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APPENDIX A

TO BE COMPLETED BY THE PRINCIPAL SECTION 1: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

INSTRUCTIONS: Please make a cross (X) on the appropriate number.

1. What is your sex?

Male
Female

1
2

2. What is your age?

20 - 29
30 - 39
40 - 49
50 - 59
60+

1
2
3
4
5

3. Number of years in the position you occupy?

0 - 5
6 - 10
11 - 15
16 - 20
21+

1
2
3
4
5

4. What is your highest academic qualification?

Std. 10
B. degree
B. Ed/Honours
M. degree
D. degree

1
2
3
4
5

5. Number of students in your school?

Less than 600
600 - 799
800 - 999
1000 - 1199
1200+

1
2
3
4
5

6. Number of teachers in your school?

Less than 20
21 - 30
31 - 40
41 - 50
51+

1
2
3
4
5

7. Number of HODs in your school?

0 - 1
2 - 3
4 - 5
6 - 7
8+

1
2
3
4
5

SECTION 2: LEADERSHIP STYLES

INSTRUCTIONS: Consider all the statements that follow and select from them the **ONE** which describes you best. Do the same for all the other elements, putting a cross (X) on the appropriate number

8. ELEMENT : DECISIONS

8.1	I place high value on maintaining good relationships	1
8.2	I place high value on making decisions that stick	2
8.3	I place high value on getting sound creative decisions that result in understanding and agreement	3
8.4	I search for workable, even though not perfect decisions	4
8.5	I accept decisions of others.	5

9. ELEMENT : CONVICTIONS

9.1	I go along with opinions, attitudes and ideas of others or avoid taking sides	1
9.2	I listen for and seek ideas, opinions and attitudes different from my own. I have strong convictions but respond to ideas sounder than my own by changing my mind	2
9.3	I stand for my ideas, opinions and attitude even though it sometimes results in stepping on toes	3
9.4	I prefer to accept opinions, attitudes and ideas of others rather than to push my own	4
9.5	When ideas, opinions or attitudes different from my own appear, I initiate middle ground oppositions	5

10. ELEMENT : CONFLICT

10.1	When conflict arises, I try to be fair but firm and to get an equitable solution	1
10.2	When conflict arises, I try to cut off or to win my position	2
10.3	I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people working together	3
10.4	When conflict arises I try to identify the reasons for it and to resolve underlying causes	4
10.5	When conflict arises, I try to remain neutral or stay out of it	5

11. ELEMENT : EMOTIONS (TEMPER)

11.1	When things are not going right, I defend, resist or come back with counter arguments	1
11.2	By remaining neutral, I rarely get stirred up	2
11.3	Under tension, I feel unsure which way to turn or shift to avoid further pressure	3
11.4	Because of the disturbance tension can produce, I react in a warm and friendly way	4
11.5	When aroused, I contain myself, though my impatience is visible	5

APPENDIX B

TO BE COMPLETED BY AN HOD OR TEACHER SECTION 1: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

INSTRUCTIONS: Please make a cross (X) on the appropriate number.

1. What is your sex?

Male	1
Female	2

2. What is your age?

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60+	5

3. Number of years in the position you occupy?

0 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21+	5

4. What is your highest academic qualification?

Std. 10	1
B. degree	2
B. Ed/Honours	3
M. degree	4
D. degree	5

5. Number of students in your school?

Less than 600	1
600 - 799	2
800 - 999	3
1000 - 1199	4
1200+	5

6. Number of teachers in your school?

Less than 20	1
21 - 30	2
31 - 40	3
41 - 50	4
51+	5

7. Which department are you in charge of or belong to?

Dept. of Official languages	1
Dept. of African languages	2
Dept. of Social Sciences	3
Dept. of Natural Sciences	4
Dept. of Commercial Sciences	5
Others	6

SECTION 2: LEADERSHIP STYLES

INSTRUCTIONS: Consider all the statements that follow and select from them the ONE which describes your principal best. Do the same for all the other elements, putting a cross (X) on the appropriate number

8. ELEMENT : DECISIONS

8.1	My principal places high value on maintaining good relationships	1
8.2	My principal places high value on making decisions that stick	2
8.3	My principal places high value on getting sound creative decisions that result in understanding and agreement	3
8.4	My principal searches for workable, even though not perfect decisions	4
8.5	My principal accepts decisions of others.	5

9. ELEMENT : CONVICTIONS

9.1	My principal goes along with opinions, attitudes and ideas of others or avoid taking sides	1
9.2	My principal listens for and seek ideas, opinions and attitudes different from his own. He has clear convictions but responds to ideas sounder than his own by changing his mind	2
9.3	My principal stands up for his ideas, opinions and attitudes even though it sometimes results in stepping on toes	3
9.4	My principal prefers to accept opinions, attitudes and ideas of others rather than to push his own	4
9.5	When ideas, opinions or attitudes different from his own appear, my principal initiates middle ground opposition	5

10. ELEMENT : CONFLICT

10.1	When conflict arises, my principal tries to be fair but firm and to get an equitable solution	1
10.2	When conflict arises, my principal tries to cut off or to win his position	2
10.3	My principal tries to avoid generating conflict, but when it does appear, he tries to soothe feelings and to keep people working together	3
10.4	When conflict arises my principal tries to identify the reasons for it and to resolve underlying causes	4
10.5	When conflict arises, my principal tries to remain neutral or stay out of it	5

11. ELEMENT : EMOTIONS (TEMPER)

11.1	When things are not going right, my principal defends, resists or comes back with counter arguments	1
11.2	By remaining neutral, my principal rarely gets stirred up	2
11.3	Under tension, my principal feels unsure which way to turn or shift to avoid further pressure	3
11.4	Because of the disturbance tension can produce, my principal reacts in a warm and friendly way	4
11.5	When aroused, my principal contains himself, though his impatience is visible	5

12. ELEMENT : HUMOUR

12.1	My principal's humour fits the situation and gives the perspective, he retains a sense of humour even under pressure	1
12.2	My principal's humour aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side	2
12.3	My principal's humour is seen by others as rather pointless	3
12.4	My principal's humour is hard hitting	4
12.5	My principal's humour sells himself or a position	5

13. ELEMENT : EFFORT

13.1	My principal rarely leads but extends help	1
13.2	My principal exerts vigorous effort and others join in	2
13.3	My principal seeks to maintain a good steady pace	3
13.4	My principal puts out enough effort to get by	4
13.5	My principal drives himself and others	5

SECTION 3 : COMMUNICATION

INSTRUCTION: This subsection is designed to determine the effectiveness of communication in your school. Put a cross (X) on the appropriate number for each statement which reflects the extent of the effectiveness of communication using the following key:

- 1 = Not effective 3 = Effective
 2 = Moderately effective 4 = Very effective

14.	How effective is upward communication?	1	2	3	4
15.	How effective are forces distorting information?	1	2	3	4
16.	How effective are forces leading to accurate information?	1	2	3	4
17.	How effective is your principal's attempts to try and keep the staff informed about matters related to their subjects or jobs?	1	2	3	4
18.	How effective is your principal's sharing information with the staff about the school?	1	2	3	4
19.	How effective is the amount of interaction and communication aimed at achieving school objectives	1	2	3	4
20.	How effective is your principal's capacity to listen even if he knows what the teacher is going to say?	1	2	3	4
21.	How effective is the feedback which you receive from your principal?	1	2	3	4

SECTION 4: PARTICIPATION IN DECISION MAKING

INSTRUCTION: This subsection is designed to determine the actual extent of teacher participation or involvement in decision making. Please put a cross (X) on the appropriate number for each decision statement, using the following key:

- 1 = No participation 3 = Some participation
2 = Little participation 4 = Great participation

Using the above key, indicate the actual extent of teacher participation in:

- | | | | | | |
|-----|---|---|---|---|---|
| 22. | Selecting text-books | 1 | 2 | 3 | 4 |
| 23. | Deciding which subjects you are to teach | 1 | 2 | 3 | 4 |
| 24. | Formulating the aims and objectives of your departments | 1 | 2 | 3 | 4 |
| 25. | Drafting school policy | 1 | 2 | 3 | 4 |
| 26. | Planning the school's year programme | 1 | 2 | 3 | 4 |
| 27. | Selecting teacher representatives for the PTSA | 1 | 2 | 3 | 4 |
| 28. | Deciding who should be send in your department to an in-service course | 1 | 2 | 3 | 4 |
| 29. | Deciding who should draw the school's time-table | 1 | 2 | 3 | 4 |
| 30. | Solving problems which members of your department meet in their teaching situations | 1 | 2 | 3 | 4 |

JHB DISTRICT 11

P.O. Box 32536

BRAAMFONTEIN

2017

9 March 1995

The Principal

RE: REQUEST FOR STATISTICAL INFORMATION

I am preparing an empirical research for a Ph.D degree on "Team management in secondary schools." Would you be of help in providing me with the following information :

1. Names of secondary schools with Std 10.
2. Number of HODs in each secondary school in 1.
3. Number of teachers in each school mention in 1.

In the case of the principal please indicate whether he is permanent = P or acting = A.

I will be pleased if this statistical information could be faxed to me or posted to reach me before the end of March. The 1995 EPT 20's could serve as your source of information.

Yours faithfully,



M.N. Meloko

Fax : 011-339-1496
Tel : 011-339-1486/9

APPENDIX C

GAUTENG DEPARTMENT OF EDUCATION

SOWETO EAST AREA

SCHOOL NAME	NUMBER OF TEACHERS	NUMBER OF HODs	DEPUTY PRINCIPAL	PRINCIPAL
ANCHOR SECONDARY	41	04	-	PERMANENT
EMADWALENI SECONDARY	27	04	-	PERMANENT
ORLANDO WEST HIGH	33	06	-	PERMANENT
PHEFENI SECONDARY	27	05	-	PERMANENT
HLENGIWE SECONDARY	31	05	01	PERMANENT
MORRIS ISAACSON SECONDARY	30	05	01	PERMANENT
THESELE SECONDARY	25	04	01	ACTING
TRULARE SECONDARY	28	05	01	PERMANENT
DALIWONGA SECONDARY	37	06	01	PERMANENT
LOBONE SECONDARY	37	05	01	PERMANENT
MNCUBE SECONDARY	56	06	01	PERMANENT
EMSHUKANTAMBO SSECONDARY	19	04	-	PERMANENT
MUSI SECONDARY	45	04	01	PERMANENT
PROGRESS SECONDARY	54	04	01	PERMANENT
THABA-JABOLA SECONDARY	36	05	01	PERMANENT
ALTEM SECONDARY	24	05	01	PERMANENT
BONA SECONDARY	37	03	01	PERMANENT
LOFENTSE SECONDARY	30	05	01	PERMANENT
ORLANDO HIGH	25	04	01	PERMANENT
SELELEKELA SECONDARY	24	03	01	PERMANENT

[Handwritten Signature]

DEPT. VAN ONDERWYS EN OPLEIDING
CLERK: EUPHONIA M. SIBANDA
GEN. MGR. PO BOX 1000, JOHANNESBURG
30 MAR 1995
EXCOM 2025 SOWETO EAST AREA
AREA MANAGER
DEPT. OF EDUCATION AND TRAINING

GAUTENG DEPT OF EDUCATION
BENONI BRAKPAN DISTRICT
PRIVATE BAG X059
BENONI
1500

12 July 1995

The Superintendent-General
Gauteng Department of Education
P.O. Box X18
BRAAMFONTEIN
2017

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR DISTRICT

A permission is requested to conduct a research in your district secondary schools. The purpose of the research is to determine the extent to which team management is practiced in the secondary schools.

The research questionnaire will cover the following aspects :

- a) the leadership styles of principals,
- b) the effect of communication within the schools and
- c) involvement of teachers in decision making.

The questionnaire will be completed by principals, heads of departments and teachers in the eighteen districts in Gauteng.

Herewith the request letter, find the approval letter from the Deputy Director General :Administration and Policy.

Should you require further information, please contact me at 421-5326/12/67/91 (w) or 866-7011 (h).

Thanking you in anticipation,

Yours faithfully,



Nelson Moloko

APPENDIX E

GAUTENG DEPARTMENT OF EDUCATION

Telephone: 011 408 9202
Fax: 011 403 2055

Educos Building
125 Simmonds Street
BRAAMFONTEIN

Reference: E. Motala
Date: 1995-07-28

2017

Mr M.N. Moloko
Gauteng Department of Education
P.O. Box 32596
BRAAMFONTEIN

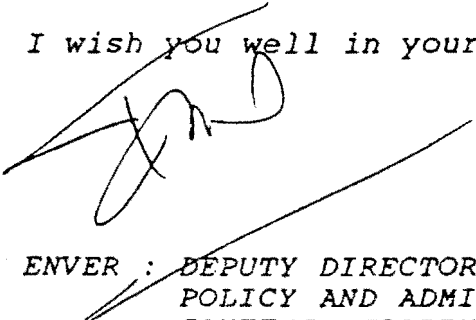
Dear Mr Moloko

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN GAUTENG SECONDARY SCHOOLS

I refer to your letter of 12th JULY 1995 on our conversation on the 28th JULY 1995. I hereby grant you permission to conduct the research in question.

You will however ensure that the relevant District Directors and other school officials are informed properly so that your research does not obstruct their work or burden them unnecessarily.

I wish you well in your research.



ENVER : DEPUTY DIRECTOR-GENERAL
POLICY AND ADMINISTRATION
GAUTENG DEPARTMENT OF EDUCATION

GAUTENG DEPT OF EDUCATION
BENONI BRAKPAN DISTRICT
PRIVATE BAG X059
BENONI
1500

4 August 1995

The District Director
.....
.....
.....

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR DISTRICT

A permission is requested to conduct a research in your district secondary schools. The purpose of the research is to determine the extent to which team management is practiced in the secondary schools.

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Should you require further information, please contact me at 421-5326/12/67/91 (w) or 866-7011 (h).

Thanking you in anticipation,

Yours faithfully,



Nelson Moloko

Navrae
Enquiries Dr. A. A. Pienaar
Verw
Ref: DAP_BRF2
Tel: (012) 325-4155/9
Faksnr
Fax no: (012) 325-4164

Privaatsak X75
Private Bag X75
PRETORIA
0001

1995-08-22

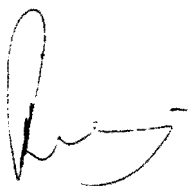
Gauteng Department of Education
Benoni Brakpan District
Private Bag X059
BENONI
1500

Dear Mr Moloko

PERMISSION TO CONDUCT RESEARCH IN DISTRICT NORTH 3

1. Your letter of 8 August 1995 requesting permission to conduct research in the secondary schools in this district refers.
2. You are hereby granted permission to conduct the research in question.
3. You will however ensure that the relevant circuit managers, principals and teachers are informed timeously and properly so that your research does not obstruct the teaching process, nor burden them unnecessarily.
4. May I wish you well in your research.

Yours faithfully



DR A A PIENAAR
DIRECTOR OF EDUCATION: DISTRICT 3

AAP:dc

APPENDIX H

BENONI BRAKPAN DISTRICT
Private Bag X059
BENONI
1500
01 September 1995

TO: The Principal
The Heads of Depts.
The Teachers

Dear Sir/Madam,

COMPLETION OF THE SURVEY QUESTIONNAIRE : TEAM MANAGEMENT

Although there are numerous demands on your time, may you spend few minutes for a task which may have significance in the democratization of school management in the Gauteng Province. You are one of the select group whose personal judgement is considered important.

The writer is conducting a research on " Team Management in Secondary Schools". The purpose of the research is to determine the extent to which team management is practice in the secondary schools.

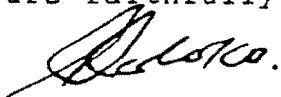
By obtaining responses from a large number of teachers, heads of departments and principals to the questionnaire, valuable information should be provided to improve school management.

The Gauteng Department of Education Deputy Director Generals and the District Directors have given their blessing to this survey.

No teacher, head of department, principal or school will be identified in the result of this survey. It is therefore not necessary to indicate your name.

Thank you for your help. Your time and contribution is truly appreciated.

Yours faithfully



M.N. Moloko.

APPENDIX A

TO BE COMPLETED BY THE PRINCIPAL SECTION 1: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

INSTRUCTIONS: Please make a cross (X) on the appropriate number.

1. What is your sex?

Male	1
Female	2

2. What is your age?

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60+	5

3. Number of years in the position you occupy?

0 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21+	5

4. What is your highest academic qualification?

Std. 10	1
B. degree	2
B. Ed/Honours	3
M. degree	4
D. degree	5

5. Number of students in your school?

Less than 600	1
600 - 799	2
800 - 999	3
1000 - 1199	4
1200+	5

6. Number of teachers in your school?

Less than 20	1
21 - 30	2
31 - 40	3
41 - 50	4
51+	5

7. Number of HODs in your school?

0 - 1	1
2 - 3	2
4 - 5	3
6 - 7	4
8+	5

SECTION 2: LEADERSHIP STYLES

INSTRUCTIONS: Consider all the statements that follow and select from them the **ONE** which describes you best. Do the same for all the other elements, putting a cross (X) on the appropriate number

8. ELEMENT : DECISIONS

8.1	I place high value on maintaining good relationships	1
8.2	I place high value on making decisions that stick	2
8.3	I place high value on getting sound creative decisions that result in understanding and agreement	3
8.4	I search for workable, even though not perfect decisions	4
8.5	I accept decisions of others.	5

9. ELEMENT : CONVICTIONS

9.1	I go along with opinions, attitudes and ideas of others or avoid taking sides	1
9.2	I listen for and seek ideas, opinions and attitudes different from my own. I have strong convictions but respond to ideas sounder than my own by changing my mind	2
9.3	I stand for my ideas, opinions and attitude even though it sometimes results in stepping on toes	3
9.4	I prefer to accept opinions, attitudes and ideas of others rather than to push my own	4
9.5	When ideas, opinions or attitudes different from my own appear, I initiate middle ground oppositions	5

10. ELEMENT : CONFLICT

10.1	When conflict arises, I try to be fair but firm and to get an equitable solution	1
10.2	When conflict arises, I try to cut off or to win my position	2
10.3	I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people working together	3
10.4	When conflict arises I try to identify the reasons for it and to resolve underlying causes	4
10.5	When conflict arises, I try to remain neutral or stay out of it	5

11. ELEMENT : EMOTIONS (TEMPER)

11.1	When things are not going right, I defend, resist or come back with counter arguments	1
11.2	By remaining neutral, I rarely get stirred up	2
11.3	Under tension, I feel unsure which way to turn or shift to avoid further pressure	3
11.4	Because of the disturbance tension can produce, I react in a warm and friendly way	4
11.5	When aroused, I contain myself, though my impatience is visible	5

APPENDIX B

TO BE COMPLETED BY AN HOD OR TEACHER SECTION 1: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

INSTRUCTIONS: Please make a cross (X) on the appropriate number.

1. What is your sex?

Male	1
Female	2

2. What is your age?

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60+	5

3. Number of years in the position you occupy?

0 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21+	5

4. What is your highest academic qualification?

Std. 10	1
B. degree	2
B. Ed/Honours	3
M. degree	4
D. degree	5

5. Number of students in your school?

Less than 600	1
600 - 799	2
800 - 999	3
1000 - 1199	4
1200+	5

6. Number of teachers in your school?

Less than 20	1
21 - 30	2
31 - 40	3
41 - 50	4
51+	5

7. Which department are you in charge of or belong to?

Dept. of Official languages	1
Dept. of African languages	2
Dept. of Social Sciences	3
Dept. of Natural Sciences	4
Dept. of Commercial Sciences	5
Others	6

SECTION 2: LEADERSHIP STYLES

INSTRUCTIONS: Consider all the statements that follow and select from them the ONE which describes your principal best. Do the same for all the other elements, putting a cross (X) on the appropriate number

8. ELEMENT : DECISIONS

8.1	My principal places high value on maintaining good relationships	1
8.2	My principal places high value on making decisions that stick	2
8.3	My principal places high value on getting sound creative decisions that result in understanding and agreement	3
8.4	My principal searches for workable, even though not perfect decisions	4
8.5	My principal accepts decisions of others.	5

9. ELEMENT : CONVICTIONS

9.1	My principal goes along with opinions, attitudes and ideas of others or avoid taking sides	1
9.2	My principal listens for and seek ideas, opinions and attitudes different from his own. He has clear convictions but responds to ideas sounder than his own by changing his mind	2
9.3	My principal stands up for his ideas, opinions and attitudes even though it sometimes results in stepping on toes	3
9.4	My principal prefers to accept opinions, attitudes and ideas of others rather than to push his own	4
9.5	When ideas, opinions or attitudes different from his own appear, my principal initiates middle ground opposition	5

10. ELEMENT : CONFLICT

10.1	When conflict arises, my principal tries to be fair but firm and to get an equitable solution	1
10.2	When conflict arises, my principal tries to cut off or to win his position	2
10.3	My principal tries to avoid generating conflict, but when it does appear, he tries to soothe feelings and to keep people working together	3
10.4	When conflict arises my principal tries to identify the reasons for it and to resolve underlying causes	4
10.5	When conflict arises, my principal tries to remain neutral or stay out of it	5

11. ELEMENT : EMOTIONS (TEMPER)

11.1	When things are not going right, my principal defends, resists or comes back with counter arguments	1
11.2	By remaining neutral, my principal rarely gets stirred up	2
11.3	Under tension, my principal feels unsure which way to turn or shift to avoid further pressure	3
11.4	Because of the disturbance tension can produce, my principal reacts in a warm and friendly way	4
11.5	When aroused, my principal contains himself, though his impatience is visible	5

12. ELEMENT : HUMOUR

- | | | |
|------|---|---|
| 12.1 | My principal's humour fits the situation and gives the perspective, he retains a sense of humour even under pressure | 1 |
| 12.2 | My principal's humour aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side | 2 |
| 12.3 | My principal's humour is seen by others as rather pointless | 3 |
| 12.4 | My principal's humour is hard hitting | 4 |
| 12.5 | My principal's humour sells himself or a position | 5 |

13. ELEMENT : EFFORT

- | | | |
|------|--|---|
| 13.1 | My principal rarely leads but extends help | 1 |
| 13.2 | My principal exerts vigorous effort and others join in | 2 |
| 13.3 | My principal seeks to maintain a good steady pace | 3 |
| 13.4 | My principal puts out enough effort to get by | 4 |
| 13.5 | My principal drives himself and others | 5 |
| | | |

SECTION 3 : COMMUNICATION

INSTRUCTION: This subsection is designed to determine the effectiveness of communication in your school. Put a cross (X) on the appropriate number for each statement which reflects the extent of the effectiveness of communication using the following key:

- 1 = Not effective 3 = Effective
 2 = Moderately effective 4 = Very effective

- | | | | | | |
|-----|--|---|---|---|---|
| 14. | How effective is upward communication? | 1 | 2 | 3 | 4 |
| 15. | How effective are forces distorting information? | 1 | 2 | 3 | 4 |
| 16. | How effective are forces leading to accurate information? | 1 | 2 | 3 | 4 |
| 17. | How effective is your principal's attempts to try and keep the staff informed about matters related to their subjects or jobs? | 1 | 2 | 3 | 4 |
| 18. | How effective is your principal's sharing information with the staff about the school? | 1 | 2 | 3 | 4 |
| 19. | How effective is the amount of interaction and communication aimed at achieving school objectives | 1 | 2 | 3 | 4 |
| 20. | How effective is your principal's capacity to listen even if he knows what the teacher is going to say? | 1 | 2 | 3 | 4 |
| 21. | How effective is the feedback which you receive from your principal? | 1 | 2 | 3 | 4 |

SECTION 4: PARTICIPATION IN DECISION MAKING

INSTRUCTION: This subsection is designed to determine the actual extent of teacher participation or involvement in decision making. Please put a cross (X) on the appropriate number for each decision statement, using the following key:

- 1 = No participation 3 = Some participation
2 = Little participation 4 = Great participation

Using the above key, indicate the actual extent of teacher participation in:

- | | | | | | |
|-----|---|---|---|---|---|
| 22. | Selecting text-books | 1 | 2 | 3 | 4 |
| 23. | Deciding which subjects you are to teach | 1 | 2 | 3 | 4 |
| 24. | Formulating the aims and objectives of your departments | 1 | 2 | 3 | 4 |
| 25. | Drafting school policy | 1 | 2 | 3 | 4 |
| 26. | Planning the school's year programme | 1 | 2 | 3 | 4 |
| 27. | Selecting teacher representatives for the PTSA | 1 | 2 | 3 | 4 |
| 28. | Deciding who should be send in your department to an in-service course | 1 | 2 | 3 | 4 |
| 29. | Deciding who should draw the school's time-table | 1 | 2 | 3 | 4 |
| 30. | Solving problems which members of your department meet in their teaching situations | 1 | 2 | 3 | 4 |

JHB DISTRICT 11

P.O. Box 32536

BRAAMFONTEIN

2017

9 March 1995

The Principal

RE: REQUEST FOR STATISTICAL INFORMATION

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I will be pleased if this statistical information could be faxed to me or posted to reach me before the end of March. The 1995 EPT 20's could serve as your source of information.

Yours faithfully,



M.N. Meloko

Fax : 011-339-1496
Tel : 011-339-1486/9

APPENDIX C

GAUTENG DEPARTMENT OF EDUCATION

SOWETO EAST AREA

SCHOOL NAME	NUMBER OF TEACHERS	NUMBER OF HODs	DEPUTY PRINCIPAL	PRINCIPAL
ANCHOR SECONDARY	41	04	-	PERMANENT
EMADWALENI SECONDARY	27	04	-	PERMANENT
ORLANDO WEST HIGH	33	06	-	PERMANENT
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LOFENTSE SECONDARY	30	05	01	PERMANENT
ORLANDO HIGH	25	04	01	PERMANENT
SELELEKELA SECONDARY	24	03	01	PERMANENT

[Signature]

DEPT. VAN ONDERWYS EN OPLEIDING CLERK: EUPHROSINE M. SIBI GENIEC. POBOS
30 MAR 1995
EXCOM 2025 SOWETO EAST AREA AREA MANAGER
DEPT. OF EDUCATION AND TRAINING

GAUTENG DEPT OF EDUCATION
BENONI BRAKPAN DISTRICT
PRIVATE BAG X059
BENONI
1500

12 July 1995

The Superintendent-General
Gauteng Department of Education
P.O. Box X18
BRAAMFONTEIN
2017

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR DISTRICT

A permission is requested to conduct a research in your district secondary schools. The purpose of the research is to determine the extent to which team management is practiced in the secondary schools.

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Should you require further information, please contact me at 421-5326/12/67/91 (w) or 866-7011 (h).

Thanking you in anticipation,

Yours faithfully,



Nelson Moloko

APPENDIX E

GAUTENG DEPARTMENT OF EDUCATION

Telephone: 011 408 9202
Fax: 011 403 2055

Educos Building
125 Simmonds Street
BRAAMFONTEIN

Reference: E. Motala
Date: 1995-07-28

2017

Mr M.N. Moloko
Gauteng Department of Education
P.O. Box 32596
BRAAMFONTEIN

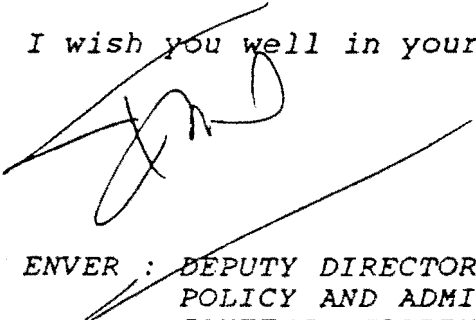
Dear Mr Moloko

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I wish you well in your research.



ENVER : DEPUTY DIRECTOR-GENERAL
POLICY AND ADMINISTRATION
GAUTENG DEPARTMENT OF EDUCATION

GAUTENG DEPT OF EDUCATION
BENONI BRAKPAN DISTRICT
PRIVATE BAG X059
BENONI
1500

4 August 1995

The District Director
.....
.....
.....

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR DISTRICT

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Nelson Moloko

APPENDIX G

Navrae
Enquiries Dr. A. A. Pienaar
Verw
Ref: DAP_BRF2
Tel: (012) 325-4155/9
Faksnr
Fax no: (012) 325-4164

Privaatsak X75
Private Bag X75
PRETORIA
0001

1995-08-22

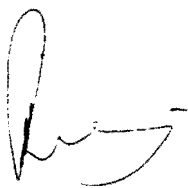
Gauteng Department of Education
Benoni Brakpan District
Private Bag X059
BENONI
1500

Dear Mr Moloko

PERMISSION TO CONDUCT RESEARCH IN DISTRICT NORTH 3

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4. May I wish you well in your research.

Yours faithfully



DR A A PIENAAR
DIRECTOR OF EDUCATION: DISTRICT 3

AAP:dc

APPENDIX H

BENONI BRAKPAN DISTRICT
Private Bag X059
BENONI
1500
01 September 1995

TO: The Principal
The Heads of Depts.
The Teachers

Dear Sir/Madam,

COMPLETION OF THE SURVEY QUESTIONNAIRE : TEAM MANAGEMENT

Although there are numerous demands on your time, may you spend few minutes for a task which may have significance in the democratization of school management in the Gauteng Province. You are one of the select group whose personal judgement is considered important.

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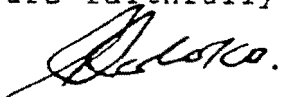
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Yours faithfully



M.N. Moloko.