theohela tlase?

028R: A-e, e tla-e tla, e ee buoe ke *principal* le *lihead* tsa *department*. Joale e be *head* ka ngoe ea *department* ke eona ea tla fitisetsa *information* to *his or her members of the department*.[Aha!] Ee!

029I: Ka *forum* ea mofuta o fe?

030R: *Departmental meeting*.[Oh!] Ee!

031I: Na lena le nthoe e kang *schedule* ea ntho tsa mofuta o?

032R: *Yes*!

033I: Ea *depatmental meetings*?

034R: *Yes*!

035I: Na- ako mphe mohlala mohlo'mong oa ntho e le ngoe e hlahang ho *principal* e tla ho *head ea department* e be e fetela *classroomong*. Hona le ntho eo u ka e hopolang ka pele feela?

036R: (3) Mohlo'mong ha re bua ka nthoena ea *team teaching*; hore e tla qala *departmenteng* hore haeba re le *department* re le tjena, ka nako ngoe hoka etsahala hore motho e mong a be siko nako e telele. E kaba ka bokulo kapa mabaka a bo mokhohlane, mabaka a mang feela a ka etsang hore motho a be siko mosebetsing(.)[Ee!] *Somebody has to cover*, a etse hore *class* tsa motho eno li lule ntse li rutoa, batho bano ntse bale teng. Ee! Ke ntho e entsoeng ke *principal*. E tla tloha ho *principal*(.)[Mhm!]e fete e ee *matichereng* joale *matichere* ke bona batla bona hore na bona *between themselves* e feta joang. Kea tseba *topic* e itseng hake *sharp* ka eona, nako e ngoe kea tseba motho a itseng aka e *handler better than I can do*(.)[Mh.] Ee!

037I: Na feela eona ee ea *team teaching*, ke u tla ke e rata, hokaba le *policy* ea sekolo ea hore nke re ke re tsoake ntle le hahona le mathata?

038R: *No*, rea e etsa ehlile. Ehlile rea e tsa. Leha e ntse e sena bothata hakalokalo(.)[Ee!] Nka ruta *topic*, feela ka bona hore ke e rutile ka tsela ena, feela ka bona hore batho bana ha ba nts'oare. *And if somebody can go*, a ntsa bua *the same thing*, ntho e ke e buileng le nna, feela mohlo'mong *approach* ea hae e keke ea ts'oana. Batla e utloisisa *concept* eno *other than* ha ene e le nna.

039I: *Mastudent* na a na le *structures* bona?

040R: Bana le *liprefect*, bana le li *class monitora* le *class monitress*.

041I: Ba kena hahole joang litabeng?

042R: Litaba tsa bona ke mathata e ba a tlisang a bana ba sekolo ba ka bang le ona *to the administration*. A feta ka *liprefect*(.)[Oh.] Joale *class monitora* kapa *class monitress* o sebetsana le *class teacher* ka bothata ba *class*. A *particular class* e na le *class monitor and class monitress, and the class teacher then*. *Class monitor* le *class monitress* ba sebetsa 'moho le *class teacher*.

043I: *Class teacher* e ba *class teacher* ea *class*[*Yes!*]kapo- kohore Form B e ba[Ee!]le ea maForm B?

044R: Haeba- hakere mohlo'mong rena le *stream* tse tharo tsa li B: B1, B2, B3; B1, B2 le B3 e ngoe le e ngoe e na le *class teacher* ea eona[Oh:::]le li *liclass monitress* tsa eona.

045I: Joale ntho e ke shebang mona, kea kholoa ke potso eaka ea hoqetela, ke batla hore ke tle ka *framework* e retlo e etsa 'moho, ke taba ena u bonang ntse ke *falsifier* mabitso tjena. Ke batla e be taba tse reka khonang ho li *accessa*. Joale ke batla ho tseba hore na, haeba ke batla hohlaha ka *framework* e ke reng *matichere* a ts'oanela ho tsamaisa tjena le hore sekolo se seke sa *faila*, e ke batlang hore re e etse 'moho haeba nako e nele teng, u kare keng e ngoe e nka e kenyeletsang tabeng tse?

046R: Ee! Ntho-ntho-nthoe ka etsang-nthoe ka etsang, che nna ka nna, nthoe ka etsang hore *matichere* a sebetse hantle, hape babe *motivated* hapehape(.)[Ee!]ke eona nthoeno e kereng u ithuta hore *liprincipal* li loants'ana le *matichere*; u ithuta hape hape hore *limeeting* tsa mekhatlo kapa tsa mokhatlo oa *liprincipal*, ehlile ho *discussoa matichere*[Mh!]u ithuta melao e etsoang ke *paramente* ea thuto, boholo ba eona nako ena kaofela *is targetted against a teacher*.[Ke point ea bohlokoa eno.] *Its targetted against a teacher*. Ntho tseno kaofela ha tsona li etsa motho ea sebetsang a santsa a sa thaba. 'Me u sontso tennoe, 'me u sontso itjoetsitse hore *after all* ehlileng *I don't care*, ke tla bona hore na ke tla etsang hapehape. Hau bone- u ka e sheba kaofela- le ona ona o qetang ho etsoa oa 2011 o na *signetsoeng* ka li 10 tsa *June*, ona ho thoeng oo- ke lebetse na o bitsoang(.)

[E ntsele oa *matichere*?]

Ee! Ee! Molao o na o fa *liprincipal* matla a senyekhenyekhe. Mo nna ke bonang mathata a le teng, ke hore batho ba ntseng bana le mathata le *liprincipal* tsa bona kapa *as a person, as an individual* o ntsona le mathata le *principal, principal* a ka o etsa nthoa a batlang hou etsa eona. A ka u etsa ntho ea batlang hou e tsa eona.

[Ene joale u sebetsa ka ts'oalo leno.]

U tlameha ho sebetsa ka letsoalo e seng ka hophuthuloha, e seng ka *reasoning* ea hau. U ka e sheba kaofela melao ena ea thuto ho tloha ka ea khale ea bo 1996, kaofela ha eona ha entse e tsoa joalo, kaofela ha eona ke e sothang *tichere* molala.

047I: Hm. Ke utloa *pampiri* e monate hampe, hake tsebe haeba u le *student*, tabeng ee ea *focus* ho *matichere*. Kohore re e re melao kaofela e ruta *tichere* e seng ngoana sekolo.[Ee!] Ka kakaretso o ka e beha joalo.

048R: Ee! Kere leha u ka libatla *copy* tseo ua linka, ua libatla *copy* tseo! Ke re kaofela ha eona hotloha fihla ho ona ho itsoeng ke ny'e ea ea *conduct, code of conduct* ea *matichere*. O no u tlo o shebe, o entsoe ka 10th *June*[Ee, kea o bona.]lemong sona sena. Kaofela ha eona melao e no e lelekisa *tichere*. Kaofela ha eona e lelekeisa *tichere*. Ha hona mo uena u le *tichere* hothoeng ha principal a ka u etsa tjena, u ka e etsa tjena; ha *board* e ka u etsa tjena, u ka etsa tjena. Nako ena kaofela hothoe *if a teacher can do this, the board of governors can do this, the principal may do this or should do this*. Nako e na kaofela!

[Qetellong ho qetella li fasa mane mo ho sututsoang.]

Ee!

049I: Mongaka e re kere kea leboha.

(*closing pleasantries omitted*)

Teacher: Ms Monyane's Transcript

001Interviewer(I): Ere ke hlakise potse eaka hantle hee. Ke itse ke shebana le-ke totla ke etsa *framework* ea *human resource management in public schools*. Joale ke shebile...

[oh, *homanager public schools*?]

...ee!Joale ke shebile *public school* tseke nahang hore lisebetsa hantle. [Mhm] Joale ke batla hobona hore na faats'e hosebetsoa joang ntlheng ea *homanager human resources*. Kea tseba ua manajoa, but 'na neke batla u njoetse feela hore na hua sheba taolo le tsamaiso ea sekolo ntleng ea *human resources* – ea batho – u kare hosejetsoa joang?(3)U kare e amahangoa joang le *performance* ea bana ka *classeng*? (.) Kohore ke eona potso ea feela e ketlo e sheba eona eno.

002Respondent(R): Mhm. Ache ha ba laoloa hantle(.)[Ee!]bana bǎna, kohore ke nahana hore *evironment* ea hoithuta, eba hantle(.)[Ee!]So ba khona *hoconcentrata* thutong tsa bona.

003I: Ok. Ntho e ke batlang hoe etsa-oa tseba ke batla o etseng? U shebe just rona – *matichere* – hore na le tsamisoa joang ele ho amahanya tsamaiso eo ea bona le mosebetsi oa bana ba sekolo...

[ke hore tsamaiso ea?($\downarrow$)]

...*matichere*...

[ea *matichere*?]Ee...

[...ke e amahanya joang le?]U bona e mana joang le...

[*performance* ea bana ba sekolo?($\downarrow$)]E kena ka *classeng* joang? Hanka rae beha joalo...

[Oh tsamaiso ea *matichere*?]Ee!

004R: Ok.(.)Ke nahana hore(3)haa tsamaisoa hantle-kapa nkare haa khotsofetse(.)[Ee!]a khona ho *delivera* hantle(.)[Ee!] *becuase* haeba a ntsana le litletlebo maane le maane(.)[Mhm]aka nna-haeba litletlebo tsena tsa hae haeba mohlo'mong a tletlebisoa ke monga hae(.)[Ee!]eaba o sitoa honts'etsa bohloko ho monga hae[Ee!]empa alo bonts'a ka *classeng* ka mane(.)

[ka baneng-ka-mane ka baneng]sometimes asa elleloe le hore oa bonts'a(.)[Ee!]*but* eaba bo ea tsoa. Ko hore le ha a kena ka mane a fumana bana ba entse lerata feela, kaha u santsa a utloile bohloko(.)[Mh]a ba khakhatha a ba etsang.

005I: Joale ako njoetse, hona mono ntleng eno ea, mohlo'mong, likamano tseno, uo bone ho etsong hore liqojoe? Li teng kea tseba, hahona mo reka liqobang teng *but* releka holi qoba ka tsela ea mofuta ofe?

006R: Kea kholoa re leka holiqoba ka hore feela motho ka mong a ikokobetse, emong le emong a tsebe mosebitsi oa hae kohore haeba u tlile hotla ruta bana(.)[mh]ntho tse ling ke nahana u seka shebana le tsona.

007I: Mohlala? (5) Ha kere:::

008R: ...u seka tsotella hore na mohlo'mong motho 'musi oa hau ua u rata kapa haa u rate.

009I: Joale *element* ea lerato e kena joang tsamaisong ea sekolo?

010R: Ke hobane batho bana le lits'ekamelo tsa botho kehore(3)[Ee!]u tla fumana u ntsole sekolong feela nako engoe motho o na le lits'ekamelo. Babang oa bathabela, ba bang haa bathabele. Bana baa ba thabelang ba etsa le lintho tse-tse-e-tse [tsesa utloahaleng]faats'enyana feela.

[*Ok*, kea hlokomela]

011I: Joale a ko njoetse, hoea ka uena, ka ts'oanelo hore mohlo'mong hore ntho li tsamae hantle, u no lebeletse hore boitsamaisi boka etsang ka boea bo lebane le rona, mohlo'mong *matichere*?(3) ebile ha kere rona tjena kea kholoa ke hoba ke leke kaba *tichere NAME High School* mane. Kea kholoa u mpa uso nlebetse feela, kea tseba ke leke ka kopana le lona.(5) Kore ha ene ele UENA, u re ka tebello ea ka kene ke lebeletse hore ntho lika etsuoa tjena...

012R: Kea kholoa nka lebella hore motho haa atla mosebetsing, kohore, ntho tsa hore na u rata motho kapa hau morate(.) [Mh]u libehelle ka thoko.[Ee!]U etse lintho ka ts'oanelo haeba u tlameha ho bonts'a motho ka mong hore a fihle hoseng, u mobonts'e u morata kapa u sa morate.

[u morata kapa u sa morate($\downarrow$)]

Haeba u tlameha ho mofa mosebetsi o itseng, u mofe ona u morata kapa-kohore u seka tsotella hore na-e mong le e mong u shebane le taba ea hore na u tlameha hosebetsana le batho bana joang.

[ke phetho($\downarrow$)]

Ke phetho.

013I: Mosebetsi o mong oa *HR* ke-e-e–hobane ke shebile *performance* ea lona, ke bona 'na le sebetsa hantle feela lele *public school*. Hangata hothoe *public school* li sebetsa hampe.Joale mosebetsi o mong oa bona ke hokhetha ha ba hira. Na hona le mokhooa oo uo bone u sebelisoa oa hokhetha batho, *like* retla nka batho ba itseng leba itseng?

014R: Ke e bone feela hore monana ho hiroa motho ea *qualified*.[Ee!] Kohore *unlike* likolong tse ling, ha ho itsoe ho batloa motho oa *maths and physics*(.)[Ee!]ho kebe ha thoe lea etseng *biology is ok*...

[e ntse le eena]Haeba ke oa *maths le biology* e ntsele eena. Ehlile STRICTLY ho nkuoa oa *maths and physics*. Ko hore e *advertisoa* hofihlela ho fumanoe motho. Haho *compromisoe*...

[*experience?*]Ea new-newly-new *from the university*. Ho nkuoa batho ba *new from the university, not experienced people*. Kohore ha u ka sheba *staff* sa rona honajoale, ehlile batho ba baholo baa fokola.

015I: Joale ntho e ngoe hape, mosebetsi oa bona lele *staff,* ke hore le *developa*. Ke hobona hore ha u fihla mona u na le a *certain qualification* u tsoela pele. U o bone sekolo se etsa maqiti a feng hona moo?

016R: Se etsa meralo ea sona e le sekolo.Hangata hangata lithuto ka hofapana[e]ho *joinoa* mekhatlo. Hona le *liasssociation* tsa lithuto tsena.

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[*liassociation* tsa *lisubject*?]*Liassociation* tsa *lisubject*. *So liassociationeng* mona ho fanoa ka malebela hore na-lintho tse ling u tla fumana hore sekolong koana ha lea lithetsa[Ee!]*but liassociation* mono holatoa...batho batla fihla ba rupela batho ka ntho tseno tse siko *syllabusing*(.)[Ee!]*So* sekolo setlameha hore se nts'e *subscription* sefe batho ba eang mono chelete ea lijo. *So* ke ntho se e tsang.

017I: Ke *liworkshop* tsa *lisubject*?

018R: Mh.

019I: Hahona tse ling?

020R: *No*!

021I: Ha hona tse-tsa-tsa *matichere* feela basa bue ka *lisubject* ele taba feela *methodology*?

022R: A-a!

023I: *Subject* ea hau eona ena le *workshop* ea mofuta ofe?

023R: E ena e le eona.

024I: U rutang?

025R: Sesotho le Sekhooa.

026I: E tla hae kae *workshop* eo? E-e for Sesotho?

027R: Ea sesotho e ba habeli ka selemo.

[habeli ka selemo.]Ee!

028I: Ntle ho moo, ha hona hohong?

029R: Ntle ho mono hoba le maeto. *Like* Sesothong mona re tlabe re ruta ka lithoko, hakere(.)[Ee!]Kapa nako e ngoe ho baloa buka. *So* ha hobaloa buka e tlabe e bua ka libaka tse itseng. Nakong e ngoe-*like*...e re e balang ho no buua ka libaka tsane tsa bo Qacha(.)[Ee!]Rona ba bang hare tsebe bo Qacha.

[*Oh, for matichere($\downarrow$).*] *For matichere*. Nako eo u tlo rutoa bana ha ho bua ka leseling, haho ntso bua ka leseli, kohore u ba ruta feela ntho eo ue balileng(.)[Ee!]So ho nkuoa

Tsoelike	Tsoelike
Tseling	Tseling

bo maeto ho ue libakeng tseno ele hore nako eo u lo hlalosetsang bana bàna ka nako le sebaka sa *buka* ena[ua litseba]u bo ba hlalosetsa ka ntho eo u etsebang. Hoba bobebenyana teng hoba hlalosetsa ka ntho eo ue tsebang. *So* re e nke maeto ano. Lea a manang le lithoko rea nka, a amanang le ntho tsa bochaba hobane u tla fumana hore...

[ko hore uhlo e tsebe]u batla u hlo tsebe ntho eo u buang ka eona [ue bone]u hlo tsebe ntho eo u buang ka eoana, haeba u ruta lijo u bo litseba u ila ua *litasta* le ho *litasta*.

[ke rata eno. Ke bonaka nka ruta lijong mono].

030I: Mosebetsi oa bona hape hape ke ho le khetha, mosebetsi oa bona ke ho *le developer*. Mosebetsing o mong hape hape ke ho bona hore *welfare* ea lona, kohore-hake tsebe na *welfare* ke tla e beha joang; boiketlo ba lona, kohore le tla bofumana ka tsela e le ts'oanetseng ka teng. Ba tlamehile ba lebele boiketlo ba lona. Ntlheng ea boiketlo uo bone ho etsua joang?

032R: Ka nnete teng holekoa ka hohle hore haeba ke maria hoa bata, *matichere* a besetsoe(.)[Ee!]haeba *liresults* liqeta ho tsoa, bana ba pasitse hantle(.)[Ee!]sekolo se nts'e chelete *matichere* akalo ithabisa ka mokhoa a ka ratang.

033I: Bo bitsoang boithabiso boo?(2)Ha bona lebitso, ke taba feela ea boithabiso?

034R: Ha bona le bitso.

035I: Ok. Ke ngola feela *liresults*; feela re *enjoya liresults*.

036R: Ee!

037I: *And then*, tse ling tsa lintho?(2)[tse ling tsa lintho($\downarrow$)?)(3)]Ha lena ntho tse kang *liawards* tsa *matichere* a sebelitseng hantle?

038R: No, we used to have them but, eaba litlitlibisa batho ba bang. Li ne lile teng [e-ea 'm'e] empa joale lieo tlitlibisa batho ba bang *because* li thutong tse kang bo *science*, bo *maths*[Mh]u tla fumana hore bana haba *performe* hantle ho tsona. *So* ebe bana ba thuto...

[ho lula ho ts'oasa bana.]ho lula honka batho ba subject tse itseng. *So* reila rae e tlohela.

038I: Ha hona ho hong ntle ho moo? Che leha u ka e hopola later feela?

039R: (Singal "no!" but shaking her head)

040I: Hake retle sekolong-ha u ea mohlohomong-hare reqale mona pele mo eleng uena feela ntlheng tsa *management*, uo bone neheletsano ea mosebetsi e tsamaea joang; kohore u kare *decision* ea sekolo see li qala kae li fella kae? Ke tla ufa mohlala haeba u o batla; likolong tse ling *decision* e nkoa ke *office management* oa sekolo, ba bang ba na le ntho eo bae bitsang *board*, ba bang *decision* e qaka *boardroom*, *matichere* aa bua ho etsoa tlhaiso, tlhahiso eno eseba *decision*. Uo bone neheletsana e tloha kae e fella kae haeba hose hotho u mpha tatellisano eno, *chain* eno hofihlela mo e fella teng?

041R: Neheletsano ea lithuto?

042I: Ee, qeto feela tseka e tsuoang.

043R: Ee, tse ling litla qala ho *matichere* e be lifella ho *principal*. Hake tsebe haeba *board* e kebe *involved*. 'Na *board* ea mona hanke ke bone e ba teng.

044I: Feela lena le eona?

045R: Re na le eona *but* ho eka tla *limeeting* le *matichere*, hase ntho e ebe etsahale. U e bona ka likano-*like* haeba...ntho tsa bana. Re e bona ka noko tseno tse joalo feela. Tse ling li tla qala ho *principal* e be o kopanya *matichere* a hae, ele ho tlatsetsa feela.

046I: Ne ke batla ho tseba hona mono, ke lintho tsa mofuta ofe tseo leka khona hore le *decide* holima tsona pele li etsahala?

047R: Re *decide* holima tsona?

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048I: Joaloka hau cho hore che hona le tse ling tse li e qale ho lona *matichere* mohlo'mong ka mokhoa oa tlhahiso hakere, li qetelle e le ntho e tsahalang. *But* ke lintho tsa mofuta ofe tseo ue bone lena le *leeway* ea hore leka bua ka holima tsona?

049R: Ok, *like matichere* haeba hona le ntho tseo a libatlang(.)[Mhm!]Mohlo'mong ba batla ho rekeloa...tse itseng(.)[Ee!] Mohlala neng neng baile ba rekeloa *lifridge, limicrowave.*

[Ka kopo ea bona] Ka kopo ea bona(.)[Ee!] eaba baa lirekeloa.

050I: Ntle ho moo?

051R: Ntle ho mono, bo haeba ba batla hore chelete ena ea maeto a bona e nyolohe, baa *decida then* ha ba lumellana ebe ba e fetisetsa ho *principal* ebe ua e amohela.

052I: Ntl'eng ea mohlo'mong bana ba sekolo, na hona le kopo eo leka e etsang mohlo'mong ea hore nke re rute tje, ke re etse tje, mohlo'mong uo bone e atleha?(.)kea tseba ke taba tseo u kekeng ua li nahana ka pele, feela hona le e ka tlang hang-hang.

053R: Ea bana ba sekolo?

054I: Mh(3)...kakaretso. Mohlala, bana ba sekolo bake ba *change uniform*, motho e mong u naka hlahisa hore...

055R: ...oh neng neng re e *suggeste* hore ka labohlano a mang batle basa apara *uniform*, ba patale *liranda* ele mokhoa oa ho *raisa lifund* haeba re bona ho hlokahala, teng ho e ho etsahale.

056I: Joale ke batla u njoetse hore na, uena hona tje, u sebetsa u le boemong baa...?

057R: Ba *tichere* feela...

058I: U *reporta* ho mang?

059R: Ho *HoD*.

060I: Hau utloa litaba ka *HoD*, uena u li isa kae?

061R: Hake utloa litaba ka *HoD*?

062I: Ee!

063R: Ke li esa baneng.

064I: Baneng moo li kena le kae?(3)Kohore u ka nka ngoana feela eo tehanang le eena... kapa li tla kena le kae kae?(5)Lebaka le ke buang ke hobane likolo tse ling lina le *systems* tsa *mastudent* tse ngata feela. U tla fumana hore ba bang bana le *system* ea *liprefect*, ba bang bana le *classmonitors*. Neke batla ho tseba na hali tloha ho uena u li isa kae?

065R: Nako e ngoe ke isa ho bona kaofela...

066I: ...*Classeng* ea hau kapa *assemblying*?

067R: *Classeng* eaka, *not assemblying*.

068I: Na u ka mpha mohlala oa ntho ele ngoe ue u laka fana ka eona *straight* e amanang le tsamaiso haholoholo?(5)

[ebe ke tla reng:::?] Ngola mabitso a batho ba etsang lerata, etsa tjena etsa tjena. Kohore tse amanang le tsamiso ea sekolo, eo e reng hau laka e bua hangoe uo bone e etsahala le letsatsi le letsatsi?

069R: Ee, tsabo:::ho:::mohlo'mong ho apara *uniform* hantle. Ea, hoba ha kea *classeng* eaka ebe kea ba joetsa hore aparang *uniform* hantle. Ee, ea etsahala.

070I: Hona le mokho oo u amahanyang-mohlo'mong u amahanyang *uniform* le ts'ebetso ea sekolo ka teng? Ho kaba le kamano ha kere ba bang ba aprarang *uniform hampe*, ba bang ba e apara hantle? Hona le mo eka amang taba ea ts'ebetso ea lona ea sekolo? [ba bang ba e apara hantle(!)?]Ee!

[Hantle ka(↓)?]

U kanna *compara* le kolo tse ling, mohlo'mong...

[Hantle ka tsela ea ho i...le ntho tse ling?]Ee!

071R: Ohh, ea amana *because* neng neng joale:::haeba joale a sa apara *uniform* e sa hlake hantle hore na-hobane hae tsoakanya, ha e na ho hlaka hore na ke-haeba a etsa liphoso ka ntle ka koana, ho tlanne hothoe ke ngoana' NAME OF SCHOOL nako e ngoe ese eena hobane joale a na tenne jessi ea NAME OF SCHOOL empa hempe e le ea NAME OF SCHOOL.

072I: *Ok*, kea utloa ha a entse liphoso. Haa etsa ntle? Ha a apere *uniform* ea lona ka ntle ka koa teng?(2)Hoba hoka etsahala. [Haa ka etsa tse ntle?] Ee!

073R: Le teng ho ntsosa nepahala hobane joale, haeba sekolo sa ngoana a entsing hantle se tlameha ho fuoa liaward, ho tla fuoa...e be NAME OF SCHOOL ea sekisetsoa.

074I: Ke batle keu hopotse ona, ntho ke e etsang mona, ke batla ho bona hore na faats'e, *framework* ea *management* oa rona e sebetsa joang.u a bona ntse ke u botsa ka *lichannel*, hakere? Na hona le ntho tseo u lifuoeng hore tle li u hopotse hore u ts'oanela ho sebetsa tje?(5)Kae kapa kae(2)le haeba ke tse u rutang ka tsona ka *classeng* kapa ke tseka *staffroomong*? Ba bang kee ke bone ba beile *code of coduct* ba e maneile leboteng, '*tichere* e tlameha ho its'oara tjena'. Na rona rena le ntho tsa mofuta oo?

075R: Rena le tsona.[Ee!]Rene re foteloe melao e re tsamaisang ha re fihla mona(.)[Ee!]Hape rena lebo *liflyers* kohore[Ee!]tse ntse li amana le mosebetsi oa rona *directly*(.)[Mh]Hore na u tlameha ho *covera area* li feng, u fuoe lifeng.

076I: U e fuoe, ke tokomane eo u nang le eona?

[Ke tokomane e keng le eona]Che le haeba haeo ho uena hona joale?

077R: E-ea ntate.

078I: Joale melao eo u ka hopola na e bitsoang? Ke hopola oane oa lona oa 1995. O e le o fuoang ke ntho e kae, u ka hopola na o bitsoang kapa u na le eng ka hore tle re tsebe ho o rehella?

079R: Re e fuoe(↓). Hae bitsoe feela liteaching service act?[Ok!]

080I: Hare nke e le *regulation* eane ea 1996 feela, hake hopole hona le engoe ka mora mono. Che retla e sheba.

081R: Kapa ho nontso thoe hona le:::kapa ke *liamendment* feela tsa 2010?(2)Hakesa hopola.

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082I: Joale njoetse hee:::ke hore seke ra bua nako e telele hobane ke joetsitsoe hore ntse le ts'oaea.[ee!]Ntlheng ea management, haholo tsamaiso ea *matichere*, taolo ea *matichere* hobane ke shebile teng ke sebetsana le *human resources management*.[Mhm.]U kare hona le *system* eo u e bonang e sebetsang mona? U reng ena ke *human resource management, system* eno. Ko hore *system* ke mokhoa o *patterned* o sebetsang(3)oo u bonang u kareng mona hau sebetsa mona, *system* ea teng ke ena.(5)E re keu fe mohlala, na hoka etsahala hore *Principal* ao laele *HOD* a ntsa a le teng?(3)Kapa e tlameha hotsamaea ka mokhoa oo?(3)

083R: Ka...

084I: ...u ka e bua ka mekhoa e meraro; u ka e bua ka mokho' e etsahalang ka teng, ka mokho' e ts'oanelang ho etsahala ka teng, ka mokho' u nahanang uena...

085R: ...hangata hantle-ntle(.)[Ee!]e tlameha hore *principal* a joetse *HOD* e be eena a njoetsang. Empa nako e ngoe u tla fumana hore o ntsa joetsitse 'na *straight* a sa pota ho eena.

086I: Uena hau *reporta back*, na hona le mokhoa-nako u ka bona u tlola-u hloka ho tlola u tlolele ka holimo? Mohlo'mong ntlheng li feng?(3)

087R: Ke hloka ho tlola?

088I: Mh!

089R: Nako e ngoe haele eena ea tlileng ho 'na *directly*(.)[Ee!]le 'na hake khutlisa ke khutlisetsa ho eena *directly* [D*irectly*(↓)]*because* nako e ngoe u tla fumana hore le motho eane haa tsebe.[Ee!]Ee![*Ok.*]*So* hore haa ntaetse ke khutlele ho motho ea nasa ntaela(.)

[E batla e baka moferefere]E baka moferefere.

090I: Mokhoa oo le buisanang ka ona ke u feng? Lea ngollana, hona le ntho tse kang *liminutes* tse *flyang* tafoleng kapa ho buua ka molomo *mainly* kapa ho siuoa *linote*? Le batla le buisana joang?

091R: Re bua ka molomo.

092I: *Mainly*? Kapa che tse tse ling hohang hali hlae?

093R: *Minutes* kea khola li nkuoa hare ile bo *meeting*(2)ka bo *boardroom*.[*Ok.*]Tlanne re li bue e be hona le motho e mong ea ntsa nka *liminutes*.

094I: Eh, hake batle re nke nako e telele joaloka hake chulo. Neke batla u ko ntjoetse feela e le *summary* hore na u bonaka ntl'eng ee e kereng ke batla hoe etsa, ke eng eo u no ka batla ho ntjoetsa eona? Nthoe ke batla ho e sheba ke hore na *human resource management* ea mona e tsamaea joang *in relation to performance*? Ea ho e *relata* esele eaka, joalo kaha ntse ke bots'a ntho tse ngata tsena ke tla bona hore na ke e *relata* joang hantse ke sheba lintho. U kare mohlo'mong ke ntlha e feng e ka nthusang ha u sheba *study* saka hobane *human resource management* hase nthoe e entsoeng hahaolo likolong. So neke batla nke ke hlae ka eona *especially for public schools*. U kare keng ntho eo u bonang e ka e ka nthusa lintl'eng tseo u litsebang tse teng feela?(3)Ntlha tsaka li tharo: ke batla feela ho sheba hore na le bua eng e thusang hore *performance* ebe hantle; hona le eng e bonahalang e teng le taba ea karolelano ea *space*. Ha ntse keu botsa taba tseno tsa hotlaleha le tse ling ke eona taba ea *space*.

095R: Oh:::kea kholoa:::nthoa hore nako le nako ha selemo se qala hakere *liresults* tlaabe li qeta hotsoa tsa selemo se felang? [Ee!]E be le tla lula faats'e le *lianalyse*.[Ee!]Le shebe hore na lena lintle kapa limpe. Ha lile ntle, le shebe hore na ebe ke eng e entseng hore libe ntle, ha lile mpe leteng le ntse le sheba hore na le fositse kae.

[Ee, kohore le *performa*-kea utloisisa hore...] Aha! Nako e ngoe-ke hopola ka selemo se seng re *performme* hampe[Ee!]hoo re neng re tsoenyehile haholo. *So*, hakere letla bona hore le *performme* ha mpe ha le ipapisa le kolo tse ling?[Ee!] Re bona hore kolo se itseng le se itseng li *performa* hantle hona hoo.[Mhm.]So ra ba ra *dicida* hore ke hore re nke re nke maeto re e kolong tseno. Ake ba eo re-reo qoqa le bona feela. Ra etsa *appointement* ka letsatsi le le leng, ra ea likolong tseno ra lipota kaofela kolo tsena tse ne re bona li *performa* hantle.

096I: E nele kolo tsang mainly?

097R: E nele lihigh school tsa ka Leribe ka mona tsene re bona lisebetsa hantle joale re bona rona ntse rea tlase feela. Joale raba ra *compara* ra sheba le tse ka ts'oanang le rona.[Mhm]Mohlala, tse kang Boniface, e ts'oana le rona ka tsela ea hore e lutse ka hara lifeme[Ee!]tsa Maputsoe joaloka ha re lutse kaha lifeme tsa ha *PLACE*. Kohore hane re sheba ntho tse ngata, rere kapa joale performance ee e bakoa ke hore bana ba rona ha baje(.)[Mh.]ke bana ba mafutsananyana, [Mh.]ke eng. Empa rare ba *HIGH SCHOOL*, kaha batsoali ba bona ba ntse ba sebetsa lifemeng, re nahana hore maeno a ntsa ts'oana, *but* bona ba sebetsa hantle. Eaba rea ba chakela ka nnete relo utloa na ba sebetsa joang bona.[Mh.]Ka nnete ra li pota ra li pota ra li pota, 'me ka mora hore re khutle mono, ka nnete ho lakaba le phethoho, [e bonahalang e le teng] raka raba le li *top 10*. Ra ka-kohore, ne sekebe re be le *top 10 Form 5*, nere bona feela hore ee etsahale kolong tse ling, rona hohang.

098I: Joale hona tje lena le nako e kae lena le *performance* eo e ileng ea fetoha?

[*Peformance* eo e la fetoha(↓)?]Ee!

099R: Kea kholoa:::ke:::ke ho tloha neneng? Ke:::(3)

100I: Ke hore u ka bala lemo tse ka bang bo tharo, bo nnene joalo?

101R: Tse bo nnene kea kholoa.

102I: Ntjoetse hee-re batlile re siea ntlha ea bohlokoa. Uena mo u leng mong u ikoetlisa joang hore u etse lintho ka mo lits'oanelang ho etsoa ka teng?

103R: Mo ke leng mong?

104I: Mh! U sa eletsoeng ke sekolo, e seng boeletsi ba sekolo joaloka ha ke bona hore le batho ba research haholo. Uena ka bouena na hona le ntho eo ekng ue etse?(3)Ua tseba na ke bolelang?[Mh!]Leho sheba feela hore mona ekare I am lacking, e be u leka ho imprava karolo e no eo u bonang hore ka bo uena u bonang hore, uena u ntso shebile, mona hakea khotsofatsa bana ba sekolo kapo mona kena le letsoalo. Mohlo'mong grammeng mane u bona hore mhm, e hlile hake e fihlele hantle. Na hona le ntho tse joalo tseo uo lietse u ko shebe hore na-kapa che u ikela feela, u tla thuloa ke thaba?

105R: Ache moke nang le bothata ke kholoa ke e ke botse-*like* kea kholoa-hake botsa Sesothong(.)[Ee!]ke ba le bothata haholo bochabeng[Ee!]hobane joale ke e bone joale ele ntho tse kesa liphelang ntse ke ts'oana le bana bàna.[Mh! Mh!]So ke e ke botse bo bathonyana ba baholo ba phetseng ntho tsena hobane neng neng le libuka utla utloa u se *sure*, e noa a re tjana, e noa a re tjena. Joale ke e ke botse batho ba bang ba baholo[Mhm]ba phetseng ntho tsena. Nako e ngoe ke kope-le hona matichereng mona, ho ntsana le batho be u fumanang hore metseng ea habo bona line li pheloa ntho tsena.

[E baa liphela]E mong ha bua ka lebollo u bua ka lona becuase a sa le balà, e le ntho eno ae bonang. Joale e mong ke e ke monke kere a kalo qoqela bana baka ka taba tsena.

106I: U moise classeng?

107R: Ke moisa classeng.

108I: Hana le ba bitsang ha ba ea classeng?

109R: ...

110R: A-a, ke tla more ha ntho e ke...Na feela u kare kolo sa hau ke kolo sa batho ba lulang ba botsa joaloka ha u etsa, kapa empa ele karolo ea hau feela?(3)

111I: Ke nahana hore ke sekolo ba batho ba lulang ba botsa ka nnete, ke e bone boholo ba matichere a mona ka nnete ke batho ba ikitlahetsang haholo.

112R: Bana ba sekolo bona u ka reng? Che tseno e sele lintlha feela tse ke nahanang hore lika nthusa kae kae. Le na le group ea bana ba hantle ba sebetsang ka thata? Ke mofuta o feng oa bana? U kare ke bana ba tsoang malapeng a joang ka kakaretso feela hau sheba taba tsena? Che seke sheba sekolo kaofela hore na bana ba lona culture ea bona ke ea hosebetsa kapa hona le e ngoe?

113I: A tseba hona le ba sebetsang ka thata. Hona le babang ka nnete o tla fumana hore ba botsoa.[ke motsoako] Ke motsoako.

114R: Feela le supplier metse e feng?

115I: Eona ena e around mona.

116R: Le etsoakile kaofela?

117I: Re e tsoakile kaofela.

(Record on school culture missing here)

(Record on promise of confidentiality missing here (ref. informed consent form))

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Teacher: Mr. Pita's Transcript

001 Interviewer(I): U sheba taolo ea basebetsi, u nke le ba sebetsang ka bo *library* le ba sebetsang kae, u bona sekolo se e amahanya le mosebetsi oa sekolo joang?

[Mona moke tsebang?] Mona mo u tsebang teng ntate. [Oh!]E-ea ntate.

[Hore na mosebetsi oa batho bana ba mona o amahanyoa le mosebetsi oa bana ba sekolo joang?]

Le *performance* ea bana ba sekolo. Mohlo'mong re kare *human resources management in relation to performance.* Hore na re na le *performance* entle kapa e mahareng kapa e mpe, e amana joang le tsamaiso? [Oh!]

Ee!

002 Respondent(R): Kea kholoa nna, ka chebo eaka(.)[Ee!]keila ka bapisa le hore-hoqala *number* 1 ka taba ea:::ke hlele ke qale ka taba ea lisebelisoa(.)[Ee!]u tlo fumane hore lisebelisoa hali haella(.)[Ee!]li ama mosebetsi oa bana. Lisebelisoa tse kang libuka[E, libuka.]re e be rena le *library* ka lebitso. Rea a be rena le *library*[Feela e sena libuka]ka lebitso empa neng *library* eno es ena libuka. Joale o fumane hore e khina ts'ebetso ea bana e etsa bana basa sebetseng hantle e be qetellong ea letsatsi ntse re ba omanya rere *library* e teng [Hale sebetse.]hale sebetse hantle. Empa neneng haele ho bua nnete, *library* eno e re e entseng haena libuka. 'Me e sentse e le qholotso o fumang hore e shebane le botsamaisi bo tlameha ho e lokisa. Mme haesa loke e ba bothata.

Ea bobeli e ba taba ea likamano mohlo'mong ea botsamisi le *matichere.*

003I: Ha u re botsamisi mohlo'mong o bolela *office* e kang e feng?

004R: Botsamaisi ke tla be ke bolela *principal,* motlatsi oa hae le *lihead* tsa *department.*

005I: Ke batho ba sebetsang mmoho?

006R: Ee! Ke bona ha kere botsamisi ke bua ka(3) [Eona *leadership* eno?] Ee! Joale u tlo fumana hore botsamisi litabeng tse ling bo hlaha ka liqeto. Kohore ha ba nahana hore bana bàna ba feila hobane hole tje, ba se ba hlaha ka qeto e eang pele hore e-e re nahana hore haho ka etsoa tjena hoka passoa(.)[Oh:::] Joale u fumana hore eona taba eno ke taba e no ke taba e neng e tlameha hore e laka shejoa pele, mohlo'mong ea ntlafatsoa kapa ea fokotsoa litaba tse ling tsa eona. *So,* empa hae hlaha e le joalo, qetello e qetello u tla fumana hore le eona e ntse ea mane hore mosebetsi oa bana o sekaba hantle.

007I: Feela ntlheng ea hore o be motle teng, hona le mo uke u bone hore hale baka ba etsa qeto tsee hoba le phethoho?

008R: Eh, kea kholoa mo kee bone hosebetsa, kea kholoa ho e hlahe litaba tsa hore...ea hore hobe le taba tsa *liduty*(.)[Oh.] Ee, ke hore *study* sa bana se laoloe. Re seke rare feela tsamo *studisang* e be neng neng re ba siea bale joalo.

009I: Se laoloa joang?

010R: Taba ea li *duty* ka *department*(.)[Ok!] Bekeng e nana-mohlo'mong ka beke e itseng(.)[Ee!]e tlabe e le *department* e itseng. Ke bona ba fihlang ka 7 hoseng ba bona hore *study* se tsoela pele hantle. Joale ba etsa bo nnete ba hore bana ba fihle ka nako(.)[Mhm!] 'Me le ba sa fihleng ka nako haeba ba hloka ho *punishoa,* ke bona ba tla bona hore na ba fana ka *punishment* ea mofuta o feng. Ee! Joale ke e bone e pahamisa-e phahamisitse mosebetsi oa rona haholo. Le bana ba rona ba fihla ka nako hona joale tjena.

011I: Ke nthoe ngotseng faats'e kapa ke tumellano ea molomo feela?

012R: Ke tumellano ea hore joale-hona le-hona le nthoe kang *roostera* e ngoloang. Ee! Beke e nana kea *liscience*(.)[Oh:::]beke e nana kea *licommercial subjects* joalo joalo.

013I: Morero ke ho etsa *competition* ea mosebetsi kapo che empa e le feela mokhoa oa ho *organisa*?

014R: Ah, ke hore re phahamise bana ba tsebe ho sebetsa. Hobaneng nthoe-lebaka le re etseng ka lona re ne re ithutile hore bana ba rona haba bale...joale be rere ae *hobetere* hore ha re ba baliseng ka nkane, re tleng mona re bone hore ehlile baa bala. E sekare ha bale ka *classeng* ka mane emong o ntsa betsa babang ka lipampiri(.)[Mh!]e mong o lutse holima setulo(.)[Mh!] Ho lule hona le *tichere* tse ntseng lipotoloha ho tloha *Monday* hofihlela la bohlano.

015I: U ka re e tlisitse phethoho ntho eo? Kapo che hana u re ke hona e qalang?

016R: E etlisitse, che nkare e etlisitse ka lebaka lang, e fetotse tabeng ea hore bana ba rona baa hola.

[Ntleng ea ho fihla hoseng?]

Ee! Ke nnete ba tla re ba lula hole ba lla ka hore ba tsamea ka maoto(.)[Ee!] Feela u tlo fumana hore ntse rena le baahisane ba rona mona NAME le likolo tseling tsa kahara toropo(.)[Ba ntseng ba fihla.] Hase hore bana ba likolo tseno bona baa palama, feela joale ba fihla ka nako kolong tsa bona empa ba rona bona ba liea hofihla. Mme tabeng ea hofihla ka nnete e sebelitse haholo, le tabeng ea *attendance* ea *study,* e phahame haholo.

017I: Ke batla ho u khutlisetsa morao hanyenyane, *focus* eaka hau ka sheba ehlile e *frameworkeng* ea holaola ona *matichere.* Na hau sheba ntlheng tsa k'hiro, ho na le *policy* eo u ka reng, le haeba esa ngoloa, kolo saka se hira batho ka mokho o tjena?

018R: Kea kholoa-hake nahane, ntle le hore senka batho joaloka ka lekala ka hofela. U na le lengolo la thuto? U tsoa sekolong? Hahona-tsebong ea ka kea kholoa hahona motho ba tla fumana hore feela haana:::haana mangolo a itseng. Ke qetetse ntse ba hira joalo(.)[Ee!] Le teng hapehape, hore a hiroe, e ebe ntsele ka ts'its'inyo mohlo'mong ea *department* e amehang(.)[Oh, *department* e amehang.] Ee, hore haena le khaello-haeba khaello e teng, ke bona batla sisinya mohlo'mong ho mookameli hore rena le khaello e itseng kapa ne ntse rena le *tichere* e itseng joale re kopa sekheo sena se koaloe.

019I: E leng hore ha lena li-*interview,* le ba *placer* feela?

020R: Li teng le tsona.

021 I: Lebaka la *interview* keng joale?

022 R: Kea kholoa e ebe ntsele hore bookameli bo ikholise. Hobane u tlo fumana hore le ha e ba motho enoa a na le mangolo, feela joale ha re mots'epele hore a ka etsa(.)[Mh!] Ee, hobanene batho ba tlabe ba lutse *interviewong* ba fapane(.)[E-ea ntate!]feela joale ho qetelloa ho hiroa a le mong. Joale e re ha u ntso mamela haho buua hore ache motho ea itseng eena ka nnete(.)[Ne kebe ra loka.]ne kebe ra monka. O nale litlhong feela le ha re mobotsa lipotso.

023 I: Ntho e ngoe hapehape e ke e hlokometseng, *matichere* aa baleha sekolong haholo a thuto tsa *liscience*. A ea bo South Africa, ba bang ba ea *overseas*. Sekolo e kaba hona le mokho o seo etsang hore ba seke ba baleha ba lule nakonyana?

024 R: A:::che, hahona nthoe kalo e re ka e supang e rereng sekolo sea e etsa [Ee!]hothibela. Hobane, nna kee bone batho ba *liscience* tse ba nkoa joalo ka *department* e ngoe feela. Kohore hahona ntho e nka e supang e etsoung ke sekolo ka sepheo sa hore[Ba seke ba tsamaea]ba seke ba tsamaea.

025 I: Ba ntse ba pataloa ka hots'oana le ba bang?

026 R: Che hakena bonnete tabeng eno. Hakena bonnete tabeng eno.

027 I: *Space* teng, ha ba fuoa *space* sa bona? Mohlo'mong bo *office* ea bona bale bang, nthoe kang eo?

028 R: A-a, habana *office*, ntse re *shara staffroom* le bona kaofela.

029 I: Joale ntlheng ea motho emong ea ho imatlafatsa, le sebelisa mekhoa e fe?[Mona sekolong?]Ee, *training* ea mofuta ofe? Hore tichere ha ele mona, re be *sure* motho enoa oa rona e ntse e le eena, e seka tloha ea ba motho o sa lebetse e sale a qetela lintho sekolong.

030 R: Kea kholoa e ba taba ea hosebelisa-re thusoa ke taba tsa *liworkshop*(.)[Ok!]*liworkshop* tse ntseng lietsoa ke lekala la *education* kapo re mengoe ke mekhatlo e ikemetseng. Nthoe kang bo TRC.[Ok.] Ee!

031 I: TRC e re ruta ntho tse kang li fe?

032 R: U tla fumana hore nthong tsena tse kang bo ntho-ba ne ba na le nthoe kang *conflict management. So*, hangata baa meme *matichere* a *social science*.

033 I: Ko hore ba khetha *specific subjects* feela?

034 R: Ee, ea *lisubject* kaofela[Oh!] Joale le bana ba:::Kaofela ntse rena le *liworkshop* feela joale, e ngoe u tla fumana hore e sele ea *lisubject. But* tse kang tsa bo *liscience* le *geography*, Lekala la *Tourism* lee re meme mona. Ba ila ba nna ba re kopa hore re qale nthoe tse...ba ba bare thusa ka thepa.

035 I: Mokeleng *interested* teng ke hona mono hore na sekolo sena le molao kapa molaoana o reng ha nthoe joalo e hlaha ue? [Haeba kere ke nthoa ea *liscience*...

036 R: [Ee! Ehlile neng sekolo sona hasena bothata(.)

[Leha e le hore ha ea ngoloa?]

Ha e le feela ba khotsoe, e kaba ka mongolo; ekaba lengolo le teng le reng re mema *matichere* a *liscience* kaofela, sekolo hasena bothata ba hore seba lokolle ha e le feela mohlo'mong feela bona ba ikholisitse hore ehlile batho bana ba ea *liworkshopong*. Empa hee hahona ntho e ngotsoeng e *documane* e reng motho enoa ha *workshop* e le teng u tla ea.

037 I: Hake re tle *structureng* sa lona. Hantle motho a ts'oereng *decision* ka holimolimo ke mang? O joetsa mang? E qetella e fihla *classroomong* joang? Mohlo'mong hau ka mpha mohlala oa nthoe ngoe feela eo u reng hahole tjena ho etsoa tjena, e be taba li tsamea ka tsela e tjena.

038 R: Kea kholoa motho ea teng haufinyane le rona a etsang liqeto ke *principal*(.)[Ke *principal*.] Ho tla ba le *board*. Joale *board* eona hae haufi le rona(.)[Ee!) Feela *board* e teng. *Decision* tse bang eena aka hloloa ho lietsa a le mong(.)[Ee!]o tla li fa *board* joale *board* eona e etse qeto ka eona. Joale re na le boemeli re le *matichere boardeng*, u tla re mamella hore na ho itsoeng 'me a khutle hape a nna re fe litaba. Empa liqeto tsa letsatsi le letsatsi, motho a haufinyane le rona a sebetsang ke *principal*(.)[Oh.] Hake etsa mohlala, haeba hona le ngoana mohlo'mong ea lokelang mohlo'mong hore a lelekoe, le haeba nna ntse ke bona hore holokela a lelekoe(.)[E-ea ntate!]hase nna eaka molelekang.[U le:::?]Ke le *tichere*.

[*Tichere* feela u se *class teacher*?]

Le ha kele *class teacher*(.)[Oh!] Leha kele *class teacher* hakea lumelloa ho moleleka(.)[Mhm.] Ke *principal* e tla laela hore motho ea joalo a ka lelekoa(.)[Ee!] E le hore hape haeba e hlaha, nna ke tla e *reportela*-mohlo'mong nka e *reportela class teacher*(.)[Ee!] *Class teacher* eena u sa e nka a ise ho *head* ea *department*[Ok!]ea hae. E beneneng o tla e isa ho *deputy*(.)[Ok!] E be joale e tla fihla ho *principal* ka *deputy*.

039 I: Ha e tsoa baneng e fihla joang *leveleng* e?

040 R: Ha e tsoa baneng re na le *liprefect*(.)[Ok!] Re na le *liprefect*, bana ba *reportela prefect* tsa bona(.)[Ok!] Joale hona le *liprefect* tsa *secondary*(.)[Ee!]hona le tsa *high school*. Joale haeba a le ka *secondary*, o tla *reportela prefect* ea hae. Then e be *prefect* eno eona e isa-hona le *head girl* le *head boy*(.)[Mh.]joale bona batla fitisetsa taba tseno tsa bona ho *head girl and head boy*(.)

[Joale ho tloha mono?]

Joale *head boy* le *head girl* bona ba na le monyetla oa hore baka fitisetsa taba tsa bona ho *deputy straight*(2)ka khopolo ea hore-ka khopolo ea hore mohlo'mong haeba bana le taba khahlanong le nna kele *tichere*(.)[Ee!]ba kanna ba ts'osoa lipakeng mona(.)[Oh! Kea e ts'oara joale. Nne ke tlo u botsa hore na *class teacher* joale eena o hlaha kae.] Ee, ba kanna ba ts'osoa lipakeng mona. Ba kanna ba ts'osoa lipakeng mona ka nako e ngoe. Joale hahona le taba, ebang mohlo'mong bona baka e fa *platform* ha ba utloa hore bona hase taba e ka ba ts'osang. Ka nako e ngoe hona le taba e etsahalang, ha e hlahile, joale ha ese e fuoe bona, haholo ha e amana le *tichere* ka kotlolo, ea ba neneng e fihla e fella lipakeng e sa fihle lemo e eang. Joale bona ba fuoe monyetla oa hore[Ba tlole.]baka e fihlisa ho *deputy*.

041 I: Ke empa kele *worried* feela ka hore hangata *liprefect* ha li lekane le *liclass*. Ba senang eona *classeng* ea bona?

042 R: A-a, ba JC kapa *secondary*(.)[E-ea ntate!]ho khethuoae-kohore ho likuoe hokhethoa *across*(.)[Oh.] Ee! Ntle le, kea kholoa Form I le B feela, ke hona mo hosenang *liprefec*(t)[Oh.] Ee! Feela joale ho lekiloe hokhetha hona tlaase mono hore-ka khopolo ea hore batho banana ke batho-ba JC ba ntse ba tsebana haholo le batho bana ba ntho-haho ts'oane le

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ha u ka mobehela hore a lo *reportela* motho oa le Form D kapa oa le Form 5. Ho eena hokeke hoaba bonolo. Joale ha re khethile motho oa *class* tse tlaase mona, ke eena eka ba mo *reportelang*. Kutlisiso ke hore ha taba lile teng, ehlile baka mofa tsona. Empa haba hlolehile, ha ba hlolehile ba ntse ba ka *reportela monitora* kapa *monitress*[Ok!]*classeng* mane. Eena ke eena ea ka e fang *tichere*, a ka e fa *class teacher*. Eh, e leng hore bakeng sa ba senang hoba le bokhoni bahofihla *prefecteng*, baka fihla *monitoreng* oa bona.[Ok!]Ee!

043I: Joale, *story* saka joalokaha ke u bonts'itse; ke batla hosheba eona nthoe ea hore re qetelle re lumellane ka hore hare sebetseng tjena(.)[Ee!]Kohore ke tlo leka hore ke behe taba ka mokhoa o hlakileng(.)[Ee!]re be le *framework,* e be kere *structure* ke sena, se neheletsana tjena. Joale neke ke re na hau sheba taba tsena tse re libuileng , u ka re keng e ke e siileng e neka khona hore ke tiise nthoe e ke batlang hoe etsa ka eona?

044R: Kea kholoa taba e ngoe, e sele tabeng hapehape rebone hore na nthleng tsa boits'oaro re sebetsa joang(.)

[Re   nkella hlakoreng la *discipline*?]

                    Ee, boits'oarong hore na boits'oarong, batho ba laoloa joang. Kapo re etsa joang ho ba matlafatsa ntlheng ea boits'oaro. Joalokaha nenne ka supa hore ke batho ba banyenyana, joale be tla re le *studying* feela o batla holisoa, kohore leha a etsa ntho ea mofuta o fe kapa o fe, o batla holisoa. Joale e tla re-ke taba ea hore na joale re ba thusa joang tsatsi leleng le leleng hore bone hore re matlafatsa boits'oaro ba bona. Rena le batho(2)be re ba memang re e be le batho bekang ma:::ho o be le batho-ba bang ba tla ba ithaopa, ba bang rea ba mema. Batho bekang ba baruti baa tle hoseng ba tlise thapelo, baa tlise lentsoe[Ok.]ba ba khothatse pele *liclass* li qala. Joale kea kholoa mohlo'mong hangoe *quartereng*, re ke be le batho ba-ba mapoleseng(2).

                    [Ok, ntlheng ea *discipline*?]

                    Ee, ba mpe batlo re thusa hobaneneng re ne re qoba taba ea hore re ba qose ka mapolesa ha se ba entse phoso(.)[Oh:::] Ee, re ne re qoba hore re ba qose ka mapolesa hase ba entse phoso, hobane re ne re elelletsoe hore hona le ba qetella ba tlang ka libetsa joale(.)[Ee, ke e hlokometse *linewspapereng* hore kolong tse ngata toropong mona ba tla ka lithipa.] Ee, batla ka lithipa. Joale re ehle re meme mapolesa kea kholoa hang *quartereng* hore bampe ba tlotla ba hlokomelisa batho bana kotsi ea-kotsi ea ntho-hotla ka libetsa sekolong. Le bo 'm'e le bo ntate ree re ba meme ba hlahang ka *macostableng* ka mane ba tlotla ba ba hlalosetsa hore motho ea-ea teronkong ke motho oa lemo tse kana, a entse tlolo e fe ka e fe ea molao. 'Me teronkong hase sebaka se batho ba ka khonang hore ba e hosona. Ke nnete hore batho baa bone eka hohotle ha motho a tsoa teng. Ba fanana bo litaba lisele feela joale u fumane hore haho joalo. Joale ke tsela e ngoe eo ntse re leka hore re-

Kea kholoa nthoe engoe e ntse e re thusa hoholo nthleng ea boits'oaro, ke lipapali(.)[Ok!] Ee, ke lipapali hapehape hore le tsona lia re thusa haholo.

045I: Feela hau sheba ntlha tsee tse u mpoleletseng tsona qetellong, ka kakaretso uo bone litlisa phethoho haho *performanceng,* e seng boits'oaro hakalokalo?

046R: Phethoho e teng a tseba hake bapisa(.)[Ee!] Hakese ke bapisa le lemo tse fitileng, phetho e kholo haholo(.)[Ee!] Phetho e kholo haholo. Kohore phethoho e kholo. Kohore ke hle ke buelle taba tsee tse joalo? [E-ea ntate.] Ena ea *study* re la ra e qala khale le ha re ne resa e etse ka *department*. Re ne re e qala re le baithaupi; re ne re le *matichere* a mane, rere ache-monana rekase supe *source-cause* ea hore na bana ba *feila* hobaneng(.)[Mh.] Feela ntho e ntse re e bona e re nahanang hore e kanna ea ba eona, bana bàna ha bana study.E ne hahona baka la hore bana ha bana study. Joale hane re e hlahisa ho nona le batho ba reng ache, le ha ka rae hlahisa, ba ntse ba tlo *feila*(.)[Mh.]*So,* e bele hore-re ne rele *matichere* a *department* tse fapaneng rare ache hake re ithaopeng mona. Re la raba le bana ba *passang* hantle haholo(.)[Mh!] Sekolo sa ba sa etsa mokete ka *results* tseno, hore hele![Oh, kea hopola...] E:::ke! E ne le e ngoe ea lebaka la *study* seno. Ke mona mo e leng hore selemo se hlahlamang ba le ba qetella ba re hahle re e etseng ka *department* taba ena, e seka qetella e se ba taba ea batho ba ithaopang hobane joale e se ba ea bona(.)[Ee, kea utloisisa.] Ee!

047I: Ok, ache e re kere kea leboha.
(closing pleasantries omitted)

School Prefect: Lineo's Transcript

001Interviewer(I): U sheba lintho ka kakaretso, u ka re tsamaiso ea sekolo se mohlo'mong e ka tsela e feng, e *influencer* ts'ebetso ea *mastudent* joang, e thusa bana ba sekolo hore baithute ka mokhoa o nepahetseng joang, ho ea ka chebo ea hau?

002Respondent(R): Ache, ka lehlakoreng laka(.)[Mh!]ehlile ts'ebetsong ea *matichere* e matla ka hothusa bana ba sekolo. Feela, nthoe ngoe eo u tla fumana hore ea etsahala, bana ba sekolo bona ha ba nke mosebetsi oa bona ka tsela e *serious* hore ba bone hore ba *strakella* mosebetsi e bang ba u fuoeng(.)[Ee!] Hobane ka nako e ngoe u tla fumana hore ke nako tsa bo *study*, haeba ke hoseng ho itsoe *study* se kena ka 7, joale uena u le *prefect* kapo *monitress* u fihlile hoseng hore u tlo bona hore *study* se tsamaea hantle, e be hau fihla u tlabo fumana hore ho lerata hoa bapaloa, ke litlhapa feela. Kohore motho e ntse kare o ka ntle feela, o bua le mokhotsi'ae o ka ntle, hase nako ea *class* hohang(.)[Mh!] Kohore haa *feeli* hore o ka hara *class* nakong eno a shebane le libuka tsa hae. *So,* nna ke e ke ba joetse hore haeba ke fihlile hoseng sekong mona ha kea tsoha mots'eare ka matsatsi a mang, e hlile ke fihlile hoseng before 7 kapo 7, nako e ke kenang ehlile ke hloka hore le thole le etse[Mosebetsi.]mosebetsi oa lona le bale. Hae, ke mosebetsi o thata kohore haholo, haholo.

003I: Feela ako nqapollele o no oa hau. Kea u tloa hore hona le hore mohlo'mong u fihle hoseng u *monitore study*, hakere?[E-ea ntate!] Hape uo bone u etsang kohore hauso mpha litlha hore mosebetsi oaka ke 1-2-3?

004R: Mosebetsi oa ka hantle(.)[Mh.]ke khona hore nka *guida monitress*[Mh.]kapo *monitor*[Mh.]hore a ka nthusa hore aka etsa mosebetsi o no o joalo hobane u ka fumana ntse kele tjena ntse ke beiloe ka holima hae, o ntso nhlola holatela hore na bana bana ba *class* ba tlabe ba le joang(.)[Mh.]E mong le e mong o tlabasa- mohlala re fuoe mosebetsi hore e mong hau qeta ho etsa mosebetsi oo, o tle *staff* hang hang. Kaofela ka nako e ngoe ba tlabe basa e tse joalo. *Then* tla be ke leka ho ea hobona ka tsela e hantle, *one-by-one* ke fe e mong le e mong *chance* ea hore ke mojoetse ke hore qetela mosebetsi oa hau u mphe ke o ise *staff*.

[*Liassignment* kapo li...?]

[Li *assignment* tseno ke tla ke li nka. Kohore, ka nako e ngoe u tla fumana hore le eena *monitress* kapo *monitor* ha sebetse le joale holatela ka mokho rona re *pushang* ka teng(.)[Mh.] U so etsa ka nako e ngoe hau hloka kohore *assistance* ea hae feela hore a mpa a uthuse hore ke kopa u nthuse ka bo libuka, u bone hore liea ea. U molaela. Ke kopa hore u bone hore *class* e *skoon.* Joale e tlabe e le ntho tse thata, le uena u ntsole tjena ba tla be bau joetse hore a-a mona ke sekolong, u ngoana sekolo, etsa ntho tse etsoang ke bana ba bang. Hau fiele, ke etse mohlala, haeba u *prefect* kapa *monitress*(.)[Ee!]u ts'oanela u ba joetse hore *class* haebe *skoon,* batho ba fielang la bokanana, bonang hore *class* e hantle. Motho ka nako tseno ba u fa ntho tse ba u fang tsona. Ache ho etsa joalo...a kore ke bone hore ke etse nthoenana e ba e batlang tle ke bone na e be ba khotsofala kae. Ha basa khotsofale- che leha ntho tse ling u tla fumana hore haba likhotsofalle, tsona li *wrong* kaofela(.)[Mh.] *Mar* ho ntsona le tseling tse u tla utloa hore ache monana kea utloa hore na ba tsetselelang, ke etsa hore ache ke ee lebona hore tle seke ba tletleba haholo, eona ea bo hofiela le ho etsa ntho tse itseng, ke tla be ke lietsa ke ba khotsofatse e seng hakalokalo hore ke mosebetsi oaka(.)[Mh.] Hona le mosebetsi o mongata e ke o etsang.

005I: Joale ntjoetse, ka nako tse ling u fihla hoseng(.)[E-ea ntate!]u tlo sheba hore baa studisa(.)[E-ea ntate!] Ke uena ka khetho ea hau kapa ka mosebetsi oa hau u le prefect?

006R: Kohore(.)[Mh!]ke nna ka mosebetsi oaka le holatela kohore ts'ebetso e re loketseng hore re ts'oanela hoe sebetsa, ehlile motho u tlameha ka nako e ngoe hore ehlile u ts'oanela hore u etse joalo. Le uena e re hau sheba u fumana hore ehlile ke tlameha ho fihla hoseng[Ee!]ke bale. Ke be hlile ke na le mabaka. Feela le *principal* e tlahle eu joetse u le *prefect,* u ts'oanela u etse tjena u etse tjena u etse tjena nthong tse ling tse tjenana ka *classeng*(.)[Mh!] Ene hau fihla u fumane hore batho bana ha ba joalo. Ntho tseno ke mosebetsi o boima haholo.

007I: Kea utlo hore ke mosebetsi o mongata. Joale le khetha batho ba lona joang? Le khetha *liprefect* joang? Ke lumela hore u lanna khetha ba bang le uena pele u khethoa. Le shebang hale ba khetha, ho e ho etsahaleng ha le ba khetha?

008R: *Ok*, ke kopa hou hlalosetsa. *Last year*-[Mh.]lemong sena re khethuoe ke *matichere* e bile teng. Lemong se fitileng e nele bana ba sekolo ba hlileng ba khethang *liprefect.*

[Mh, ke *interested* ho eno ea bana ba sekolo haholo.]

E-ea ntate.

Lemong se fitileng ke ne ntse kele e ngoe ea *liprefect* ka *classeng* eaka. Feela kere ka hlakoreng laka ha eneseba le nna ke emong e sakang a khetha ea ba kea khetha *prefect,* ache neke tla khetha bo motho e ke bonang hore o *serious* ntho tse ling tse itseng(.)[Ee!] Mohlala, ho tla bona le motho u tla bona hore u tletsoe ke ntho tsa bo botoutu haholo kapa papali. Hona le motho e mong e leng hore u tla bona hore haa tlile sekolong, o *serious.* O na le *that picture* e leng hore etlare hau mosheba feela u utloe u mots'aba. Motho eo, ehlile kea mots'aba eo? O santsa a mohlompha. Ho mots'aba hoa hau ke ho mohlompha. E ne u ka bona hore motho enoa nka mokhethela mosebetsi ona o itseng hobane ke *sure* hore aka *guida class* ena...ea hore ke bone hore ea *improva.* Empaneng eena, ba tlabe ba mokhetha feela, ba mokhetha moo, rea bona hore o thibane o tjena o tjenana(.)[Mh.] Ba moratela hore ntho tseno tse joalo, tse tlebeng lisena thuso hobane ba moratela hore ba tlotla ba its'etleha ka eena haholo. Joale nna ne nka rata hokhetha bo *prefectnyana* tseno tse ke bonang hore libatla li le *tough* mosebetsi oa tsona.

009I: U lipakeng, joalokaha ke hlalositse ke itse u motsamaisi oa sekolo(.)[E-ea ntate.]u lipakeng hona le be u *reportang* ho bona. A ko ntjoetse hore na ha ntho e hlaha *classeng*(.)[E ea ntate.]ke kae le kae mo uka e isang teng?

010R: *Firstly* kea kholoa ke e ke batle ho qala ho *my class teacher*(.)[Ee!] Haeba *issue* eno ke bona hore ena ke e ka khonang hore e *solvehe*, ke isa ho *tichere* e *leveleng* ea *class* eaka pele(.)[Mh.] Empa hona le *situation* e ngoe eo utla bona hore a che, e nana eona ka nnete, motho e noa ke lekile ho mokhalemela kapa ho mothibela nthong tse ling tse etseng kapo ha li amohelehe sekolong mona, feela *if* u ntsa pheta ntho tse joalo, u nka bo bohatonyana bo bong kea ho *deputy principa*(.)[Mhm.] *Then* le eena hake bona a sa mphe ntho e ka hara letsoho, nka ea ho *principal* ka khona ho *mofaisa* hore ke bonaka *class* eaka e nhlola mona le mane. Eena oa khona hore aka ea *classeng* ene a *faisana* le batho bano be uena u lla ka bona a bona hore bakhutla mekhoeng eane ea bona.

011I: Mohlo'mong nkabe ke qalile ka hore na ke bo mang ba *reportang* lintho ho uena *classeng, specifically* kohore ka ts'oanelo? U shebe mosebetsi oa hau u le *prefect*(.)[E-ea ntate.] Ee.

012R: Haholoholo u tlabo u khathatsoa ke bana ba sekolo(.)[Oh.] E mong u tla lla, ache *prefect* ea rona re bona rona resa thabele ntho tse bo tjena tse bo tjena(.)[Ee!] Ene ka nako e ngoe u tla leka ho hlalosetsa eona *class teachere* eno ea hau. Ka nako e ngoe u tla fumana hore le eena ha nka lintho *seriously* joalokaha u noka ea ho motho ea ka holimo(.)[Ee!] Ee! Feela ke e ke batla hore ke moetse *alert* le eena hobane ke *tichere* ea ka pele ke ea mane ke, ache, ke tla kopa *permission* ea hore ke ee ho *deputy principal* kapa *principal* ke lo tlaleha ntho tjena hobane ke bona hona le batho ba tjena ba tjena ka ntho tse itseng.

013I: Mosebetsi oo oa lona oa *liprefect* hona ntlheng ee ea *horeporta* lintho, pele ke tla u botsa hore na uena ho tlisoa li feng ho uena, hona le mo hongotsoeng teng hore u tlameha hore u etse 1-2-3-4-5?

014R: A-a, ha oa ngoloa.

015I: Le o arola joang joale?

016R: Re joetsitsoe- re ne re bitsetsoe *for meeting* ka mane ka *officing*.[Oh.]Ee!

017I: E nele *office* ea?[Ok!] E-ea ntate.

018R: Ea *principal.('Sorry ntate', an intruder. 'E-ea ntate.')* Ea *principal* e be rea be hlalosa le eena a hlalosa bo*('He ntate neke kopa honka mokotlana aka.' 'E-ea ntate oka o nka.')*ntho tse bang u lla ka tsona mona sekolong. U tla ba re joetsa a re rona re fitisetse *information* e no baneng ba sekolo.

019I: Hona le *documane* e ne ngotsoe eo ana bala ho eona kapa o na bua feela?

020R: *Ah-no*, o bua feela, kohore ke taba eno e joalo feela. Feela rona re tla mamela re latele hore na eena u itseng.

021I: E le hore halele babeli tje le ka sebetsa ntho e le ngoe?

022R: Hoa etsahala u fumana hore e bile re sebetsana le bo ntho e ele ngoe. Rea thusana joalo joalo.

                                                                                    [Oh, kohore hahona ea fuoeng *liprocedura*.]
                    E-ea ntate.

023I: Joale hare tle horona hee. Ha ntho e etsahala sekolong ekaba e amanang le lithuto(.)[E-ea ntate]*curriculum*; *syllabus*(.)[E-ea ntate.]e ka amana le maeto, boits'oaro kohore ntho tse ngata tse hlahang *matichereng*(.)[E-ea ntate.]lifihlela *classeng* ea lona joang? Kapo lifihlela *mastudenteng* a mang [joang?
                                                        [Joang?]
                                                          Ee!

024R: Ke e ke bone hojoetsoa li*head*(.)[Mh.]*head girl* kapa *head boy. Then* eena etla matha *class* ka bongoe kapa e re joetse rona le *liprefect* tsa *class* tseo(.)[Mh.]hona le taba e tjena e tjena e re e utloileng ho *principal, so* lona re kopa le e fitisetse ho *classmate* tsa lona le ba joetse hore na ho thoeng.

025I: A ko ntjoetse, uena u *reporta* ho *class teacher*.

026R: Ke *reporta* ho *class teacher*.

027I: U boetse u *reporta* ho *deputy*.

028R: E-ea ntate.

029I: U boetse u *reporta* [ho *principal*.

030R: [Ho *principal*.] E-ea ntate.

031I: Taba ee ea *structura* see sa hore u *reporte* bakeng tse ngata ka nako e le ngoe, ke nthoe teng kapo che ke uena *personally* a na utloa hore ke ts'oanela ho etsa tje? Hantle ka molao ho ts'oanetse ho etsoe joang?

032R: Ko hobaneneng, ko hobaneneng nthoe etla be e u khannela hore hau a ea ho *class teacher* feela a le mong(.)[Mh!]kohore u tla be u bona hore *clas teacher* ka nako e ngoe u ntsana le *that mercy* ea hore ke bana baka kapo ke *class* eaka. Ene ntho ae

                                            means
            etsang ka nako e ngoe ha ba khone ba utloisise hore ntho tse ba lietsang ka *classeng* li *WRONG*. E ne baa tseba, NAME baa mots'aba. Hau ea ho NAME, hofapane le NAME...[Ke motho ea moholo.]o na le *friendship* eno e batlang e le *steady* pakeng tsa bona. Le haeba a ka etsa eng, hase e kalokalo. *But then* hau ile ho NAME, e mong le emong u *feela shocked* hore hae 'm'e o ile ho 'm'e eane. *So*, ha ts'oanela ho etsa ntho tseno hape o tlotla a *regreta*.

033I: Joale hare li qapolle hee, uena ka bo uena na hona le ntho tseo u ke u lietse *classeng* mono u liqete ea *class teacher* a sa tsebe, deputy a sa tsebe, *principal* joalo? Oa liqeta e le mathata. Mohlo'mong e ka ba a mofuta o feng haeba hona le nthoe joalo?

034R: A kholoa nthoe joalo, hangata ka nako e ngoe ba ka lla ka bo *tichere*[Mh.]hoba ha re rate bo *tichere* tse ling. Le nna ntse ke le tje, ke le *prefect* ke u tloe *tichere* e itseong, holatela hore na ho tlabe hona le nthoe joang ea ho ruta, ka nnete hake e thabele le nna. Hona le *tichere* e ngoe e tlare hae kene ke *classeng*, ka nnete le kohore le uena u le motho- u ntsole *prefect*[Mh.]ho na le ntho tseo u li utloang hore ntho ka nnete hakea ts'oanela ho ea le bana bana haeba ba entse phoso, feela u utloe hore monana ka nnete nkampa ka kena bothateng ba nthoenana holatela hore na *tichere* eena e joang(.)[Mh.] U fumane hore u tla ba ruta ntho e le ngoe hangata nako e telele joalo. Kapo haa kene feela kohore hotlabosena hobo- ho qoqa ka ntho tse ka ntle hofeta thutong ena ea tlileng ka eona hore atlotla a e ruta.
            Ba bang e be baa bua hore ache hare batle *tichere* ea itseng, uena re kopa u re ele ho *principal*, ntate e tlabe ele nthoe thata, u re e le ho *principal* u hlalose hore hare mothabele.

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E be hee ka nako e ngoe hose hothoe, e le *head*, hake tsebe che hore na u na nkile *information* homang, a kena *liclasseng* a re le ngole ntho tse bang le tletle ka tsona *classeng* ea lona(.)[Mh.] Le lingolo faats'e, le tse le thabelang e ka e kaba liphetoho.

[Oh, lele *liprefect*.]

Ee![Ok.] Le tse le thabelang hore ekaba liphetho tse ka etsoang ke *matichere* a lona. Ache, ke ne ke utloile ho tsoa ho eena(.)[Mh.] Kaha ke lumela hore ha ho buile eena, e bele hobane a linkile ho *principal*, neke hlalosetse *classmate* tsaka(.)[Ee!] Re ne re etse tsohle ke nka ra lietsang ho fihlela le nna ke kenya letsoho hona mono kere ache le nna *tichere* e tjenana, e tjena hare e thabele. E be *liphephechana* tseo lia nkuoa lifuoa *principal*. *Principal* o bitsa...*then* ha re ka ra tseba *final* ea tsona hore na ho etsahala joang(.)

[Mh, a ehlile hoa etsahala.]

035I: Ntjotse hee ka *structura* sena sa mona, u *aware* ka *structura* sa sekolo sa hau hore na taba tsa mohlo'mong tsa matla li tsamaea joang? Tsa liqeto, tsa *information*. U kare mohlo'mong ka tlasetlase u bona mang ho fihlela ka holimo?

036R: Ache, ka tlase tlase, nkare:::

[*Of course* ke *lestudent*, hakere?]

E-ea ntate.

[Ee, joale hotloha moo?] Papali e ngata [hofeta...

037I: [E-e, neke re feela u mphe feela nehetsano ea litaba hore na *lestudent* mane(.)[E-ea ntate]*lestudent* le fa uena kapa le fa mang? Eena o fa mang? Hofihlela feela- ke batla ho bona na oa hoqetala ke mang.

038R: Le fa nna hobane u kebe ua bona le latile *monitress*. Le tla ho nna *straight*, e be nna ehlile ke khona hore ke ee mono mo tla be le ntjoetsi hore a ko ee ho 'm'e NAME.

039I: Ha re nke u ile ho *principal*.[Ho *principal*? Ee!] Na hona le *body* e ngoe eo u e bonang ka holima *principal* eo *principal* a ikarabellang ho eona? Kohore taolo e ngoe eo a laoloang teng eona?

040R: Ache, nna hanke ke bone eka ho joalo(.)[Oh.] Ke e ke bone eka ke nthoe kang ke ea hae.

[E fellang ho eena, e *cuttoa* mono.]

E *cuttoa* hona mononong.[Oh:::]E-ea ntate.

041I: U *aware* ka mohlo'mong ka nthoe kang *board* ea sekolo?

042R: Ache eona ehlile hake tsebe na nkareng ka eona.

043I: Ha se ntho u laka ua utloa ka eona hohang hang?

044R: A-a! Ehlile eona ka ke tsebe. Ha ke tsebe hantle ka nnete.

045I: Oh, e re seke re ea nako e telele...kea leboha hee....

(*closing pleasantries omitted*)

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Class Monitoress: Lydia' Transcript

001 Interviewer(I): U ntjoetse hore na ka chebo ea hau uena, uo bone tsamaiso ea sekolo- hobane u karolo ea tsamaiso ka hobane u *monitora classeng*- e thusa bana ba sekolo hore ba ithute hantle joang?

[Karolo ea sekolo?] Tsamiso ea sekolo e na eo u leng karolo ea eona. Hakere u:::ke nka hore u *class monitress*?[Ee!] Joale uo bone ts'ebetso ea hau e thusa hore mosebetsi oa sekolo e tsamae hantle joang?

002 Respondent(R): Ts'ebetso ea ka e thusa hore ke thuse bana ba sekolo- ke etsa feela hore bana ba sekolo ba etse mosebetsi oa bona(.)[Mhm.] Ba *submitile* mosebetsi oa bona haeba ba fuoe *lihomework*. Le hape hobona hore *class* e lula e hloekile, hahona lerata ka *classeng*(.)[Mhm!] Le hore e mong haana le bothata a ka tla a njoetsa bona ka bo fitisetsa ho *liprefect* tsaka hore ke ba hlalosetse(.)[Ee!] Haeba le bona ba hlotse tle ba fitisetse ho *matichere* a mang hore ba fumane thuso.

003 I: Joale uo bone ntho eo e ba thusa hore ba etse mosebetsi oa sekolo joang? (2)Kohore taba tseo tse u ntseng u lietsa ka hofela?(3). U li etsa hobaneng? Taba tsena tsa hore ba tlise litletlebo ho uena, ba etse mosebetsi, ba etse *liassignment*. U lietsa hobaneng?

004 R: Ke lietsa hobaneneng(3)kohore ke:::kea ba tsotella. Le hore le bona batle ba fumane bokamoso.[Ee!] E-ea ntate.

005 I: Na hona le ntho e ngotsoeng faats'e eu joetsang na u sebetse joang?

006 R: A-a, haeo. Empa re joetsitsoe feela ke *principal* ea rona hore na re etse joang.

007 I: Ha le qeta hokhethoa, na hona le *meetingnyana* mo le joetsoang hore na le sebetse joang?

008 R: Hauo. E ba *meeting* oa *class* feela(.)[Mh!] Ke bana ba *classeng* ea rona baa re joetsa hore na barata hore na rona re etseng(.)[Mh!] Le rona rea ba joetsa hore na le rona re rata ba etseng.

[Ka mora hore le khethoe?]

E-ea ntate.

009 I: Joale ako ntjoetse hee, nthleng tsee tse ba litlaleng ho uena, u ka mpha mohlala feela hore na baa tlalehe eng ho uena, uena u e isa kae?

010 R: Ka nako e ngoe e mong o tlaba a roakile e mong(.)[Mh!] E be o tla ho nna o ntjoetsa hore nyeo o nroakile()[Ee!] Haeba nna ke hloleha ho *solva* taba eo, ke e fitisetsa ho *head boy* ea sekolo kapa *head girl* ea sekolo.

011 I: Oh, uena motho eo buang le eena ke *head boy*[Ee!]kapa[*head girl.*]*head girl*?

012 R: E-ea ntate.

013 I: Ntle ho moo, hona le mo u *reportang* teng?

014 R: Ee, ke *reporta* ho *class teacher* kapa *deputy* kapa *principal*.

015 I: Hona le, ke batla ena ea *deputy* le *principal*, hona le mokhoa oa hore u ka *reporta* ho bona *class teacher* a sa tsebe?

016 R: Ee, o teng.

017 I: Mohlo'mong ke maemong akang a feng?

018 R: Joalo ka ha kere, *classeng*[Ee!]batho baa loants'ana, emong o hlaba e mong ka thipa(.)[Ee!]ke na le tokelo ea hore ke ee ho *principal* ke mojoetse hore na ho etsa hetseng kapa *deputy*.

019 I: *Class teacher* a ntsale teng?

020 R: E-ea ntate.

021 I: Joale ntjoetse hee, bona ntho tse ba u fang tsona ba re u lietse, hona le mohlala o ka o hopolang? U hlahang mohlo'mong ho *anybody*, e le taelo tse tlang ho eona li hlaha holimo.

[Mohlala e ba o fang nna?]

Ee, kohore mohlala oa taelo e ba ufang eona hore e tsa nthoena kapo e shebe tjena, ke taba tsa mofuta o ofe kapa ofe tse ba o fang tsona?

022 R: Oh! Tabe e ba nfang eona ke hore ba re ho nna ke etsa hore ka *classeng* enana(.)[Mh!]hahona batho ba tsoang ka nako tsa *class* bantse baea ka ntle.[Mh!] E-ea ntate.

023 I: Ke mang ea tlang a bua le uena ha taba lile tjena?

024 R: Ha taba lile tjena?

025 I: Ee!

026 R: Hangata ke *deputy principal* le *class teacher*.

027 I: Joale ntjoetse hee, nna ke batla ho etsa *study* se tlo etsa hore o na mosebetso ona oa hau o be hantle, o otlolohe. Ke etsa nthoe e bitsoang *framework*. *Framework* ke hore na mokhoa oa ts'ebetso ka *classeng* hakele motho ea laolang ba bang ka *classeng* ke sebetse joang. Hau sheba potso tsee tse ntseng ke u botsa tson'a, u ka re ke eng e ngoe e nka e kenyeletsang e ka nthusang hore ke tle ka nthoe tla thusa hore mosebetsi oa *class monitor* le *monitress* o be motle?

028 R: Ha ke utloisisi potso hantle.

029 I: Hau shebilie mosebetsi oa hau, u shebile *study* saka: *study* saka ke batla hore ke tlotla ke etsa hore mosebetsi oa hau o be hantle[Ee!]o hlake. Ha kere ha oa hlaka hona tjena, empa hahona nthoe ngotsoeng faats'e hakere? Nna ke tlo ngola faats'e, ke re *class monitor* hae sebetsa hantle e sebetsa tjena, *class monitress* hae sebetsa hantle e sebetsa tjena. Joale ke ne kere na keng e u bonang nka e kenyeletsang *studying* saka moo e tla nthusa hore ke etse ntho ee eke batlang ho e etsa?

[Uena u etse thoe e u batlang ho e tsa?]

Ee! Eo ke batlang ho e ngola faats'e e be mokhoa oa ts'ebetso. Hoba nthoe ngoe le e ngoe e ts'oanela hore e be e ngotsoe hakere? [Ee!] Ke ling tse u bonang ekakare ke li siile tse u lakatsang ke li kenyeletse.

030 R: Li teng ebe(↓)? (3)

031 I: Hahona ntho tse ling tse itseng e reng ha li etsahala ka *classeng* e be liea u hlola?

032 R: Li teng[Mh.]tse nhlolang(.)[Ee!] Joalokaha ba etsa marata. Ke tla ba joetsa hore ba thole, ba tla be ba etsa lerata e be ha ba mmamele. Ka nako e ngoe ba tla be ba nketsetsa le rata nna ke bala.

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033I: Ntle le hore u joetsuoe hore u etse ntho tseo kapo le buile ka *classeng*, na hona le ntho e ngoe eo ue rupeloang uena hore u tsebe hore mosebetsing ona oa hau, hahole tjena u etse tjena. Na hona le thupelonyana e le e fuoang ka theko?

034R: Ha re fuoe thupelo.

035I: Ka kakaretso u kare u khona ho laola class ea hau?

036R: Hase kaofela[Mh!]ke khonang ho e laola.

037I: Ke nthleng tse kang lifeng mo u khonang ho e laola?

038R: Mo ke khonang ho e laola ke ho bona hore ho fietsoe ka *classeng*(.)[Mhm!]hahona lerata. Le hore ha e mong a entse e mong phoso, a kope ts'oarelo.

039I: Ntlheng tsa ho ithuta hakere e mong haana thepa, u li nke ka hofela pene bo libuka bo li *exercise*, ke mosebetsi oa mang?

040R: Ke mosebetsi oaka.

041I: Uo ba thusi ka ho etsa joang?

042R: Ha ba sena eng?

043I: Thepa e no.

044R: Aa, ha motho a sena pene a e kalima(.)[Mh!]ha kena le eona kea mofa, ha kesena eona ke mojoetsa hore a kalime ho babang.

045I: Ntlheng tse ling mohlo'mong tse fetafetang tseno, tsa bohloki, joalokaha ke tseba bana ba bang haba ts'oane(.)[E-ea ntate!] U hlokomela ka *classeng* ea hau hore ngoana e noa u na le bothata, leha e se e le *transport* ea mosokolisa. Ue etse joang ka ntlha tse joalo?

046R: Ka *classeng*, nkeke ka bole bitso la hae(.)[Mh.]hona le ngoana aa atle honna a fufuletsoe a re ha khone hofumana chelete ea *transport*. E be ke etsa bonnete ba hore ha a ea hae, ke mofe chelete ea *transport*.

[Uena ka bouena?]

Ee, hakena le eona. Hakesana eona che, ke e ke mokopele eona ho batsoali baka. Kea ba joetsa hore hona le ngoana ka *classeng*, u njoetsa hore haana chelete ea *transport* joale ne ke kopa haeba lena le eona le mphe eona ke tsebe ho mothusa.

047I: Lapeng? U ekopa lapeng koana?

048R: E-ea ntate.

049I: Ho *class teacher* teng ue ise kopo tsa mofuta o feng?

050R: Ho *class teacher*?

051I: Ee!

052R: *Class teacher* tsa monana, ache:::

053I: Hau kobo u isi lintho ho bona.

054R: Ache::: eo e bolelang? Kapo haeba *meaning* ke ache feela?

055I: Hakebe ke ise ntho tseno ho bona?

056R: *Tanki* hee....

(*closing pleasantries omitted*)

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Head of Department: Mrs. Jordan's Transcript

001Interviewer(I): Potso ea ka ke hore na-ke batla feela u ntjoetse hore na hau sheba tsamaiso ea batho – kehore *human resources, matichere*, ba *library*, batho ba bang kaofela - u kare sekolo se sa hau se amahanya taba tsee le mosebetse oa bana ba sekolo joang?

002Respondent(R): Ke kopa u phete hape.

003I: Kohore hau sheba tsamaiso ea BATHO, *matichere, non-academic staff* joalo joalo, u ka re sekolo ho ea ka uena se amahanya ntho tsee kaofela joang le mosebetse oa bana ba sekolo joang?(2)E etsang hore sekolo see se sebetse hantle hau bapisa le tse ling?

004R: Kohoba-ke kholoa hanka-ha nka ka bua ka ea bana[Ee!] *and then::: staff*[Ee!](2)hakere re bua ka batho ba re nkang ele *community at large*? Kapo ha re bue leka *community*?

　　　　　　　　　　　　　　　　[Ee, ha re...]

　　　　　　　　　　　　　　　　　　[...ba:::ba-hake tsebe-sekolo se ba sebelisa haholo. Mohlala, re na le 'm'e ea sebetsang *officing* eaka, re mobitsa ele *non-staff*(.)[Ee!]hobane hase *tichere*.[Ee!]Feela nengneng-eh-oa re thusa-oa re thusa oa *refotela*[Oh!](.)Oa *refotela*, o aba *question paper*. E leng hore u etsa hore mosebetsi oa rona o be bobe haholo. Hape hau hloka *liquestion paper* mona, 'm'e eane o tla fihla au thusa hore [Mhm]u be le lenane leo uena u le hlokang bakeng sa bana. E leng hore o tla *contributa* haholo mosebetsing oa rona. Re na le ea sebetsang ka mane ke labour joale[Ee!]o ts'oara lichelete, o patalisa bana. Ke nahana o

e leng bursar

ka tilling

contributa haholo ka hore[Ohm.] hakere u tla *keepa lirecords* tsa bana ba lefileng ka nako. Hore ha bana ba lefile ka nako a bile a thetsitse batho a ba setse morao basa patalang, e le hore ba khone hopatala feela fee,

　　　checkile

chelete e tla tseba hore holo pataloa bona *manon-staff* le *matichere* among a *maprivate*(.)[Oh.]E le hore baa *contributa* le bona le bo ntate ba *gating*(.)[Mhm.]Ee, bo ntate ba sebetsang mane ba *masecurity*[Mhm.]ba re thusa haholo ka holisa, haholo bana. Qetellong bana baa sala baa sebetsa bo mantsibuea(.)[Ok!]Joale le boits'oaro, joaloka ha u bonts'a, ba leka ho laola boits'oaro ba bana, ba bapala karolo e kholo. Le bana bàna tsatsing le leng u tla fumana ba tsoile ka jereteng ke-baile bo *femeng* kapa balo reka bo koae *seterateng* ke bona batho beo hangata bakhonang ho sebetsa taba tse joalo qetellong ea letsatsi, ehlile le boka *liclasseng* kaofela baa thusa.

005I: E le hore ntho tsee kaofela u re tsamaiso ea tsona, u ka e *linka* joang le ts'ebetso ea bana ba sekolo or ho*passa* hantle hoa bana ba sekolo joang?(2)Hore le be *quality school*, hau shebile?

006R: Hm, ntate, mohlo'mong kene kesa utloisise potso. Ke ne ke nahana hore mohlo'mong mokho ke hlalosang ka [eona...]

007I: [Kea utloa hore u re *non-academic staff* e thusa ka hore e *supporta academic staff*. E ne academic staff ke ne ke lebeletse hore u tla mpha hore na eona joale?

　　　　　　　　　[Eona ee?]E sebetsa ka tselana tse itseng?

　　　　　　　　　　　　　　　[Ke batho bana ke qetile?] Ee, hobane nthoe kholo ea bona ke thuto ea bana, hakere?[Ea ntate.]Joale u bone e *linka* ntlheng tsa tsamaiso le *mastudent?*

　　　[Matichere.]Ee, hoba bane se re buile ka bona.[Bane se re bue ka bona.] Ee!

008R: Ha ke tsebe na ke tla reng. Kea kholoa ke tla re *matichere*:::a ja:::a ja:::haa *dodge liclass*(.)[Ee!]Kea kholoa ke haeba ntse ke utloa potso ea hau ntsereng(.)[Ee!]Ha basa *dodge liclass,* hobolela hore hase nthoena ea metsotsong ea hoqetela ea hore kea ba *chaisa*. Ke nnete che ho tlanne hobe le *individuals*, u tla fumana hore hoane le hoane ba ba teng(.)[Oh.]*Majority* a *matichere*(.)[Ee!]khona hoea *liclasseng* ka nako(.)[Mhm!]a kena *classeng* ka mehla.

009I: Hona le eng e tsang joalo? Haholo nakong e ea lihlahlobo?

010R: Mati-LiHOD li nka *responsibility*[Oh.]hore li bone hore batho bana baka, ke cho tjena hobane ha kere bana le *litimetable*? Mme kena le *access* ho tsona(.)[Ee!]Joale kea sheba hore na, ke:::12:20am, 'me rolong ha ts'epe e lla-*alarm* e teng

　　　　　　　　　　　　　nakong

scholong mona(.)[Ee!]E tla be e bolela hore *period* ese felile joale oa sheba uena u le HOD hore na ka nako eno na hau sheba *list* ea batho ba hau ba kaofela na ba *classeng* na(.)[Ee!]hobane ke mosebetsi oa bona hore baile lihlopheng. Kapo u 'mmona a ntsa tsamaea feela e le nako ea hae joale uena u le HOD u tlameha ho *mopusha*.

011I: *Can you* beke e ngoe le e ngoe u *checke*?

012R: Ah:::u le-ka nako e ngoe hoa etsahala che. Hoane le hoane hoa etsahala hore e be ha ua e *pusha*. E mpa hee le bona ke e bone 'na ba rutehi(giggle)hase ka mehla[Ee!]le uena-kohore ke e bone 'na ba rutehile. Bona haeba ka nako e ngoe oa kula, hakere?[Ee!]Kapo u na le bothata bo etsang a seka tla sekolong, o tla u bolella hore ke na le nako tse itseng le tse itseng, kapo ke na le baka leo ke tlamehang ho le phetha, feela ka nako e itseng ke na le *class* e itseng ke ba hlophetse 1-2-3. Uena u le HOD u tlameha ho nka *responsibility* ea bona hore bana bano u ba fa mosebetsi oa bona.

013I: Joale ntlheng ea khiro:::na mohlo'mong hale hira batho ba lona, le ba khetha joang?

014R: Kea kholoa esale keba HOD, hakeso kaba ke ba hira-che hau sobe le *available post*-ee motho ea mocha ea laka ba teng kea kenetseng motho(.)[Ee!]Joale eno ebatla esa ts'oane lea motho ea ne kapa nna hake qala ho hiroa mona ke neng ke tlisitse *application*, ke ts'oaretsoe *interview*(.)[Mhm.]Eh, hau ka ba hoa etsoa-kohore ke bone eka ke *liprocess* tse ngata tseno. Ha motho a kenetse e mong, hangata ree e shebisane feela, hangata rona re e re sebelise batho bana ba(3)ba ileng *teaching practicing* mona. Kea kholoa motho u sokila ua ba le bona, ua bona hore enoa u etsa tjena, enoa

u etsa tjena. Joale ntho e kang bo haeba motho e noa o *sick leaving three months,* se ke hopola motho eane e ke tsebang hore ka hara bane baneng ba le *teaching practicing,* e ke bonang hore she *is the best,* kea kholoa joale seke *suggesta* ho mongata, *principal,* hore ache eke bone motho ea tjena ea tjena ele eena e nka reng-ebe eena u tla mojoetsa hore atlise mangolo a hae sekolong le ntho tsohle e be o koala sekheo sa nakonyana eno feela joalo. Mohlo'mong o *sick leaving* kapa *materniting.*

015I: Ke ntlheng ea hua batla ho *replacer* motho feela?

016R: Ee-ae-ee ea ntlheng eno ea tlhokahalo feela. A-e ka nnete, ehlile haho so etsahale letho ka nnete.

017I: Feela tsehebetso-ha ntso bona mohlo'mong, u tlameha u [khoethoe ke mohiri kapa...

018R: [Re ebe re etsa hoba ho so khethoe(.)[Mhm.]Ebe e isoa TSD le:::le *koranteng* kapa ho *interiviewe* hofihlela batho ba teng ba khotsofetse kapa ho *short listuoe.* Ua bona ka ha ra rona ka mane *interview* li ea ts'oaroa ka mono.
                                    monga rona.

019I: Ke *interested* hona *interviewing* mono haeba mohlo'mong u kaba le *idea* ea hore na ekanna eaba ho etsuoe joang.

020R: *Short listing* mona hanyenyana, ke kholoa hanyenyana ka mokho neke li bone, ke utloile ekaka hone ho shejoa *level* ea hore na *education* ea motho e kae. Hangata nna mongaka kea tseba ebile ua ntjoetse u rata batho ba entseng(2)*degree* bonyane(.)[Oh.]Hobane o re che, o re batho ba *diploma* ka mora *two years* o ile sekolong joale ho boele hobe le sekheo[Oa tsamaea.]Ea! Joale hothoe bonyana motho oa *degree* o a bone a tiitisetsa nakonyana a le mosebetsing. Che le hore mohlo'mong o nahana hore *degree* e se batla e le *beterenayana,* che hake tsebe hantle hona mono. Feela hee teng kea tseba hore o re motho oa *diploma* ka mora *two years* o sa ile sekolong(.)[Ee!]Joale u tla fumana hore ha lena le *degree,* le *shortlistuoa* holatela mohlo'mong *experience* le *maexperience* tse itseng li behoe mona e be lia sejetsao ebe le tla shortlistoa ka teng. Ebe joale hee hoso isoa le ba le experience e itseng TSD.

021I: Joale moo, re nka ea *more qualified* kapa ea *more experienced* kapo u sheba feela, le haa u so utloa hore ho *shortlistioe* motho a itseng? Ko hore uena u reng u shebile e sale o sebetsa moo?

022R: Hake tsebe. Feela nna, nna kele HOD, hake tsebe na uena u tla li mamela joang(.)[Ee!]Na hake fihla mona, kea kholoa oa bona hore mongaka o re ke HOD(.)[Ee!]Ha ke fihla mona, ha kea fihla khale kea kholoa ke fihlile 2007. Kela ka:::(3)kela ka sebetsa 2007, ho nosontso hona le motho ba ntse-a le teng mona[Ee!]-ana le experience e fitileng feela asa heade/bo nke. Bonyane o nana le experience e ngata e kesa tsebeng na-kea kholoa e fetang lemo tse leshone. Ea ba he hore-ke khothaletsoa ke mongaka kea kholoa le eena a shebile makhabane a itseng hore ke nne ke be-re moshebise boemo baka TSD/mosebetsing ke lo/tlo pataloa ke sekolo(.)[Ee!]Joale hee EABA O KHETHA HORE a seka lata motho enoa a late nna, and le nna neke ts'ohile e bile ea etsa tensionyana eleng hore ua bua ka nnete. Ke hopola hore motho eo nna che ka botho kene ke lebeletse ho etlaba eena HOD ha mme HOD a tsamaea a ea pomolong ka nako ea boHOD ea pomolo, ea ba 'm'e enoa oa re lata re le babeli a fihal a re beha mona a bua ka nna a bua a re 'm'e e noa ke mokhethile hobane ana le makhabane a itseng hakea mokhetsa ka experience. Kohore kea kholoa nqengoe u sheba ntho tseno.
          [Kea lona? Mohlo'mong nthoe kang ke...]
               [Ee, nthoena ea HOD ba mpha lipabinyana tsa hore feela ke HOD.

023I: Joale ntho e ngoe hape hape ea HR e ke e hlokometseng ke taba ea retention strategy[E-a ntate!]Hase le khethile batho bano, *whichever way* leba khethile, le etsa joang hore batho baa ba lule ba seke ba tsamaea? Haholo lona batho ba *specialisang* ka *practicals.* Ke eng e sekolo se e etsang hore re bats'oare batho baa baseke ba tsamaea ntlheng ea *motivation* joalo?

024R: Nna che *departmenteng* eaka(.)[Ee!]e hlile HAKENA TSAMAEA ha feela *principal* eaka e ntse le *principal* ea hona tjena hobane ka nako e ngoe ha re kopane bo *liassociasioneng* koana bo kae, u tla bona...nts'oa chelete, ho tla bo
                                                                                        ho
                                                                                    ha ho
chelete[Mh.] rerekeloa thepa. Ka nnete nna::: *principal* eaka haa nsokolise ha:::re *requesta* rere re kopa ho rekeloa ntho e itseng, haana *problem* ea ho re rekela[Ee!]hohang. Hoba le *practicalleng* tsa rona re tsamaea hantle, haa re sokolise ka nnete.

025I: Feela na rele sekolo ka kakaretso hona le *matichere* a kileng a *supporta* hore a nnabe teng *like* a bo *liscience* a bo *maths*(.)[Ee!]Sekolo se na le *policy* e thibelang hore ba seke ba tsamaea?

026R: Haeo ka nnete, hakeso utloe hothoe e teng. Kea kholoa...

027I: [...e le hore hosane nka fumana sekolo see se sena motho?

028R: Ee! Che nna ntle le nna...[Ee, aa uena ntle le uena]nkeke ka tsamaea holatela che-empa ha ke nahana hore mohlo'mong...
          [hobane musong mona, ke sebetsa *ministrying* oa *public service,* ba beha batho ba etsang thuto tsa bo *engineering grading* tse pele(3)Ke *lirecommedation* tsa *public sevice* mane. Joale neke nahana leka mona le kaba le ntho tse kang tseno kapa hokaba le hohong ho le ba etsetsang.]
                                                            Nna che ke e ke bone ho ntso ts'oana ka nnete. Le batho babo *liscience* u tla fumana baa sokolisa, *matichere* haeo, ba teng ba ts'ohile hore ba sekampa ba tsamaea. Feela hakeso bone hona le ntho thoeng enana e etsa hore leha e sele-e-hore feela e seka tsamaea. Ka nnete ha eo.

030I: Mohlo'mong *responsibility* ea *management* ha lese le hirioe, ke ho u matlafatsa. E kaba moo *scholong* ke eng e tsoang hole matlafatsa?

031R: Kea kholoa(.)[Ha holo ntlheng ea hole matlafatsa]Kea kholoa ke bo li *in-service training,* rea bo *liworkshopong.* Joale ha rea *liworkshopong* ba refa *transport* le lijo...

032I: *Liworkshop* tseo litla *how regularly*?

033R: Ba bang ke e utloe ntse ba ea hangata hangata. Che nna ha nke ke ee hangata. Ntho ke eang hangata ke *limeeting.* Joale feela *meeting* u tlobo nyahamisa, u fumane li habo nne-hahlano ka selemo ka nnete. Kohore ha li aba

hangata ka nnete. Ka pa u fumane khoeli le khoeli re lula re ea feela hona mono *meeting* moo ke e bone nna nako eohle hosontsona le:::-kohore holakaba le ntho e ngoe e khoehlang e tsang hore re tlo lumela ho eona kaofela.

khahlang

0334I: Kohore *project* ea teng e *covera issue* tse peli *lidepartmenteng* ea hau?[Ea ntate.]Le:::meloaong mohlo'mong? Kapo e batla [e le...

035R: [Ke bone nna ele ntho ea *departmenteng* tsaka. Kea kholoa *workshopong* e ngoe elaka ka e *attenda* e nele:::ee, leteng *liworkshop* hali tle hangata, kea kholoa ke laka ka *attenda* e le ngoe teng , ke kholao bo 'm'e ba NTTC bane ba tle ba fihla ba re ruta...ka boits'oaro. Ke eona e tlang hangata *but* tsena tse ling, *but* tse na tsa mehla le mehlaena ke *meeting*....

036I: Ke hlokomela hore le batho ba mmuso. Hahona ntho tse hlahang mmusong tse hlileng li laelang hore ka nako e itse motho a ba etse ntho e itseng ka mokhoa oa *training and development*? Kohore a ba *attendile workshop* pele le ka ea pele?

037R: Ache, e-e ka nnete, nna ke tseba feela, ke e ke utloe feela ho ntso hlahella hore ho tla tlaba le *workshop*, hona le batho ba eang teng, ebe baa tsamaea. Haele tse ling(.)ache:::!

038I: Ntlheng ea hore na *decision* li etsoa kae sekolong moo, ke mang eaka holimolimo eo *instruction* li qalang ho eena? Kapo re qale ho uena. Uena u ikarabella ho mang honajoale?

039R: Nna ke tla fuoa li *instruction* ke mongaka['M'e *deputy*?]Ee! Ke eena ea tla mpha...empa hee, kea kholoa hase re sebetsa, hangata u tla fumana hore *principal*-nna hangata ke e ke fumane ke bua le *principal* hofeta ho bua le *deputy*[le *deputy*(↓)].

040I: Feela u ka khona ho hlalohanya *instruciton* e ba u fang eona hore na ea ts'oana? Ko hore ha *deputy* a buile tjena le tje *principal* hae kene?

041R: (3) [lia ts'oana?](2)e hlile *deputy* ena e sebetsa ka monyebe. Ae:::ke e ke bone nna:::nthoena, nke be ka tseba *principal* e na e sebetsa ka melao

hoe etsa ka nnete hobaneneng, kohore ke sitoa hou etsetsa phapang pakeng tsa *deputy* le *principal*. Ke nnete ua utloa joale che ke le HOD, neke lebeletse hore-*like* nna honajoale tjena hake batla...ke qala ho HO:::D-ho *deputy* kea mobolella, ke lebeletse hore u tla fitisa taba tsaka, *mar* u tlo fumane hore neng *unfortunately* ha lia khona taba tsaka, *like* kee ke bone batho ba bangata ba khetha hore ba motlole ba ee ka mane hore taba tsa bona li ka feta.

042I: Joale uena hau etsa lintho u li isa kae? U li isa ho *principal* kapa u li isa ho *deputy*?

043R: Ho tsoa hore na ke tsa mofuta o feng. Ho tsoa hore na ke tsa mofuta o feng. Mohlala, nna hona joale tjena ke le motho, ke *classteacher* e bile hape hape ke ikarabella *Form C*, hona joale ke *manager-position* tsaka li peli.

044I: Ebitsoang ee e ngoe?

045R: *Chief:::chief form:::*[Oh, *chief form*]*Form C*. Ee! *Chief form mistress*.

046I: Ke *structura se teng* hohle?

047R: Ke itse se teng(↑)ke fumana sentse sele teng sekolong mona hake tsebe na ke sa hae kapa sehlaha kae. Empa hee se teng, re tlaba le eona *chief* e no. Re qalile *Form I*, joale haeba *liclass* li *three*, ke *chief form*...mme haele joalo, hona le *class* tse ke ikarabella ho tsona tse tharo. Joale *liclass teachers* tsena li ikarabella ho *chief form* ena[Ohh!]Ee! Ee! Joale kaha ke re ke *chief form* ea *Form C*, *liclass teacher* tsohle tsa *Form C* li ikarabella ho nna. Joale haeba ke fuoe litaba tse itseng, holatela mohlo'mong...re bona Form C mane...ho etsahala joang joang, nna hake tsoa mono ke kopa le *liclass teacher* tsenana haho hlokahala....

048I: Hona le nthoe hlalosang hore na hau le *chief form* e ka khona u sebetse joang, e le *ducomane*?

049R: Haeo, hakeso e fuoe ka nnete.

050I: Hohang, kapo ha ua botsa?

051R: Hake tsebe, ebile hakeso e batle ka nnete. Hakeso bue le ka eona.

052I: Joale mesebetsi ea hau ue tseba joang?

053R: Ke botsitse(↑)e lare ha bare *madam* lemong sena u tloba *chief form*, ka re joale kaha ke motho a iphihlelang, ke kopa ho botsa hore na mosebetsi oa ka ke hoetsang. Eaba ke joetsoa hore uena *li:::class* li ikarabella ho uena, u bone hore *liclass teacher* li tlatsitse *liregistrar*, u tsebe hore na bana ba hau ba bakae, ea *droppang*-taba tseno kaofela, *information* eno e

tlisitse

tlameha e fete ho uena. U li...u tsebe hore na bana ba hau ho pasitseng ba bakae, ba bashenyana ho pasitse ba bakae, ba banana ba feitse ba bakae kapo menyetla ea bana ba hau ke e feng, *throughout* ho fihlela[Oh.]...ee! Ke joetsitsoe ntho tse joalo.

054I: E, ea *class teacher?*

055R: Hakeso e fuoe. Leha ke fihla mona ke entsoe *class teacher* feela nna hanka ka fuoa taelo e joale-hanka ka fuoe docomane e reng u le class teacher u lebeletsoe- u na leng , ke lanna ka ruta feela...joale ke bile ke botsa hore hothoe ke etsa joang ha ke *le class teacher*-a u bone hore tsatsi le leng le leleng u kene *classeng* e hloekile, bana ba hloekile ba teng kaofela, ba siko ua recorda na ke bafeng, mehla e nana u tsebe ngoana e mong le e mong hroe na ba phela joang, o e tsa joang. Joale bana baa hakesa ba rute, nna ke tla tseba joang? A, u tla tlameha hore u ithute bona...hoba ka nako eohle...ke 'la ka tlameha ho ithuta bona e le ha ke sa barute joale, tsatsi le leng le leng...hakesa ba rute le ho baruta.

056I: E le hore u ka ba *class teacher* ea *class* u sa e rute?

057R: Hantle ntle, *normally* ho batluoa motho oa *class* eo u e rutang, e nempa ele...ea hore ebe ke ile ka kena(.)[Oh.] joale base na motho, joale ebe *timetable classeng*...u ruta *class* eo ue *class teachang*.

058I: E, ea HOD eona, na hona le nthoe ue fuoang hore u sebetse ka oena?

059R: E ntsele ntho e ts'oanang. Joale ke bile ke ts'ohile ke fihla le ho fihla re le bangata, ho thoe uena u HOD...ea ba ke *shocked* feela. Hobaneng? A re...Ea ba kea ka nnete *officing* ka re joale ka nnete ntho ena ha ke tsebe na e tsamaea joang. Ka bese ke botsa, moo ke tlameha ke etseng?

060I: Kaofela ha tsona ha li *applaeloe*?

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061R: Ha li applaeloe(.)[Ee!] HOD eona, ke ne ke ithute hore ea *applaeloa*(.)[Oh, ea *applaeloa*] Ea *advertisoa*, eona ha *post* e le teng, ha *principal*-ke e ke utloe a ntse a re...hore na u na le bana-kohore *the work weight* ea *department* eno haeba e kholo, e ka *applaeloa*...ke hona haho fihloa li teng ke ne utloe haho botsoa hore na hobaneng e loa *not* eane. Eaba hee ke mane mone ke utloe a bua a re ah, ah, eona ke shebile makhabane a hae. Ke nnete ha ana *experience* feela re motseba hore-kea kholoa ke nenne ke mothuse e le hore, kene ke etsa-nkile ka ithaopa sekolong sena ka *officing* ena. Eaba kea sebetsa selemo sa bo *three* kaofela ne ntse ke *vonluteerile*. Kohore nekele *teaching practicing* mona ka bo 2003[Ee!]hakele *collegeng* ea ba...nekele temong. Eaba ho tloha mona hoea koana hofihlela kea *Roma* lemo se tlang ke ithaopa...kea kholoa...a leka hobonts'a, motho enoa leha a satla mosebetsing tjena le tjena, ke eena eke bonang nna a lokela *position* ena. Joale lemo tsa hae hali lekane(.)[Mh] Empa hee ha rena le enoa e mong u la re mohla e *advertoasoang*, hobaneng TSD le eona ea *advertisa*, mohla *department* e bileng le bana ba bangata, e tla *advertisoa* so halele babeli hee *you will apply*(.)[Oh.]TSD eona e tla inkela qeto ea hore ha lele babeli tjena e nka o feng.

062I: A tseba na u reng? U re *interview* tse ling li *holdoa* sekolong mona ho *selecta* sekolo, *but position* tse ling ho *selecta* TSD. Hojoalo?

063R: E-ea ntate, hojoalo.

064I: TSD ntho tse ling ea kena...[re ts'oarele 'm'e(to who some tried to come in)]ntho tse kang HOD li *dicidoa* scholong. Na ho sebetsua joalo, re shebile batho ba bangata ba khale ba leng teng mona?

065R: Ke fumane sentse ba le teng ntate. Ke utloile ekaka(giggle)-hae, hake tsebe(↓). Mosebetsi ona hake o batle(↓).
                                                                                                    ea o
batla(↓).

066I: Na joale-uena ehlile u na le *position* tse ngata *too much*-ne ke batla ho tseba hore na ha o le HOD, mohlo'mong ke *office* e fe eo buang le eona. Kohore ntse ke leka ho etsa *tree*. Ke ntho tsa mofuta o fe e le buang le bo mang?

067R: Ke bua le-hangata ke bua le batho ba *departmenteng* eaka.

068I: Le bua ka eng?

069R: Hangata re ka bua ka *hoattenda liclass*, le tse ling(.)[Ee!]Ea ntate. Le *hoevaluata* mosebetse hoba joale joaloka *class teacher*, ke tlameha ho bona hore *liclass* kaofela hangata, ho tloha mona ho bo *Form 1* bana bàna baa be ba qetile 'be ke...Ke tlameha ho*evaluata* mosebetsi oaka. *Matichere* ano kaofela hore uena bana ba khona hoithuta hakana molato?.

070I: Ke qala ho utloa *position* ena ea *chief*.

071R: Oh!

072I: Ke batla ho utloa na ha u le *chief mistress*, u ipuela le:::?

073R: Le *liclass teacher*. Ke ipuela le *stream* seno sa *Form C* feela.

074I: *Academic or non-academic*? Kapa u bua le bona kaofela?

075R: *Both. Academic and none.* Hobane le ha rena le mathata, e le C1, mohlala(.)[Mh.]*class teacher* e tla tla ke ba botse, ke ba bonts'e hore ba sebetsa tjena le tjena....
                                    [Ele hore class teachere ea hae e tla tla ho Chief Form?]Ee!

076I: Ha u le *class teachere* teng u bua le mang?

077R: (3)Feela keu joetse, ke buile ka *chief form*, hakere?[Mh!]Hona joale ke bua ka *class teacher*?[Ee!]Joale *class teacher*-hona joale ntho e etsahalang, u tlameha a ba bona *chief:::*(3)[*Form.*]*form*[Ha lia holimo.] Ee!

078I: Ha liea tlase?

079R: A lo bua le *mastudent* ha lia tlase. E sele *liteachere*. E sele *mastudent*.
                                    [*Mastudenteng* moo...?]
                                    [Kapa *colleague* tsa hae.

080I: *Structura* sa *mastudent* sona ha le na sona?(3)*Structure* sa *mastudent* sona?(2)Hantlentle haeba ke mametse hantle, kea utloisisa hore *matichere* a na le *structure* tse kang bo *classteacher*, bana le *chief form* ho fihlala ka bo HOD. *Mastudents* ona haana *structure* tse itseng?

081R: Ana le tsona. A na le:::a na le:::*liclass monitor-class monitress*. Kea kholoa ke bona ba sebetsang haholo le li:::le li:::*class teacher*[*Ok.*]Ee!

082I: Hahona ho hong?

083R: Hona le *monitor* le *monitress* e be e se ba *school prefects*. Ka holima *liprefects* e ba *head prefects*. Kea kholoa e tsamaea joalo.

084I: Hau sheba u ka re, hau sheba moetlo oa sekolo see, ko hore ke bua ka nthoe kang *school culture*, moetlo oa sekolo, oa sheba mohlo'mong na u bona ele batho ba sebetsang ka thata, na u bona ele batho ba mahareng kapa u bona ba le sitang feela? Joale le hore na le *target* baneng ba mofuta o feng hoba kea bona le lutse ka hara *community* e fapakaneng, haholo hake sheba. Joale u kare moetlo oa sekolo see? Ke sekolo se nkang bana ba mofuta ofe? U likopanyetse kaofela mono.

082R: Kea kholoa, ha ke tla *matichereng*, ke e bone ho le *mixed*(.)[Ee!]Hase bohle re sebetsang ka thata; hona le ba hulang ka thata, hona le ba(2)u fumanang hore...joale hae tla *community* ke mo ke fihlang ke sheba hore (.)[Mh.]oa bona relutse ka hara *lisurburb, but* hase *liclient* tsa rona.[Oh!]
                                    Ee!
                                    [Bana bana ha ba tsoe mona?]Bana bàna haba tsoe mona. Ba hlaha bo ka nqane bo malaeneng a ka nqane, bo ka koana ka nqane. Boholo ba bona ke bana ba *lifemeng*(.)[Oh.]hase batho ba *community* ena.

083I: Joale ntlheng ee ea *school culture*, kohore hau e sheba, u sheba moetlo feela, uka re batho baa bo ntso nka litaelo tse eang *up and down* ho tloha ho *boprincipal* ho ea ho HOD le *matichere*, u ka re le batho ba *sherang*?(2)Ua tseba na batho baa ba fapana kae? Hau a khela potso ka *meeting*, ha *principal* ele teng, e teng *level* eno. U ka re u bona e le motho ea sebetsang ka holaela feela haho etsoa ntho tsee kapo o ka reng?

084R: Nna ke bone re *shera* ka nnate hobane le eena taba tsena haa lietsa haka nts'e litaelo feela. Hangata hangata hofeta hanyenyana re atisa ho ba le HOD meeting. Ee, e re hahona le *idea*, ba o bitsa, haa hlahe feela ae betsetsa feela, oa re

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bitsa e be re tlo shebisana *idea* eno, e be hare qeta hoe shebisana, re boetse rea e nka re e isa *staffong*. Hape hape rea e shebisana.

085I: Li *scheduled meeting* tsee kapa li itlela ka nako e li etlelang?

086R: Ha li *scheduled*, li itlela ka nako e li itlelang. U tla bona feela ka nako e itseng ho so thoe re tlaba le *meeting*.

087I: Tsa litaba tse ling tsona?

088R: Hahona tse *scheduled* HOHANG[Oh.]tse hoka thoeng ho etsebahala hore ka likana le likana ho tlaba le *meeting*. Ha li *scheduled*.

089I: Joale hee ke itse ke batla hoetsa *framework*, ke phetho ka ntho tseo nna ke tlo li bua. Ke litaba tsena tse tla nthusa hore ke etse *framework* ena[Oh.]ke batla ke be le *framework* e kereng hua sebetsa sekolong, u ts'oanetse hosebetsa u etse tjena le tjena le keke la sitisana. U kare ke eng enka e ekenyeletsang e nka e kenyang sekolong see hoea ka uena?(2)Kehore, *framework* ke *structure*, ke batla ho bona *structure* le hore na *structure* seno se neheletsana joang, *liprocess* tsa teng. Joale u kare ke eng hau sheba sekolong eka thusang hore ke etse *framework* eo ea *human resource* sekolong moo?

090R: (3)Ntle le tse seng ke bue ile ka tsona?

091I: Ntle le tse seng u buile ka tsona.

092R: (3) Ha:::ha uka pheta hape, kea kholoa kea touta.

093I: Kohore ke batla ho hlaha ka *framework* e ka reng hau e sheba oare ke batla hobona na ho sejetsoa joang oa e bala. Joale kere na *documane* eo ha ke e etsa(.)[Ee!]ke eng eo u bonang eka nka e kenyeletsang hore ke hlahe ka *framework* eo? [Oh!]

094R:(5)Ke ntse ke bua in *terms of* sekolo, hakere? [Ee!](3)Nna ke nahana hore kea kholoa haeka ba *freedom* ke e ke utloang eka e tlo loka, e tla loka. Leke:::ke, hakere moo hantle re le *matichiere* re moo ka baba bàna? [Ee!]Ebile haholoanyane-ke qeta ho fihla, hake tsebe(↓). Ka bana kohore. Nthong tse ling tse itse, leha ese kaofela hle le tsebe hore-ke nnete ho ntsona le bo *head prefect but* u tla fumana hore lina le mesebetsi e itseng nthong tse ling koana ha lieo. Ekare ho kobona le ntho tse ts'oanang le *representative* ea ba:::na(.)[Ee!]ho tsejoe hore mang mang o emetse *mastudent....*

095I: Kaofela?

096R: E seng kaofela?

097I: Kapo *tichere* ee-kapa e be ngoana mo ho buang ka bana ba bang?

098R:Ea ntate(.)[Oh.] feela ngoana ena a le siko(.)[Oh.]. Lintho tse itseng, e seng kaofela.

099I:Na feela ha ba banyane haholo?

100R: Na *maForm 5* a manyenyana? Nako ngoe ho buua ka *uniform*, re bua ka *uniform*, *school uniform* joaloka *litights*. Ke etsa mohlala. Ke etsa mohlala.

[E le hobane le re ba litene.]Ee! Ke etsa mohlala, hona joale re sa tsoa kuta bana. Baa kuta(.)[Ee!]Ke lemo sa bobeli kea kholoa-lemo sa pele ba kuta. Lemo tse ling nentse basa kute. Kea kholoa hahone hona le...baneng e be hare lula faatse re sheba hore re bona hohlokaha hore bana ba kute, e be re lumellana ngoana e mong a le teng[A buellang bana bàna.]a buella bana bàna, hlakore la bana bàna...

101I: Empa joale ke utloile hore Lesotho mona hona le molao o qetang ho tsoa, oa *Child Act*, o reng le ba tlohelle ba iketsetse ntho tsa bona, e be ba tlatla ba *reporta*. Ke u tloile e le nthoe thata feela e ke sa utloeng na likolong mona e tla sebetsa joang.

102R: Ho thoeng?

103I: Ha hosa batloa hore ngoana hantle a *dominatoe* kaha taolo ea batho ba baholo, ho thoe bona ba inkele liqeto tsa bona [Oh!]ba le *informe*(.)

[base ba *informa* feela ba re fihletse qeto ea ho etsa tje?] Ee! Qeteto ea ho etsa tje. 'Me ke bone ele nthoe thata hobane bakeng tse ling qeto tse ho buang ka ea ke nahana haba bahholo holeka. Nna neke batla hotseba ka ena ea *school board*. Ha hona bo nthoe bitsoang bo *school board* moo?

104R: *School board* se teng.

105I: Boholo mosebetsi oa eona ke eng? Neneng?

106R: Nakong ea khiro, se ba teng(.) [Ee!] Nqengoe, o tla fihla nako e khuts'oanyane, ebe tloba teng nakong ea *selection*, nakong ea mohla ho *seletoang* motho.

107I: *Influence* ea bona e kae? *In fact* kea tseba ebile-hakere hase *matichere* bona?

108R: Mh. Nna ke nahana e nyenyana. Ke nahana hore *influence* ea bona e nyenyana(2)hobane ha ba tsebe letho ka bo *matichere*. Ba bang u tla fumana hore ke batho basa tsebeng letho ka hobala(.)[Ee! Empa ele feela(↓)?] Ke hore feela ke *school board* hobane sele teng[Oh.] *Like* hakene ke hiroa, bane ba le teng. Hakere ha ba tsebe letho, ha matsoe a hlaha moo, haa utloisise ha hothoe nthoena e ho etsuoa tje(.)

[Ho chong hore ke ke *mob* feela.] Batla ka mosebetsi feela ha *principal* a re motho enoa re mofa mosebetsi, ba re ache rea molebohela. Che eena o tla bua le bona ka mokho a buang ho bona(.)[Ee!] *but* ntse seba teng leha sesa etse letho. Che nthong tse ling sea *influencer like*(3)*practical* moo eba-u tla fumana hore hale le etsetsoa *cheque* ho na le motho ea tla *signer* hakere oa *school board* e leng *president* ea *shcool board*(.)[Ee!] Hona le hore a ka punyeletsa kapa hasa batle haa batle eena. Kohore e ehlie nqa tse ling a ka *influencer*, nqa tse ling a ka *influencer* haholo.

109I: E leng hore principal o matla ho ba feta?

110R: O matla hobafeta.

111I: E re kere kea leboha.

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Head of Department: Mrs. Molapo's Transcript

001 Interviewer(I): Potso ea ka e ngoe feela, ke hore na hau sheba kolong sa hau mona, u sheba taolo ea *matichere*, batho ba sebetsang bo *library*, kohore batho, u kare sekolo se e kopanya joang le mosebetsi oa bana?

002 Respondent(R): *Ok!* Ke qale ka taolo ea *matichere*(.)[Ee!]ke re ntho eo ke e ke e tlokomelang ke hore bookameli ba sekolo, bo tlabe bo tsotella hore na *matichere* a fihla ka nako e feng sekolong(.)[E-ea 'm'e!] Ea bobeli, bo tlabe bo tsotella hore bo bone hore na *tichere* e ngoe le e ngoe e *classeng* ka nako e lebeletsoeng ka eona. Kea kholoa oa ba tsoe tseleng ea hae ka hore u fumane a nkile *timetable, master timetable* e teng hona ka *staffroom* ka mane(.)[E-ea 'm'e!] O tla ba le e teng ka letsohong la hae ka mona ebe u ntsa a re hlokomelisa ka linomoro tsa rona. Hake etsa mohlala, 'na ke *number* 26, joale u tlaba ntsa a re hona tjena ka 8:00, 26 u lokela hore e be u A2, 25 joalo-joalo joalo-joalo joalo-joalo. Joale [ena...

003 I: [*Coding* eo u buang ka eona, u e fuoe joang? Ea hore na motho o ts'oanela hoba nomoro mang?]Ee!

004 R: A tseba hake *sure* hakalo kalo hobane nna ke fumane e sentse e le teng, empa e le hore nna ke la ka fihla ka nka ntate NAME, motho e neng ke kena bakeng sa hae(.)[*Ok!*]e ne sentse le teng. So ehlile hakena *lidetail* tsa hore na *why* rela ra sebetsa linomoro tsena. Ha rea sheba le *alphabet* kohore. Hase nthoa hore na bitso la hau le hlaha kae kapa eng. *It's only that* nna ke ile ka kenella ho eona, *I never asked* hore na le ne le sebelisitse *criteria* e feng hore e be le la etsa ntje. Joale, ke tle hore na taba ena ke bona e kopana le mosebetsi oa bana ba sekolo joang(.)[Ee!] Ke e kopanyana le mosebetsi(2)('*E-ea 'm'e.' to an intruder*)ea tsotella hore na *tichere* e fihla neng sekolong, ke hobolela hore e shebile *coverage* ea mosebetsi oa bana(.)[Oh!]haeba ea tsotellla hore na *classeng tichere* e ile, kohore na eh *time management* e tla kopana le hore hau kena ka sekolo ka nako e lebeletsoeng, *subject* ka subject e fuoe li *lesson* tse itseng holatela hore na *content* ea eo e kae *so, if at all* u fihla ka *classeng* ka nako, ke bona e kopana le mosebetsi oa bana ka hore *coverage* ea *syllabus* e tla ba boemong *depending* nakong eno e bang ue fuoe.

[*So* ntlha tseno ke *result* ea *follow up* ea *principal*?]E-ea ntate![Mhm!]Ho joalo ntate.[Hona le ho hong?]

Eh, ke ne ke buile kea kholoa boemong bo *academic*. Ho uena ke utloile e ka u bua leka *library*. Ea *library*, ah *very unfortunately* kolo sa rona hasena *library*.[Oh.]E-ea ntate! kea kholoa re e bitsa *library just because* e *deala* le phanano ea libuka feela *but* ha hona mo e leng taba ea hobala. Joale, ea *non-teaching staff*, kea kholoa nna joaloka motho oa *develoment studies*, eo kea tseba hore ho motho e mong a kanna bona *cook* e le motho ea tlaase a sena *anything to contribute* nnete. Empa nna ke le motho oa *development studies* kea tseba hore eh lijo *it's a basic need*(.)[Ee!] Eena ngoaneno u tlo moruta(.)

('*U bonaka nthoe kea mang?' an intruder.*)

haeba a sa

('*E Joang?' to an intruder. 'E be kea Ts'episo?' 'Ha ke tsebe, neke nahana-ke interviewong mona, ntho ke ena e ntse recorda, ntlohelle ke otle otle.' 'Ntate oe!' intruder to researcher. 'kea tsamaea kea malaeneng bo.'*)

Joale ke re, nna ke e kopanya le bona ka hore, ngoana ea jeleng, u:::u ba *ready to learn*(.)[Mh.] Haana ntho ea ntsa touta ka eona e lijo *becuase* ua tseba hore e bile ka Sesotho re tloaetse hore lela le lapileng ha lena tsebe(.)[Ee!] *So*, ka hobane lijo ho nna ke nka hore *is one of the best needs* tse tlamehang *hoaddressoa* pele hofihlela hore ngoana a tle a tsebe ho ithuta, e bile ke e kopanya haholo le taba ena ea *Maslow Hierarchy of Needs* mo e leng hore tsena tse ling li tle li tle....U tlameha u mofepe pele...e leng tsona *the primary needs. So* ke kopanya taba tsena kaofela. Hape hape hona le batho ba re *cleanelang* jarete ena ea rona. Rena le *handyman*, mosebetsi oa hae o moholo ke *hocleana.*

[Gating mane hona le e mong.]

E-ea ntate. Le eona eno ea holaola *movement in and out* ea bana ba sekolo. E leng hore batho bane kaofela, ke bona kaofela *all these things* li ntse li etsa *geared towards achievement of the school* ea mosebetsi oa bana ka hore bana bano ha bana hotsoa ka nako e ba e ratang. E le hore nako ea bona ha bale ka hara *school campus* mona kohore ba e *spenda* mosebetsing oa sekolo. 'Me ntate o sebetsa mosebetsi o etsang hore ba *spende most of their time within the school campus* mo ba tla tseba hobala(.)[E!]Hape hape, e noa e mong, u e tsa e *clean environment which is actually conjucive for learning*. Haeba oa re *cleanela, nobody would*-u kare hau kena ka mona-e itse hau kena bale ka mona ba entse monkho ona oa lieta, ne ntse re entse tjena(*shrinking shoulders*)re batla hore ba tlohe. Empa hae nekaba ho lits'ila haufi le nna, re nekeke ra sebetsa, hoa rona e ne tlaba ho ikoaela, re tla apola re tla etsa ntho tsena kaofela(.)[Ee!] *So*, ke bona e noa oa-oa-oa a re *cleanelang* le eena, a ntsa a sebetsa *towards achievement* ea mosebetsi oa bana. E leng hore kaofela *staff* sena se mona, nna hoea ka nna, ke bona ba sebetsa hoea atlehisa mosebetsi oa bana. Le hore *we are from different backgrounds.*

005 I: Na hona le *system* e *formal* e le *adoptileng* moo? Mohlala, kolo tse ling li na le nthoe bitsoang *performance management* eo li e linkang hotloha ho *the national goals.* Tse ling lina le *standards* tsa machaba tse kang tsabo ISO tse *certified* hore uka sebetsa hofihlala mona. Kohore sekere feela le haeba esa ngoloa sekolong koano. Eo u ka e bonang feela.

006 R: A-a. ha ke tsebe haeba tlabe ke araba potso, feela ke tseba feela hore rona sekolong sena sa rona re sekolo se bitsang sa GEM *School.* GEM ke *Geography and Environmental Management* e-e-e...

[E ngoloa joang GEM eo?]GEM.[Mh.] GEM ea G-E-M.[Oh.]Ko hobane feela e oele nthoeno ea teng. Ho ngotsoe mono hore re GEM *School.* Heaba u bone *corneng* mona ho itsoe *do not litter*(.)[Ee!] Kohore ke *communicative sign post* e e bonts'ang motho e mong le emong haa kena ka mona hore ha u kena ka hara sekolo sena itlhokomele. *So*, ka lebaka leno hore re GEM *School*, sebopeho sa rona ke hore-eh nthoe-*role* ea rona ke hore ba *intender to capacitate, to train and also to conscientize people about*

clean environment. So, u tla e bona e le tjena. Hake tsebe haeba u tla e nka ele *policy but* ehlileng re sebetsa tlasa leano leno la hore ke boikarabello ba rona ke hore re bone hore sekolo sa rona se lula se hloekile.

007I: *Ducomane* ee ea hore le GEM *School*, le qalile ho bitsoa joalo joang? Ke ntho e nka e fumanang kae mohlo'mong hase ke batla hoe lelekisa ka batla hoe e sheba likateng?

008R: GEM *School* eona ka boeona ke mokhatlo o theuoeng ke *litichere* tsa *Geography*(.)[Oh!] *So, our school is a member*(.)[Oh.]ke mokhona re tlaare re GEM *School*.

009I: Joale hare tle ho ena eh:::*human resources management*. Neke batla hotseba hore na hale hira, KAOFELA, *matichere* le batho bana ba sebetsang ka jaretng. Na lena le mokhoa oa ho ba khetha, pele le ba hira?

010R: Ua tseba na ho etsahala joang? Khiro tsa rona lia fapana. Hake bua ka k'hiro ea *matichere*(.)[Ee!]kolo sena sèna le *department* ka hofapana joaloka nna tjena ke *head* ea *department* tsa *social science*(.)[Ee!]Haeba tlhoko e le ka lehlakoreng la eh *social science what will happen* ke hore ho tla *advertisoa post*, e be batho baa *applaea*. Joale *application* kaofela li tla be li behoe mono. E be hoba le nako ea *selection. Selection* eana e etsoa ke:::kea kholoa ke *principal* mohlo'mong-hangata-hake tsebe aa e tse ka mokho-re e etsa tjena, *haphazard* ka hore o tla mpitsa a re hare shebeshebe mona. E be rea sheba, re shebasheba re sebelisa *criteria* ea hore na re hloka *liqualification* li feng(.)[Ee!] Joale e be rea *scannerkena* rea sheba hore ache e-e re bonaka tsena tse tharo, li *suiter* ntho re e batlang. Ke le teng nna motho ea batlang motho, ea *concerned*. Ebe hee rea etsa-empa ha hoso tluoa *interviewong*, ke tla ba teng kele *head* e amehang. *Principal* a be teng le litho tsa *board* hobane hangata *interview* e ba litho tsa *board* e ba *board*. Ekaba *board*
<div align="center">nthoe ka interview</div>
<div align="center">nthoe e etsuoang</div>
kaofela kapa ba ikhetha hore na hotla mang le mang. Feela *principal* e le *secretary* o tlaba teng, molula setulo o tla ba teng, mohlo'mong and *other members from the board*. Ehlile batho ba bangata hase hangata ba ba teng kaofela hobane le nna ke le *head* e amehang, tla be kele teng. Joale e be ho etsoa li-*interview*, ho botsoa motho oa rona. E tlare hare qeta re tlabe re bona motho e kang o *appropriate*. Ke mokho ho etsoang ka ona.

011I: *Structura* sa ho botsa *interview* ke ntho le nang le eona kapa motho e mong le e mong o botsa lipotso feela ka mokhoa a fuoeng?

012R: Eh:::ho botsoa feela ka mokho motho a batlang. Re tla re laoloa-re tla be re entse *interview schedule* e seng *structured per se, interview schedule* holatela hore na ka nako eno thloko ea motho ea nthoe re e batlang kea motho ea sebetsang eng(.)[Oh!] Mohlo'mong ke re ke *tichere* ea *Geography*(.)[Oh.]joale e tlaba hore na *Geographing* mona re batla a tlo etsang, a etseng...mohlo'mong e tloba *sports master* kapa e tlo ba le:::*sports mistress whatever*. Ntho e tlo tsamaea le taba eno. Hakere e tlaba kae kae hore potso tse retlo libotsa li tsamaea ka sebopeho na.

013I: Ntho e ngoe hape hape ke hore *matichere* aa baleha, haholo a lithuto tsabo *science* joalo joalo. Scholo se etsa joang hore se ba ts'oare? Kohore na hona le leano le u le bonang sekolong mona?

014R: (Giggle) Kea kholoa rona *its a different* ntho-*dimension*. Hona le hobaleha, rona re bona batho ba batla hotla(.)[Batla bale ba ngata.] Ee! Ba batla hotla. *So*:::kea kholoa he, ha ke tsebe hore na keng e tsang hore ekare ba rate hotla hakalo sekolong sa rona. Kea kholoa mohlo'mong ke taba ena e tsibisahalang ea hohlokahala hoa mosebetsi. Nthoane e ne re nahana hore batho baa tloha sekolong, hae etsahala hona tjena. U fumana hore ehlile batho baa *floka* le be seng *matichere* u fumana motho a ntsa a re le nna *I can teach*. U ruta joang u le feela?

015I: Ehlile bana baa fokola. U tla fumana hore ba *graduata* ka palo tse fokolang haholo ba bo *maths*, ba bo *liscience*. Le etsa joang hore ba lule ha se lena le bona?

016R: A:::che, kea kholoa-nna ke e ke bone sekolong-che hake tsebe *in general, but* sekolong sa rona mona nna ke bona hona le *matichere* a *maths and science* a lekaneng. Empa he leha hole joalo, eh *matichere* ka kakaretso hore a lule a ntsa thabetsa hoba sekolong, mookameli oa sekolo sena o na le ntho tse ling tsa li etsang e le li:::li *incentives* mohlo'mong hore *matichere* a lutse a le *confortable*. Eh, ea pele ke hore sekolong mona hona le nthona-e re kere haesa sebetsa hakalokalo-ho nona le nthoa re kere ha una le bothata mohlo'mong *financially*, u ka kalima chelete sekolong mona. E-ea ntate. Ene sebetsa hantle empa joale re le batho, u fumana hore mokhoa oa ho patala e sele ono. E ne ele enoa ntho e reng hau fihla kolong tse ling ba re hae etsahale ha kalokalo. *So*, rona rene re na le nthoeno ea hore oa lumela ho u kalima. Ha kere hone hobuoe hore hee u kase fete kae.

017I: Kantle ho moo?

018R: Ntle ho mono, ka nnete hake hopole na...(↓).

019I: *Space* mohlo'mong, ho bafa *space*?

020R: Matlo?

021I: E-ea 'm'e!

022R: A-a ka nnete, sekolo se na sa rona hasena le matlo. Kea kholoa ke *tichere* e le ngoe e fumaneng ntlonyana mane ea *woodwork*. Kohore ehlile ha rena moaho o ka thoeng ke matlo a *matichere*. Ha rena ona.

023I: Ka mmusong le oela kae? Motho o naka nahana hore le basebetsi ba mmuso.

024R: Ha re basebetsi ba mmuso, ha ke tsebe na reba basebetsi ba mmuso ha hole joang. Re bitsoa-re li *pub*-ke *ligovernment controlled schools*(.)[Ee!]tse kang bo NAME *high school* bo mang bo mang bo mang. Kea kholoa ka mmusong nthoe fumanoang ke sekolo, e ebe nthoena e bitsoang *subvention*(.)[E-ea 'm'e]*a certain amount of money* e tlang e bitsoang *subvention* hotsoa-hotlisoa hona likolong tsena tse hothoeng ke tse laoloang ke mmusong hobane hakere hona le tsee tse eleng tse *public*. Hothoe ke tsena tse *public*, joale e be tsa likereke, joale e be rona. Rona re oela *govenment controlled schools. So from the government* re fumana tlatsetso eno ea *subvention* eno(.)[Ee!]E-ea ntate.

025I: Ntlheng ea ho matlafatsa ea *matichere* a hau?

026R: *Ministry of Education*-rona aa-ka mona ka sekolong ka mona che re tlanne re iketse eona ka li:::re na le nthoe ngoe-hangata ha likolo li buloa, hona le nthoe rereng ke *refresher course* e re iketsetsang rona e le rona, re thakelana mohlo'mong *scheme book* tsena, ntho tseno kaofela re iketsetsa rona ka borona ba rona. Eena mookameli oa rona kea kholoa oa re fe *a motivational speech*, e leng eo nthoere mo *invitang* ka eona(.)[Ee!] Empa lehlakoreng la mmuso, mmuso o bapala karolo e kholo haholo nthleng eno. Ea hore re na le *liworkshop*. U tla fumana e li *subject specialist*

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worskhops. E tlabe e le *development studies and geography*. Mohlo'mong e tlabe ba re etsetse ntho eona re le Lesotho *Sun* mane. Kapa *any other area* e tlabe re ile. *So*, ke mokho u tla fumana ho mengoe *matichere* a *subject* e itseng kaofela mono. Mohlala, Lesotho lena kaofela e be rea *workshopong* relo shebisana. Mohlo'mong ka nako e ngoe re lo shebisana *problematic* eh-eh-eh *area* ea rona ea horuta. Kapa hona tjena nthoe hlile e le ka sehlohong ke...*syllabus*. Ehlile re *changile syllabai* haholo. So u fumana hore hore re etsoe *equip* ka *liskill* hee haho hlokohala, u tla fumana hore re ts'oareloa *liworkshop* tseno. Ho tloha mono re na le li *association* tse mona tsa rona, *subject associations*. Rena lea rona e bitsoang DSTA, *Development Studies Teachers Association*(.)

[Na ke leke ka u bona moo?]Nna?[Mh!]Hake tsebe na hau mpone keng. Re ne rele St. James haufinyane. Joale hakesa *liattenda* hantle ke eona nthoena eo u ntseng ue bona. Re na le eona nthoe ea-le teng u tla fumana hore ntse re thakelana. Haholoholo ehlile *concern* e ne ele nthoena ea eena ea *syllabus* e na e ncha hore na helang batho re etsang joang. Kea kholoa re bile St. James, leha neke sa ea, feela sekolo sa rona nentse se emetsoe, leha e senna hakalo.

027I: Hake re bue ka mohlo'mong *organogram* ea lona. *Decision* o kareng liteng moo, lie etsoa kae? Li theoha joang?...

028R: Ua tseba-nthoe ke etseba-mohlo'mong kere *information* hee e tla be tsoa mohlo'mong *ministring-it depends* hore na *information* e hlaha kae. Hobane haeba e le e hlahang *liassociationeng*, e tla re motho a tsoang *from the meetings*, o tlatla *reporta in the department*. Haeba taba eno re utloaka e tla qetella e ama *staff*, re tla *informa principal* hore *staff meeting*-re na le *schedule* sa *staff meetings*-hore re utloe na *staff meeting* se neng. E tla re haeba taba ena e ama mohlo'mong *other departments*, re tla *informa principal* hore ka mora *agenda* ea hau ka tsatsi lane la *meeting*, re tla be retlo bolela taba e tjena e tjena e tjena. Mohlo'mong ke *report* ea *lisports* kapa *any other information* eka amang *matichere* kaofela eo retla fihla ka ona. Empa haeba information e hlaha Ministry of *Educatoin kapa any other*
leha ese kaofeha ha ona.

source e tlamehang hokopana le *principa* pele, e tla fihlela ho *principal*. E be *principal* o e *breaka* ka mekhoa e mmeli:

1. A ka bitsa *emergency staff meeting* haeba ke nthoe *urgent*.

2. Haeba e le taba feela eka boleloang, *Mondaha* o mong le o mong re na le *management meeting*. O tla fihla a re a bolella sohle se bang o batla hose bolela. E be *from there, different heads of department will go to their various departments* e be balo bolela taba ena hona teng. Haeba taba ena e boleloa hona teng, ko hobolela hore *matichere* a santsa a ba *involoved*(.)[Ee.] *Should it happen* hore *same matter has to go to the learners*, e tla ea ho *learners through their subject teachers* haeba taba ena e tla tlameha e ee-ka nako e ngoe e be taba feela e u utloang hore e *urgent, everybody has to know it*, ke mona moo hoo bitsoe *assembly* joale. Mohlo'mong e ee *assembying* e be joale hobolela *assemblying*. *Matichere* a tla bitsoa pele ho boleloa *assemblying*.

029I: *Subject teacher* hali ngata haholo? Kapa che hoa khethoa hore na ke mang ea ka buang le *mastudent*?(2) Ke hobane ke utloa hore *information* e tlaea ho *subject teachers then mastudent*. Kapo ho tla khetha a le mong feela?

030R: A-a! Ke mokho ona ke reng e laoloa ke hore na *information* kea mofuta o feng(.)[Oh.] Haeba hau kena ka *classeng* ea hau rere ae *classteacher* e sele eena, mohlo'mong hoba joetsa hore bana batle ba-le bolelle batsoali ba lona hore bapatale e ng, ho etsoang-bona ba *class* ena, e sele taba eka buang ke *class teacher*.

031I: *Limeeting*, ntle le oo oa *management*, na hona le tse *scheduled*?

032R: E-ea ntate, re na le *limeeting* tse *scheduled*. Khoeli e ngoe le e ngoe ho ts'oaroa *staff meeting, it depends* hore na ke qallong kapa ke qetello, *but* e *scheduled* se ntse re tseba hore na-re na le *calendar of events* e teng ka morao ka mona hore na ka nako e itseng *quarter*-hangata e etsoa *quarterly*(.)[Ee!]*Calendar of events* oa tseba hore na-hona tjena tjena kea tseba na ke lokisetsa *liexam* neneng, lingoloa neng, *submission* ea *limaraka* e be neng e be neng. Ke nthoeno e ngotsoeng eo bonts'ang. Rea tseba na ke bo mang ba rapelisang[Mh.]ka *departmenteng* li feng...*those are readings* tse re nang letso.

033I: *Tichere* e ngoe le e ngoe e na le eona?[A-a!]Kapa *staff room* e teng?

034R: *Staff room* e teng(.)[Oh!]E ne tlameha hore e teng *staffroom*. Kohore e teng hohle hobane re na le *matichere staff room*, re na le *matichere* a mang a kang nna mona, re boele re be le *matichere* a a *workshop* mane a *woodwork*.

035I: Taba tsaka li fella hona mona. Joale ke batla u qale tsa hau hore na mohlo'mong hau sheba nthoe tse ntseng re libua, u shebile le morero oa ka, ke batla ho etsa *framework* ekareng hase re e rekisa, e rekoe feela ke e nka sekolong mona. Joale neke re na u ka re keng e nka e kenyeletsang mona e ka nthusang hore ke *builde* mokhoa ono oa ts'ebetso? *Especially* u shebile *human resources management strategy*.

036R: Nthoe nna ke e bonang ke hore, hangata likolong, *including ours*(.)[Ee!]re na le nthoena ea *topdown strategy*, eo rona *matichere* hareka *sugguesta* hore ne re nahana hore ho sebetsoe tje le tje le tje, litaba tseno tsa rona hangata u tla fumana hore litlatla litheseloa ke holatela hore na *liexpectations* tsa *ministring* li reng. Ke etse mohlala, eh::: rona mona-*scheme book* ehlile ke ntheo e lokelang hore e *checkoa* we undertstand[Mh!]e be rona mona rere *becuase scheme book* ke buka ke *documane* ea hau eo lulang le eona ka mehla, hare iketsetseng leano la hore taba tsa *scheme book* hali *checkoa*, re ngole *licomments not on the scheme book itself*(.)[Mhm.] Re be le a *page* e re ngolang-e re ebehang ka thoko ho bonts'a hore oa bona moo, *page* tsa hau hali *corresponde* le eng eng. *Recording-whatever it is* e tlabeng re e bona. E seng e be rengola taba tseno *on the scheme book*. E be joale etlare ha hofihluoa ho tla thoe e-e, mmuso o re *education* haho batloe tjena haho batloe tjena(.)[Mh:::] Le mofuta-kohore ehlile *scheme book* sena sea nluba nna. Le mofuta feela oa *scheme book*, rona re le *matichere* a *high school* ha ke bone re hloka *this calibre*. Ho tla be hothoe o bonts'e *number of periods*, eng eng(.)[Ee.] Ke batla *scheme book* sane seo le haekaba ho ka etsahala hore hakena *syllabus*, ke be ke bile le monyetla oa hongola hore ke tlo ruta *the solar system*, tlasa *solar system* ke tla bua ka *the characteristics, the members and all that*(.) *So*, sena hase u lumelle hoetsa joalo. Ho thoe u tlo li beha ka mane ka mo u *recordang*. *So*, ke lintho tseo re bonang rona re sebetsa mona re tlabe re bona hore lia resebeletsa e kare reka sebetsa ka tsona(.)[Mh] Feela joale e be *a clash between what is expected of us and what we want*.

037I: Re iketsetsa eona buka ee kapa e sebetsa hohle?

038R: Buka ena re e fuoe(.)[Oh:::] Ne ntse re sebelisa e ngoe e teng mona. Joale hali fihla, se re tseba ea bobeli lea pele. Ke mokhoa ona re tlare[E na ea bobeli e:::]ache hare batle ena ea bobeli, eane ea pele nentse re-joale taba ea hore-hakere ke rona batho ba sebetsang moo batho ba ts'oereng likharafu? Rere kharafu ena e sebetsa hantle hofeta eane, hothoe sebetsang ka ena e ncha.

('ke kopa ts'oarelo ntate, batho bana baka ba tlo ngola' and attendeds to students for 2.12 minutes.)

039I: Ke ntse ke nahana ke re ha u re batho batla ba le bangata mona, e kanna eaba *peformance* e nyolohile.

[Ea ba bana ba sekolo?]

Ee!

040R: Ea sekolo?[Mh!] ee, keu joetse *for the past three years*(.)[Mh.]e ile ea fetoha haholo. Hare batho ba neng ba ba le maForm C a mangata a pasitseng

('ke kopa le nts'oarele ke signed pele ke lahleha. Feela joale le ntate ntse ke mmatla', an intruder.)

But for the past three years e fetohile haholo. Empa e le hore honajoale tjena bana be re ba ts'oereng ha rere re imetsoe, ehlile re bua nnete reimetse. Bothata-ho hobe hofeta *these other past three years. This past three years* tsona, ka nnete e nyolohile haholo hotloha mone re e tseba e le hona teng. *But:::* ka nnete hona tjena sere ts'epile Molimo hore ke Eena Ea re etsetsang.

E-ea ntate, nna ehlile *worry* ea ka e kholo ke eona ena hobane ke rona ba chekang faats'e mona. Rere kharafu ena e ntse e checka hantle. Hothoe e-e muso *education* o tlisitse hona hona. E leng hore *('Seka tsamaea!' to the intruder)* e leng hore hau re lumelle hore re iqalle *some of the things* tse re bonang eka lika sebetsa tlase mona e le rona batho ba etsang *implement*. U tla fumana hore ntho tse ling ehlile hothoe re sebetse ka tsona tsane tse e tsang-leha se rere rona *the CALIBRE*, mohlo'mong *the calibre* ea *students that we have*, hae lumelle ts'ebetso ea sebopeho seno. Hua fihla, u tla fumana ho ntse hothoe ae leka etsa feela::: e le hore harena t:::he:::the:::.

041I: Ok! E re kere kea leboha hee.

(closing pleasantries omitted)

Head of Department: Mrs. Seeiso's Transcript

001Interviewer(I): Potso ea ka e ngoe feela. Ha li ngata, *that's why* ke nahang hore 10 *minutes* e *enough*. Ke batla ho tseba hore na hau sheba sekolo sena ka kakaretso, taolo ea rona ea basebetsi, ea *staff; academic* le *non-academic,* u kare sekolo se sebelisa maano a feng hore se *linke* tsamaiso eo le mosebetsi oa bana ba sekolo? Kohore *how do you link human resources management* eo le *classroom instruction*?

[Re bua ka *matichere*? Re bua ka *non-teaching staff*?]

Ee! Re bua ka *matichere*, re bua ka *manon-teaching staff*. [Hore na batho bana koafela re baetsa joang hore ho tsamae hantle ka mane?]

[Re ba loala joang. Ee, 'm'e!

002Respondent(R): Kea kholoa, sekolong mona *matichere*, ke bua ka rona re le *matichere*(.)[E-ea 'm'e!]hakere re na le *timetable* e re laolang(.)[Ee!]ke nthoa pele. Eo kahara *timetable* eno re entseng taba tsa rona ka tsela eo re tsebang hore ka nako e itseng ho kena motho ea itseng. Joale le *normal principle* tse ngata tse ling kaofela. Hape hape rona sekolong mona hore re bone hore motho e mong le e mong o etsa mosebetsi oa hae, re na le *rooster* e re entseng ka *department*.

[Hana ke e *spella* joang *rooster* eo?]

R-o-o-s-t-e-r[Oh.]ke nahana joalo.

[Oh, *duty rooster!*]Ee, *duty rooster*, re na le eona e re ikarotseng ka *department* hobaneng re ile ra hlokomela hore rona sekolong mona rena le *department* tse kholo(.)[E-ea 'm'e.]Rena le li *practical subject department, languages department*(.)[Ee.]*maths and science department* le *lisocial science*. Joale ka *departmenteng* tseno hona le *head* ea *lisubjects* tseno tsa *department*. 'Me *head* ke eena ea bonang hore o *organisa* batho bano ba oelang *department* tsa hae hore bekeng ena kea rona. Re tlameha hobona hore bekeng ena re le *deparment* tsena, ke rona *liprincipal* tsa beke ena kaofela. Hobona hore ha batho ba tsoa[Ee!]re nka taolo, hobona hore sekolo se kena ka nako, bana ha ba mathe hohle mona. Ke boikarabello ba *head* eno ke ba *lipartment* eno. E leng hore e tlare ha beke e felile joale retla fana ka *report*. Ache re sebelitse tjena. Ebe joale mona ne rere retlo etsa tjena ele hore ba tsoelang pele(.)[Ba tsoele pele.]*next week* batla bona hore na haeba bana baile ba kopana le bothata botjena, na joale bona ba etsang *to solve that problem* hore mosebetsi o nno tsoele pele. Ke leano leng le re le sebelisang.

003I: Joale ntjoetse hee, *report* tsee li bolokoa kae? Hona le mo re [*liaccumulatang* teng?

004R: [Ache ka nnete, a tseba ho kopanoa *every Monday*. *Lihead* tsa *department* lia kopana. *Just* re liqoqa feela.

005I:Li *report* tsena?

006R: E-ea ntate.

007I: Kohore li *verbal*?

008R: *Most of the time* li ba *verbal*. Hobane joale hanka bua ka *minute book* ea mongaka mane(.)[Ee!]ha ke batle hore na ka buka eno ke reng hobane buka eno e ngola taba tse re libuang nako ena kaofela. *I can't say*.

009I: *Minute book* eona ke efeng? [Ntate?] E sebetsa ho etsang *minute book* tsebong ea hau?

010R: *Minute book* kea *liminutes* tsa ha hona le *limeeting*. [Oh, kea utloa.]

011I: So ke mokhoa oo le sebetsang ka oona. Joale neke batla...

[ke mokho oo re sebetsang ka ona. Feela mokhoa ono e re sebetsang ka ona, hau bonolo joaloka ha ke bua tjena. *That was a plan*. Ne hlile re batla hosebetsa joalo(.)[E-ea 'm'e!] Empa joale u tla fumana hore hase rea *practical*, hona le batho ba hulelang morao. O tlaba u bolella hore nna-*becuase* ne re kenyelitse lea hore joale sekolo *class* li qale ka 7(.)[Ee!]e leng hore ka 7:45 ha bana ba ea *assembling*, ea hore joale ba be boemong ba hore e tlare nakong eo baqalang *liclass*, ba bese ba le *settled* hoba ba fihlile ka 7 kaofela. *So*, taba eona eno e ba *problem*, kohore motho o re a nkeke ka fihla 7 tsatsi le leng le leng , *after all* nna hake *principal* mona. Nkeke ka kena ka 7:45.]Teng ho joalo, feela ka 4:30 o batla ho chaisa. Joale neke batla ho tseba hore na hona le *documane* e beung faatshe hore na *step* se seng le seng ha le etsa mosebetsi, le e tse joang?

012R: Mona sekolong sena sa rona ke batla ho u joetsa hore *documane*, hase tse ngata tse kabang ua li fumana. E bileng *most of the things* tse re lietsang ha lia ngoloa.[Feela ke tumellano?]Ee![Ah, tumellana ke nahana ha ele teng hae ngotse leha esa ngoloa, entse e le eona.]E-ea ntate. Nese ke cho kere mo o kareng o ka fumana *documane* e chong joalo. Re tlabe re tseba feela hore ka tsatsi le itse hare lutse kae re ile ra lumellana tjena.

013I: E leng hore nthoe motho a ka e kopang ke *liminutes* tsena joaloka ha u ntso re hona le *minute book*?

014R: Eo ke reng ha ke tsebe leha eba u tla li fumana...kea kholoa tumellano tse ling, ke nthoe re sebetsang ka hore ke ntho e ho iloeng ha lumellanoa khale.

015I: Joale ke *interested* ho hore na uena hoea ka uena, u lumellana le mokhoa oo oa ts'ebetso kapa ho noka ba le o mong o u ka u *suggestang*?

016R: Nna mokhoa ona oa ts'ebetso, ke ile ka ithuta boemo ba moo, hae neba ho ka etsoa ka tsela eo ho reriloeng ka eona, ke mosebetsi o motle. Feela ebe re ka u *motifaea* ka hore nako eohle, *principal* eena a be teng. Nthoena eseka mofa monyetla oa hore joale eena u sa lula a re *matichere* a tsoela pele.

017I: Tsatsi le leng le le leng hahona le motho a *duting* a be teng le eena?

018R: Eena ehile ke *overseara* ea kolo sena hakere? O ts'oanela a be teng. Kohore boteng ba hae hase ha kalokalo hore akaba teng *in person*. E le hore haeba a le siko a tsebe hore hona le motho a mo *delegatileng* hore ha a le siko tjena oa tseba hore taba tse bang li ka *addressoa* ke eena, li *addressoa* ke motho ea itseng.

019I: Feela joale haebe e le uena?

020R: Ah *no*, ke eona ntho e ke chong kereng *delegation* ea *duty* a ka nkenya(.)[Oh.]*but* e sekaba taba ea hore na ha hole tjena *what do we do.*

021I: Joale ke *interested* tabeng tsa hohira. Na le nale *policy* ea hore na le nke ka tsela e joang?

022R: Mona rona taba ea khiro hantle hantle, haebe kea nepa, ke tla re e sentse e *structuruoe* ka tsela ea hore *leveleng* e itseng ho tlameha horuta batho ba *qualification* tse itseng. Haeba re bua ka eno?[Ee!] Joale ho ts'oana le-mo ke sa tsebeng na ho etsuoa joang, ke eena ea *(ke kope u re ts'oarele, ke na le moeti, ke bua le ntate mona re ts'oarele hanyane, to an intruder).*

023I: Joale u noka mpha mohlala hore na *structura* seo u se supang, mohlala o le mong feela o mokhuts'oanyane, hore na motho ea ka keng a ruta kae kae kea entseng eng?

024R: *Ok!* Hantle rena le *institution* tse peli tsa *matichere* hakere Lesotho mona. Kapo li tharo? *But in our case* ke tlare lipeli hobane hakere rena le *matichere* a tlohang Lesotho *College of Education* [Oh, ee!]hobane bona ba fana ka *diploma*(.)[*Ok.*] *But* pele ba fana ka *diploma,* ba ne ba fana ka *certificate.* So motho oa *ceritificate* o na ruta A to C. E-ea ntate. Joale itse ha sona le *junior degree,* ke hona a tla khona ho ruta Form D.

025I: Feela na lea ba nka baa ba nang le *diploma*?

026R: E-ea ntate, baa nkuoa ba teng.

027I: Joale ntlheng ea *retention*? Ha kere ke *recruitment*, re ba khetha ka *policy* e teng. Kea sekolo kapo ke e hlahang kae kae kae?

028R: Ke e hlahang kae kae. Hase *policy* e teng ka hara sekolo ka mona.[Oh.]

029I: Ntleng ea hoba *retainer*? *Matichere* a sale moo, sekolo uo bone se etsang hore motho a seka qeteletse a tsamaile?

030R: Ua tseba ka baka la *problem* ea *rate* e phahameng haholo ea *unemployment* honajoale(.)[Ee!]*matichere* a mangata ka ntle ka mane a batla hokena[Teng ho joalo.]Nthoa hore *tichere* hae shoe, *matichere* haa thole mosebetsi. So ke bona ena ea *retention* e se *problem* likolong mona. *So much that matichere* haa tsotelloe.

031I: But motho e kang uena ea batloang hofeta, le etsa joang hore ebe u ntso lutse moo ha ue bo South Africa bo kae?

032R: Ke eona nthoe ke echong ke reng, kaha *there are so many matichere* ka ntle ka mane a batlang hokena(.)[Ee!] nna ke bone ena ea ho *retainer*, hase ntho e ba ikhathatsang ka eona hohang hang beng ba rona. Baa tseba hore ha *tichere*-ho thoe motho o hlokahetse tsatsing lena, hosasa *application* lia kena. U ipotse le hore na ba tsebile joang. *So much that* ntlheng ena ea ho *retainer*, ha ba e nkele hloohong.

033I: Ntlheng ea mohlo'mong likamang teng? U kare ka kakaretso, u shebile taba ea *human resource management* feela, re batho ba sebetsang? Hobaneng u ka cho joalo? Re batho be kang re ka sebetsa? Hobaneng u ka cho joalo? U so akaretsa kaofela joale u shebile *human resources management* scholong sa hau?

034R: Ka seke ka utloa potso.

035I: Kohore ntlheng ea rona re le *matichere* le bane ba bang, u kare moetlo oa sekolo see u so *generalisa* u shebile ts'ebetso ea lona, u kare re sekolo se sebetsang? Re sekolo sekang seka sebetsang? Mohlo'mong u sheba ntlha lifeng?

036R: Ke ipapisa le mo-nna hake qale hosebetsa sekolong sena(.)[Ee!] Ke kila ka sebetsa sekolong se seng(.)[Ee!] 'Me hake sheba mona taba ea tsamaiso ke e bapisa le mo neng ke le teng, ke bona hore koana mo neng ke le teng pele, *matichere* a teng a na le *less qualified* ha ke ba bapisa le bana ba teng mona feela bane ba etsa mosebetsi o motle.

037I: Ke mahaeng kapa ke toropong.

038R: Ke mahaeng.[Oh!] Feela ne ba etsa mosebetsi o motle. Ba ne ba itela baea mosebetsing. Mona, ho hlokahala *management* e:::(3)

[Motho a emeng ka mora e mong joaloka ha u ntso cho.]*Not necessarily* a eme ka more e mong feela motho a hlaketsoeng ke ntho a e etsang. Ke eona ntho hlokahalang. Hobane u tla fumana hore ba bang ba bona u kaba ua re *they are over qualified.* Feela joale mosebetsi hau supe taba eno. Ee!

[Hua bape le *qualifications*.] Hau bape le tsona hohang. Nna *observation* eaka ke eona eno.

[Ka mantsoe a mang u re...]

[*but they are very busy* batho ba teropong, ba busy haholo.

039I: Feela *potential* e teng?

040R: *Potential is there*(.)[Ee!]Mh.

041I: Joale potso eaka ea hoqetela e tlaba hore feela u ko mponts'e mokhoa oa tsamaiso mohlo'mong haeba ke re linto lihlaha boholong ba lona, hake tsebe na ka holimolimo le na le eng. Likolo tse ling li na le *board.* Tse ling li na le hohong...

042R: [Re na le *board of governors*[Ee!]eo *executive* ea eona *secretary* ea eona e leng *principal*[E leng *principal.* E-ea 'm'e.]-e re nang le *tichere* e le ngoe e re emetseng le batsoali bano ba emetseng bana. E be joale eba *principal* le *deputy* li *structureng.* E joalo.

043I: Ba shebileng haholoholo? *Board* eo e sebetsana le eng; tsa *classeng* tsa horuta kapa taba [Tseka thoko feela?

044R: [*Board* ea rona, haholoholo nna ke fihlile mona, ke bonaka e shebane haholo le k'hiro[Ee!]ea *matichere* le taba ea *discipline* le *other problems*(.)[Ee!]Ee!

045I: *Matichereng* feela?

046R: Le baneng *becuase* haeba hona le, haeba hona le *say case* e teng sekolong mona e kaba e entsoe ke ngoana, *say* e hloka hore ho ka nkuoa *limeasura* tse itseng(.)[Ee!]ke *board* e tla tlameha hore e qetelle e *finalisitse* taba tseno.

047I: *Measura* tse e ka ba tse kang ling?

048R: Haholo *expulsion.* E ba joale ngoana e noa-*like* bana le hofumana hore o hlabile e mong ka thipa...e ka *leadela* hore ngoana oa tebeloa sekolong. E hlileng *board* e na le matla a hore e ka tebela motho.

049I: Ha mohlo'mong taba lihlaha moo *boardeng* li fihla ka principal, principal o li joetsa mang? Kohore ke batla hobona [neheletsano eno feela.

050R: [Litaba tsena ha liea ka *boardeng*-ho rona li tla ho rona re le *matichere* ka *representative* ea rona(.)[Ee!]e leng *tichere*. [O fihla a bua le rona kaofela.]Ee! Ho ts'oana le haeba *board* rere e tla lula, o tla re joetsa hore *board* e tla lula ka *date* tse itseng le tse itseng(.)[Ee!] E be le na le ling tse ne le lakatsa hore *board* e ka li bua ka lona tse nka le isetsang tsona. Joale e be re mofa ntlha tsa rona tse re libatlang. Re bonaka *board*-re kopa rona e shebe 1-2-3. Joale eena o tla re fa *feedback*.

051I: Ke ntho tse kang tseo feela tse hlahang *boardeng*? Tse kang *curriculum*?

052R: Le *curriculum* haeba mohlo'mong rere re batla hofetofetola mane, hangata ree re *consultane* le:::le *outsiders*. Le:::re na le nthoe bitsoang *Resource Centre*(.)[Ee!] *Resource Centre* mono ho behuoe *lisubject specialists*(.)[Oh, ok!] Joale *lisubject specialist* tsena-haeba mohlo'mong *like* rona mona *in our case*, mofuta oa bana be re ba nkang sekolong sena sa rona ntate(.)[Ee!]ba bang o tla fumana hore ba tsoa *from* bo litoronkong, ba bang ke ba...kolong tse ling, ba bang ba la ba ea bolla, ba bang ba qetetse sekolong 10 *years back*, kohona motho a batlang ho tla qala, ba bang ke bo 'm'e bana le malapa a bo bona, [ba bang ke bontate.

053I: [Lebaka la ho nka bana ba joalo le teng?

052R: Ee! Lebaka la honka bana ba joalo ke hobane *initially*, sekolo see(,)[Ee!]*it was not just an ordinary high school*. Ne se etselitsoe bona bana ba disadvantaged ka ntho tse ngata(Oh, ok!] So se qalile e le a night school(.)[Oh.] So le *mission statement* ea teng, ea se ts'ehetsa. Ke nthoena ngoana-ngoana haa hloka hotla sekolong e be o hlotsoe bo kae kae, hore na o tlohile koana a bolaile motho, haa fihla mona ha re ba botse nthoeno. E bile ha rere ke *late* o tla khale kolo li tsoile. Re ba amohela ho fihlela *December* ha feela sekolo se butsoe.

053I: (3)Haa kena ka *December*:::?

054R: Ha kere o tla le *report* ea mola. [Oh, o lata *report*!]O nantsa kena sekolo koana mana tsoa teng. O nantsa kena sekolo mona ma na tsoa teng. So rea sheba na motho enoa(3)haeba re bona eka *its true* o *late* empa re bona a ka qala. E hlileng *what I am trying to say* ke hore, e hlileng hare-hare *choosy* hakalokalo.[Oh, kea utloisisa.]Ee.

055I: Joale *structura* tsee-kea tseba o *head* ea *department* hoba 'm'e o mphile molaetsa oo-molemo oa *structura* tsee ke ofe sa hoba le *head* hobane ke utloa e ka *tichere* haa tloha mane o fihla a bua le rona kaofela?

056R: Rona re *lisubject head*.[Oh, ke taba ea *lisubject* feela.]Re *lisubject head*[Ee!]haholoholo. Ke nnete *anything* e amang motho oa *department*, e kaba taba tsa boits'oaro, tsa'ng, principal o tla bua le nna. Ke bonaka motho oa hau haa kene *liclass* hantle, ke bonaka motho oa hau tjena. Le nna ke eaea *classeng* hosheba hore na motho ea itseng-ka nako e ngoe bana ba itseng ba tlabe ba *complainer* ka hore ache motho a itseng hare moutloe(.)[Mh.] So motho ea joalo re lula faats'e le eena; bana ba na le *complaint* e tjena(↓). Joale ha bana ba *complainer*, *if u* batla, ke kopa re kaea le uena *classeng* kapa ua khetha na u ka ea le mang *within the department*.[Ee.]Ee! *So*(↓).

057I: Bona bana na ba na le *listructura*? Tsa [*mastudent*...

058R: [Re na le *liprefect*[Ok, *liprefect*]*head girl and the head boy*. Joale le hona *liprefecteng* mono se re ba *categorisitse* hore enoa o ikarabella nthong tsa *lisports*, enoa o ikarabella ka *kitcheneng* u thusana le batho be bang ba sebetsa ka *kitcheneng* ba shebang hore na bana ba fetjoa joang joalo. Se re ba *categorisitse* joalo.

059I: Ka *classroomong* hahona ntho tse kang tsee?

060R: Re na le *monitor*, re na le *monitress*.

061I: Li khethoa joang? Kohore [ka mora nako e kae mohlo'mong?

062R: [Hang hang ha kolo li qala ho buloa...ke bona ba bonang hore *liclassroom*-ntle le hore *class teacher* e *seche* hoba *class* e ngoe le e ngoe e na le *class teacher* ea teng, *class teacher* haa sheba taba tsa *classroom* ea hae, hona le *monitor* tsa a sebetsang le tsona.

063I: Kea kholoa potso tsaka li fella hona mona. U bonaka keng e ngoe hape e nka e eketsang hore *study* see saka sebe *strong* hobane ke batla ho etsa *framework* e re tla e sebelisa re e *cope* rere joale *this one works* re le *lipublic school*. U bonaka ke eng ntho e ngoe e bang ke e siile e kabeng ke e kenyelelitse?

064R: Jo! Ua tseba nna ntho e ke e boneng ea *lipublic school*(.)[Ee!]*unlike church schools*[Kapo *private schools*.]-*Private schools*? Ke hobane rona ha rona mona tse ngata ke tsa *likereke* oa bona joale ke nthoe ke tla cho-*lipublic school problem* ea tsona-*but the principal*-batho ba a ba *supervisang* ka holimo ka mane(.)[Ee!]hantle ke batho ba ituletseng *liofficing* koana ba sa etse mosebetsi oa bona. *Becuase* u tla utloa hothoe hona le *the supervisor of the controlled schools* e le tsona *public schools* tsa *public*.

065I: Ke mang motho eo? Ke *principal* kapa ke eaka holima hae?

066R: A-a! ke motho ea ka holima hae enoa e kereng hotlabo thoe *supervisor* ea *public schools*.

067I: O bitsoa *supervisor*?

068R: Ee! *Supervisor* eno u tla fumana hore 10 *years* e tla feta u so mmone e bile u sa tsebe na ke mang(2)[Ee, hobane haa le tsebe. [Haeba ke...] [E le hobane *in practice*, u tla fumana hore *liprincipal* tsena hahona *system* e *strong* e li *controllang*, *of which* haeba e teng(.)[Ee!]le bona bane baka khona ho laola batho bana ka thata.

069I: Joale bona ba sebetsa joang le bona, *supervisor* tsena? Mohlo'mong hape le mookameli oa *board*?

070R: Uo bone ntho tse teng ka mabitso feela? *They are there as a supervisor*. O tlana atle mohlang MANE. Ko hore, ehlileng ke *national body* e teng mono feela *but* e kesa tsebeng hore na haa e etse mosebetsi[Mh.]hobane a sa tsebe mosebetsi oa hae kapo o beuoe mona feela a sa tsebe na hantle *role* ea hae ke e feng? *I don't know. But* rena le ntho e joalo.(3) U na le ntho e ngoe hape?

071I: Ke hlokometse hore hona le motho ea bitsoang CEO ha ne ke kopa hotla mona. [CEO?]Ee, ea bitsoang CEO *Secondary Schools*. Le tseba letho ka eena?

072R: A-a! *I never knew that! Position* eo(↓)?

073I: So bothata bo u bo bonang mono ke hore *supervisor* a be teng kapa a be siko?

074R: *Problem* eaka ke hore *liprincipal* tsena-*the body* e bang ea li *supervisor*, e bonahale e le *active*(.);*Ok*!] *Because* ka noko e ngoe u tla fumana hona le batho bana be hothoeng ke ba *Central Inspectorate*[Ee!]ba *supervisang* likolo,

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hakere? *These people* ha batla mona, hangata ba tlabe ba botsa hore na-ntle le hofumana bofokoli be bang batla bofumana sekolong, ka nako e ngoe ba tla re botsa hore na ke hobaneng moo ha ho le tje ho le tje ho le tje? *You should have a white line* hore na ho etsahalang, *but they never take action*($\downarrow$)(3). Ko hore ka nako e ngoe u tla be u bone e ka nna-ke tla ba *open* feela[Ee!]-ke bonaka ke batho be kang ba tla likolong, *becuase* mohlo'mong hona le *tension* eo a nang le eo ka morao, *so* a tlameha ho fana ka *feedback* hore na le entseng. *So* re qetelle rere re ile rea ea kae le kae. Ntho 'bae etsang kohore ba etsa nthoeno.

075I: Feela hore le buile hoo ha hoke ho etse hore bonyane le utloe hore a che re entse hohong?

076R: Se bile re tseba, re bala lilemo. Ha e le mona ba tlile hona tjena(.)[ba tla tla neng]ao....

077I: Kea leboha....

(Closing pleasantries ommitted)

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CONSENT FORM FOR RESEARCH PARTICIPANTS

TITLE OF STUDY:

A FRAMEWORK FOR MANAGING HUMAN RESOURCES IN SECONDARY SCHOOLS FOR IMPROVED EDUCATIONAL PERFORMANCE

PRINCIPAL INVESTIGATOR:

Name: Makhube Ralenkoane
W/Place: Lesotho Institute of Public Administration and Management
Address: P.O. Box 1507, Maseru, Lesotho
Phone: (00266) 22312801   E-mail: mralenkoane@lipam.org.ls

BACKGROUND:

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear of if you need more information.

The purpose of this study is to investigate human resources management strategies of effective public schools in Lesotho.

STUDY PROCEDURE:

Your expected time commitment for this study is 4 hours per day for 4 weeks.

You are expected to take part in face-to-face interviews with the researcher and also provide tangible evidence where necessary. Some of your activities will be observed and you can decide to include the researcher or exclude him.

RISKS:

The risks of this study are minimal, but you may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

PERSON TO CONTACT:

Should you have any questions about the research or any related matters, please contact the researcher at 00266 66320820.

VOLUNTARY PARTICIPATION:

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you do decide to take part in this study, you will be asked to sign a consent form.

If you decide to take part in this study, you are still free to withdraw at any time and without giving a reason. You are free to answer or not answer any question or questions if you choose. This will not affect the relationship you have with the researcher.

CONFIDENTIALITY:

Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names for participants that will be used on all researcher notes and documents.

- Notes, interview transcriptions, and transcribed notes and any other identifying participant information will be kept in a locked file cabinet in the personal possession of the researcher. When no longer necessary for research, all materials will be destroyed.

- Information from this research will be used solely for the purpose of this study and any publications that may result from this study. All other participants involved in this study will not be identified and their anonymity will be maintained.

- Each participant has the opportunity to obtain a transcribed copy of their interview.

- Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents.

UNFORESEEABLE RISKS:

There may be risks that are not anticipated. However every effort will be made to minimize any risks.

COSTS TO SUBJECT:

There are no costs to you for your participation in this study.

COMPENSATION:

There is no monetary compensation to you for your participation in this study.

CONSENT:

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Signature _____   Date _____

TITLE OF STUDY:

A FRAMEWORK FOR MANAGING HUMAN RESOURCES IN SECONDARY SCHOOLS FOR IMPROVED EDUCATIONAL PERFORMANCE

Your child is invited to participate in a study that investigates management of human resources at their school. My name is Makhube Ralenkoane (Mr.) and I am a Ph.D. Student at the University of Free State, Department of Education, in South Africa.

I am asking for permission to include your child in this study because I have identified his/her class as part of my study.

If you allow your child to participate, I will be interacting with his/her class through observations and informal interviews.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission. His or her responses will not be linked to his or her name or your name in any written or verbal report of this research project.

Your decision to allow your child to participate will not affect his or her present or future relationship with the University of Free State.

If you have any questions about the study, please directly contact me at 63320820 or e-mail: mralenkoane@yahoo.com.

You may keep a copy of this consent form.

Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study.

You may discontinue your child's participation at any time.

_____   Date _____
(Printed Name of Child)

_____   Date _____
(Signature of Parent)

_____   Date _____
(Signature of Researcher)

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INFORMED CONSENT FORM FOR LEARNERS

TITLE OF STUDY:

A FRAMEWORK FOR MANAGING HUMAN RESOURCES IN SECONDARY SCHOOLS FOR IMPROVED EDUCATIONAL PERFORMANCE

Name of Researcher: Makhube Ralenkoane
Phone: (00266) 22312801
E-mail: mralenkoane@lipam.org.ls

BACKGROUND:

You are being invited to take part in a research study.

The purpose of this study is to develop a framework for managing human resources at effective public schools in Lesotho.

You are expected to take part in face-to-face interviews and some of your activities will be observed.

Should you have any questions about the research, please contact the researcher at 00266 63320820.

Your participation in this study is voluntary and the researcher will keep all information provided confidential.

COMPENSATION:

There is no monetary compensation to you for your participation in this study.

CONSENT:

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.

I voluntarily agree to take part in this study.

Name of Student: _____   Date _____

Signature of Researcher: _____   Date _____

The Last Page.