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APPENDIX A

LETTER OF PERMISSION TO CONDUCT RESEARCH IN MORETELE  
AREA PROJECT OFFICE (North West Province)



**education**

Lefapha la Thuto  
Onderwys Departement  
Department of Education  
**NORTH WEST PROVINCE**

First Floor,  
Garona Building  
Private Bag X2044,  
Mmabatho 2735  
Tel.: (018) 387-3429  
Fax: (018) 387-3430  
e-mail: [ptyatya@nwpg.gov.za](mailto:ptyatya@nwpg.gov.za)

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**OFFICE OF THE SUPERINTENDENT-GENERAL**

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Enquiries: Mpiliso Tyatya  
Tel: 018 387 3429  
Fax: 018 387 3430  
E-mail: [sgedu@nwpg.gov.za](mailto:sgedu@nwpg.gov.za)

7 February 2008

**To: Mr. Asser Mhlongo**  
**Student No: 9925331**

**From: Mr. H.M. Mweli**  
**Acting Superintendent-General**

**PERMISSION TO CONDUCT RESEARCH INTO THE EFFECTIVENESS OF  
EDUCATION AUTHORITIES IN IMPLEMENTING AND MONITORING EDUCATION  
POLICIES**

Receipt of your correspondence regarding the afore-going matter is hereby acknowledged. The content is noted and to this end permission is granted for you to conduct research into the effectiveness of education authorities in implementing and monitoring education policies at bojanala region in the province. Please note that the relevant Regional Manager in the area of the affected region has accordingly been informed and the onus rests with your good office in terms of making necessary logistical arrangements with the region.

I trust that the above meets your expectations.

Yours Sincerely

**MR. H.M. MWELI**  
**ACTING SUPERINTENDENT-GENERAL**

**Cc: Mr. M.A. Seakamela – Deputy Director General**



**APPENDIX B**

**UNIVERSITY OF PRETORIA'S ETHICS COMMITTEE CLEARANCE  
CERTIFICATE TO CONDUCT RESEARCH**



UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION  
RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**CLEARANCE NUMBER : EM08/07/02**

**DEGREE AND PROJECT**

M.Ed Educational Leadership and Policy  
The Effectiveness of the Implementation and Monitoring of  
Education Policies in Schools.

**INVESTIGATOR(S)**

A Mhlongo - 9925331

**DEPARTMENT**

Educational Management and Policy Studies

**DATE CONSIDERED**

15 August 2008

**DECISION OF THE COMMITTEE**

APPROVED

*This ethical clearance is valid for  years from the date of consideration and may be renewed upon application*

**CHAIRPERSON OF ETHICS  
COMMITTEE**

Dr S Human-Vogel

6 November 2008

CC

Mr Jean van Rooyen  
Mrs Jeannie Beukes

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

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

Please quote the clearance number in all enquiries.

**APPENDIX C**  
**SEMI-STRUCTURED INTERVIEW SCHEDULE**

**Topic: “The Effectiveness of the Implementation and Monitoring of Education Policies in Schools”**

1. What is your understanding of the concept ‘*policy*’?
2. What is the purpose of policy?
3. Please complete the following table by giving examples of policy documents at the different levels that you are familiar with:

Level	Example	Purpose
National Policy	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
Provincial Policy	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
District Policy	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	





School Policy	1.  2.  3.	

4. Do all policy documents have the same standing?
5. How does your institution communicate with you on policy matters?  
Comment on the effectiveness of this process.
6. Briefly explain how decision-making is guided by policy at your institution?
7. Express your opinion on the department's capacity to implement and monitor education policies? Please substantiate your view.
8. What support mechanisms do you have in place to ensure effective policy adherence?
9. What are the problems you experience with regard to effective policy implementation?
10. What are the problems you experience with regard to policy monitoring?



11. What, in your opinion, should be done to improve the standard of policy implementation and monitoring? (provide at least three suggestions)



## APPENDIX D

### QUESTIONNAIRE FOR EDUCATORS

#### A. BIOGRAPHICAL DATA

The purpose of this section is to gather biographical data to answer questions in the research study. Data drawn will help in making conclusions and recommendations.

##### Instructions:

Answer each question by putting a cross on the appropriate number.

##### 1. What is your current position?

School principal	
Deputy Principal	
Head of Department	
School Management Team Member	
Educator	

##### 2. How long have you been teaching?

Less than 10 years	
10-15	
15-20	
20-25	
25-30	
30-35	
35 and above	

##### 3. How old are you?

Below 25	
25-30	
30-35	
35-40	
40-45	
45-50	
50-55	
55 and above	



**4. What is your gender?**

Male	
Female	

**5. What is your highest academic qualification?**

Grade 12	
PTC/STC	
Diploma	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other	

**6. What are you currently studying?**

Diploma	
ACE	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other (specify)	
None	

**7. What is your racial group?**

Black	
Indian	
Coloured	
White	
Other	

**8. In which area is your school?**

Urban	
Semi-urban	
Metropolitan	
Rural	
Semi-rural	

**9. What type of school is your school?**

Early Childhood Development Centre	
Pre-school	
Primary school	
Secondary school	
Further education and training college	



## B. POLICY UNDERSTANDING AND IMPLEMENTATION

The purpose of this section is to assess educators' knowledge of education policies and their implications to teaching and learning.

### 10. What is the level of policy understanding by educators?

Use the following scale to the following statements:  
1=Never (N), 2=Rarely(R), 3=Sometimes (S), 4=Always (A)

	N	R	S	A
Teachers are familiar with the current policies in education				
Teachers can describe different types of education policies				
Teachers understand the process of policy development				
Teachers understand the impact of policies on their teaching work				
Teachers are given training on policies in education by the DoE				
Teachers are consulted in policy development process				



## APPENDIX E

### QUESTIONNAIRE FOR SCHOOL PRINCIPALS

#### A. BIOGRAPHICAL DATA

The purpose of this section is to gather biographical data to answer questions in the research study. Data drawn will help in making conclusions and recommendations.

##### Instructions:

Answer each question by putting a cross on the appropriate number.

##### 1. What is your current position?

School principal	
Deputy Principal	
Head of Department	
School Management Team Member	
Educator	

##### 2. How long have you been teaching?

Less than 10 years	
10-15	
15-20	
20-25	
25-30	
30-35	
35 and above	

##### 3. How old are you?

Below 25	
25-30	
30-35	
35-40	
40-45	
45-50	
50-55	
55 and above	



**4. What is your gender?**

Male	
Female	

**5. What is your highest academic qualification?**

Grade 12	
PTC/STC	
Diploma	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other	

**6. What are you currently studying?**

Diploma	
ACE	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other (specify)	
None	

**7. What is your racial group?**

Black	
Indian	
Coloured	
White	
Other	

**8. In which area is your school?**

Urban	
Semi-urban	
Metropolitan	
Rural	
Semi-rural	

**9. What type of school is your school?**

Early Childhood Development Centre	
Pre-school	
Primary school	
Secondary school	
Further education and training college	

## B. POLICY UNDERSTANDING AND IMPLEMENTATION

The purpose of this section is to investigate principals' knowledge of education policies and their implications to teaching and learning.

### 10. What is the level of policy understanding by Principals?

Use the following scale to the following statements: 1=Never (N), 2=Rarely(R), 3=Sometimes (S), 4=Always (A)

	N	R	S	A
Principals have adequate knowledge and understanding of policies				
Schools are well resourced to implement policies				
Principals give sufficient support to educators in applying policies				
Principals are given sufficient training and support on policy implementation				
Principals are guided by policy when executing their administrative duties				
Principals are comfortable with the degree of support which they receive from the districts on policy matters				

## C. MONITORING AND SUPPORT

The purpose of this section is to investigate the degree of monitoring and support the schools receive from the provincial and district offices.

### 11. What is the role of the provincial and district offices in implementing policy in schools?

Use the following scale to the following statements:  
1 = Never (N), 2 = Rarely(R), 3 = Sometimes(S), 4 = Always (A)

	N	R	S	A
Schools are well resourced to implement policies				
Policy documents are distributed to all schools				
There is effective communication system between schools and districts				
Schools receive reliable feedback from the district officials on policy matters				
District officials visit schools to monitor and give support				
District officials have a well coordinated plan on holding workshops for promotion of educational policies.				





**APPENDIX F**

**QUESTIONNAIRE FOR DISTRICT OFFICIALS**

**A. BIOGRAPHICAL DATA**

The purpose of this section is to gather biographical data to answer questions in the research study. Data drawn will help in making conclusions and recommendations.

**Instructions:**

Answer each question by putting a cross on the appropriate box.

**1. What is your current position?**

Director General	
Deputy Director General	
Director	
Deputy Director	
Assistant Director	
Senior Manager	
Chief Education Specialist	
Senior Education Specialist	
Education Specialist	
Any Other	

**2. How long have you been in your current position?**

Less than 10 years	
10-15	
15-20	
20-25	
25-30	
30-35	
35 and above	

**3. How old are you?**

Below 25	
25-30	
30-35	
35-40	
40-45	



45-50	
50-55	
55 and above	

**4. What is your gender?**

Male	
Female	

**5. What is your highest academic qualification?**

Grade 12	
PTC/STC	
Diploma	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other	

**6. What are you currently studying?**

Diploma	
ACE	
Bachelor degree	
Honours degree	
Masters degree	
Doctorate	
Other (specify)	
None	

**7. What is your racial group?**

Black	
Indian	
Coloured	
White	
Other	

**8. In which area is your district office?**

Urban	
Semi-urban	
Metropolitan	
Rural	
Semi-rural	



**9. In which directorate are you employed?**

General Education and Training	
Further Education and Training	
Human Resource Management	
Subject Advisory	
Labour Relations Services	
Logistics	
Administration	
Any Other	

**B. POLICY IMPLEMENTATION AND MONITORING**

The purpose of this section is to assess District Officials' understanding of education policy implementation and monitoring.

**10. Please rate your level of involvement in policy implementation and monitoring.**

10.1 Please state how often you visit schools to monitor the implementation of policies?

*Tick appropriate box*

Once a Week	
Every fortnight	
Once a month	
Once a term	
Twice a year	
Once a year	
Never	

10.2 To what extent do you give schools support and motivation?

*Tick appropriate box*

Work as a team with schools	
Provide advice, but schools do their own thing	
Do counselling on regular basis and schools take it up from there	
Provide occasional support	
Provide support when requested to do so	
Not involved at all	



10.3 Which policy documents do you refer to?

*Tick appropriate box (es)*

Acts	<input type="checkbox"/>
Official Publications	<input type="checkbox"/>
Regulations	<input type="checkbox"/>
Books	<input type="checkbox"/>
Departmental Circulars	<input type="checkbox"/>
Other reports	<input type="checkbox"/>

10.4 When did you last use the document centre/library?

*Tick the appropriate box*

Yesterday	<input type="checkbox"/>
Last Week	<input type="checkbox"/>
Last Month	<input type="checkbox"/>
Last Year	<input type="checkbox"/>
Never	<input type="checkbox"/>

10.5 How is your District office/library equipped with policy reference material?

*Tick the appropriate box*

Fully equipped	<input type="checkbox"/>
Fairly well equipped	<input type="checkbox"/>
Not very well equipped	<input type="checkbox"/>
Not equipped at all	<input type="checkbox"/>

10.6 How would you rate communication between your office and schools?

*Tick the appropriate box*

Very Good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Not very Good	<input type="checkbox"/>

10.7.1 How would you rate yourself in terms of policy understanding?

*Tick the appropriate box*

Very Good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Not Good	<input type="checkbox"/>



10.7.2 How would you rate yourself in terms of policy implementation?

*Tick the appropriate box*

Very Good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Not Good	<input type="checkbox"/>

10.7.3 How would you rate yourself in terms of policy monitoring?

*Tick the appropriate box*

Very Good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Not Good	<input type="checkbox"/>

10.8 How would you rate the provincial department’s intervention strategies in supporting and empowering officials on policy implementation and monitoring

*Tick the appropriate box*

Very effective	<input type="checkbox"/>
Helpful	<input type="checkbox"/>
Useful	<input type="checkbox"/>
Wasteful	<input type="checkbox"/>

**11. Use the provided space to give at least two practical examples to substantiate your responses in 10 above. Attach copies where possible. e.g. meeting schedules**

11.1 How often do you visit schools in your district?

11.2 To what extent do you give schools support and motivation in the implementation of policy?



11.3 Which policy documents do you refer to?

11.4 When did you last use the document centre/library and what was the purpose?

11.5 How is your District office/library equipped with policy material?

11.6 How would you rate communication between your office and schools?



11.7 How would you rate your self in terms of policy understanding?

11.8 How would you rate your self in terms of policy implementation?

11.9 How would you rate your self in terms of policy monitoring?

11.10 How would you rate the provincial department's intervention strategies in supporting and empowering officials on policy implementation and monitoring?