

**AN INVESTIGATION ON POLICY IMPLEMENTATION BY
PRIMARY SCHOOL PRINCIPALS IN FREE STATE PROVINCE: A
MANAGEMENT PERSPECTIVE**

By

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DECLARATION

I, Solomon Bereng Thajane, student number: _____, do hereby declare that this research project submitted to the Central University of Technology, Free State, for the Degree: Doctor of Education (D.Ed) is my own independent work and complies with the Code of Academic Integrity as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State. It has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

S.B THAJANE

DATE

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List of Acronyms and abbreviations

AIDS:	Acquired Immune Deficiency Syndrome
DBE:	Department of Basic Education
DOH	Department of Health
EEA:	Employment of Education Act
ELRC:	Education Labour Relation Council
FS:	Free State Province
FSDOE:	Free State Department of Education
HIV:	Human Immunodeficiency Virus
LTSM:	Learning and Teaching Support materials
NCSA:	National Constitution of South Africa
NEPA:	National Education Policy Act
RSA:	Republic of South Africa
SACE:	South Africa Council of Educators
SASA:	South African Schools Act
SGB:	School Governing Body
SMT:	School Management Team
SPSS:	Statistical Package for the Social Sciences

Abstract

This study aimed to investigate policy implementation by primary school principals in the Free State Province. The investigation was prompted by the realisation that there were numerous incidents of poor policy implementation in the primary schools, which in some cases had a negative effect on how primary schools were managed.

The factors promoting effective management of primary schools were studied. The study revealed that school policies are one of the factors which promote effective management of primary schools and must be adhered to. The researcher subsequently made an in-depth study of the problems emanating from poor policy implementation in primary schools in the Free State Province. The study found that there are primary school policies that are not properly or effectively implemented in some primary schools in the Free State Province. As a result, these primary schools experience numerous management problems.

In the empirical research, data were collected by means of qualitative and quantitative research methods. The findings from collected data supported evidence collected from the literature study that some primary schools do not apply or adhere to school policies of the Free State Department of Education and the Department of Basic Education. The study identified the policies not complied with and the extent to which they were not complied with. The study also found that non-compliance with school policies can have a negative impact on school management. Furthermore, inadequate provision of resources and facilities by the Department of Education can also lead to the non-compliance of some policies.

The study concludes with recommendations to address the identified deficiencies as well as with a programme designed to address the problems of poor policy implementation in primary schools.

Chapter 1: Introductory Orientation

1.1. Introduction and Background

The atmosphere in primary schools within the Free State Province is not conducive to effective teaching and learning. Good learning habits have been lost, and in many schools the discipline is poor. Furthermore, education authorities do not provide schools with adequate learning resources and many principals do not implement the departmental school policies. Consequently, principals have difficulty in managing their schools effectively (Free State Department of Education, 2000:28 and 2005:56).

According to Clarke (2007:3–5), “management is aimed at getting systems to operate effectively.” “The first step in creating an effective and well managed school is planning, which deals with setting up the systems, policies, procedures and timetables necessary to ensure that the school works effectively” (Van der Westhuizen, 2002:46). Every school has a set of policies and procedures which are implemented by the school management team to provide the framework for the effective management of the school. The school management team delegates some of the responsibility to educators to ensure that the plans, policies and procedures are implemented (Free State Department of Education, 2004:38).

In his research on principals’ effectiveness, Ginsberg (1996:13) found that defining principal effectiveness is more difficult than defining school effectiveness, since relating the specific impact of leadership and managerial actions on school productivity is problematic. It is expected that principals become effective in managing their schools so that teaching and learning can take place as required. However, a number of problems face primary school principals in the Free State. According to the Free State Department of Education (Free State, 2008a:93–98), the principals are expected to ensure that the education of the learners is run according to approved policies, and to play an active role in promoting effective learning and teaching at school. The principal is expected to provide instructional leadership to staff. This implies that they should offer educators mentorship, guidance and direction on management matters. They must also manage the school and implement policies, regulations and instructions of the Department of Education. In addition to the roles mentioned, the principal is also expected to keep constant contact with parents, community leaders and businesspeople. Therefore, the role of the principals in a real situation is beyond that of providing instructional leadership only.

The highlights of this chapter which will give substance to the fundamental purpose and justification for this research include the problem statement, research aim, preliminary literature review, research design and methodology, research population and sample, and the programme of study.

1.2. Statement of a Problem

The Free State Department of Education experienced policy implementation problems by primary school principals for a number of years. Since 1994, Government has been urging schools in South Africa to address the learning and teaching needs of the country more effectively. There has also been an effort by the new democratic government to transform an unequal education provision so that it is consistent with that of the most progressive countries in the world. This effort, however, has not translated into tangible results (Cross, 2002:171 & Taylor, 2008:3).

The Department of Education has school policies in place but at the level of implementation these policies are not properly enforced (Mgijima, 2014:204). This is true with regard to school policies governing: safety, admission of learners, curriculum, learning and teaching support material (LTSM), absenteeism of educators and learners, HIV/AIDS, teenage pregnancy, teaching language, religion and gender. Poor or lack of implementation of these policies has led to problems that hampered the principals' effective management of their schools. If school policies are poorly implemented or are not implemented at all, it implies that the principal's management of the school is not effective (Republic of South Africa, 2000a:1).

To illustrate the magnitude of the problems of poor policy implementation in the primary schools, the following two examples are briefly explained. Safety policy requires that schools form safety committees whose responsibility would be to draft the school safety policy rules. However, in some schools such committees did not exist. The result is that those schools did not apply safety measures in schools adequately. Furthermore, the learner admission policy provides for the orientation and induction of new learners but, in some schools, orientation and induction programmes did not exist either. As a result, new learners were not oriented and inducted in how to learn, behave and do other things at schools (Le Roux, 2002:95).

Other problems experienced by principals in primary schools which are not related to the policies involved building projects like mathematics and sciences laboratories, theft and vandalism and the increase of learners. Building projects in the primary schools have not been implemented in some of the primary schools in the province because of the Department of Education's budgetary constraints. This has resulted in a shortage of mathematics and science laboratories in primary schools. This shortage has a negative impact on the teaching of mathematics and sciences. Resultantly, the principal had to ensure that available resources of mathematics and science laboratories were shared by all learners to ensure effective teaching and learning of mathematics and science (Republic of South Africa, 2008c:28).

Theft and vandalism are serious problems experienced by primary schools in the Free State Province. As a result of not installing security at centres housing school computers, photocopying machines and other valuable properties of the school, these facilities were stolen or vandalised. This problem had an impact on the management of schools in that principals sometimes had to abandon their school duties to attend court cases due to theft and vandalism that occurred in schools (Chapman and King, 2008:39).

The number of learners has increased considerably in many primary schools in Free State Province. The resultant overcrowding in schools has led to a shortage of classrooms, books and desks. This problem affects the management of schools in that principals have to devise means to ensure that learners are accommodated and that classes are not overcrowded. In many cases, tuition started late in schools each year due to this problem.

The role of the principal as the manager of the school is to ensure that there is daily planning, organising, operating, executing, maintaining and scheduling of numerous processes, activities and tasks that permit a school to accomplish its goals as an organisation (Matthews and Crow, 2010:29). The principal's task is to ensure that all school policies are implemented accurately and frequently. It is the primary aim of this research to investigate policy implementation problems experienced by primary school principals in the Free State Province. These problems are discussed in detail in Chapter 3.

1.3. Research Aim

This study focuses on highlighting policy implementation problems in primary schools in the Free State Province and how these can impact on the school management. Therefore, the aim of this study is:

- To investigate policy implementation problems experienced by primary school principals in the Free State Province.

Primary schools were selected for this investigation because that is where the problems were identified.

1.4. Research Questions

In relation to the problem statement outlined and the aim of this research, the following research questions were formulated:

- How could primary school principals effectively implement education policies?
- Why are primary school principals not implementing education policies effectively?
- What management problems do primary school principals experience when they do not implement education policies?
- How do these management problems impact on teaching and learning?
- What measures can be employed to ensure that principals implement school policies effectively?

1.5. Research Objectives

In accomplishing the aim of this study, the study had the objectives to:

- determine how primary school principals could effectively implement education policies;
- investigate why primary school principals do not implement education policies effectively;
- identify the management problems experienced by primary school principals who do not implement school policies;

- determine how these management problems impact on teaching and learning; and
- provide corrective measures that can be employed to ensure that principals implement school policies effectively.

1.6. Significance of the Study

Everard and Morris (1996) assert, that, “some organisations are effective, ethical and successful. This is partly because they are well managed and organised because their managers have learned management systematically”. Equally, some schools and colleges are effective and successful, partly because they are well managed and organised and because they have learned management systematically. It is therefore important to study the benefits that effective school management has for schools and principals and to note how these can help create conducive learning and teaching environments.

This study will contribute to the body of knowledge of school management by researching the policy implementation problems experienced by primary school principals in the Free State Province. The study will reveal to what extent these problems experienced by primary school principals hamper effective management of schools. It will also reveal the factors that cause these problems. The impact that these problems have on teaching and learning will also be explained. The school principals will become aware of the role that they have to play in managing their schools effectively and in implementing school policies. The Department of Basic Education (DBE), on the other hand, will benefit from this study because it will be aware of the policy implementation problems experienced by primary school principals and how these problems can be addressed.

1.7. Preliminary Literature Review

Owing to political changes that have taken place in South Africa, South African principals and educators are faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. These include improving and maintaining high standards of education, working more closely with parents, assuming greater financial responsibility, coping with increasing multicultural school populations, managing change and conflict, coping with having fewer resources and, in general being, more accountable to the community they serve (Squelch and Lemmer, 1994:vii).

In modern times, the most important transformation that school heads are experiencing is the shift of emphasis from being the leading professionals to being the chief executives, the business managers, the financial directors and the leaders of learning in schools (Earley and Weindling, 2004:45). Dimmock and Walker (2005:35–36) hold the view that school leadership is being taken to comprise eight elements of processes that relate to the extent to which educators and others are involved. These elements that educators should collaboratively be involved in include management, motivation, planning, communication, evaluation or appraisal and in how principals view the value of staff development.

Every researcher must do literature review in relation to the topic they are doing. Literature study shares with the reader the results of the studies that are related to their research. Literature study enables the researcher to establish the extent to which the topic is studied and what findings and recommendations were reached. In qualitative research method, inquirers use the literature in a manner consistent with the assumptions of learning from the participant, and not prescribing the questions that need to be answered from the researcher's standpoint. Quantitative research method, on the other hand, includes a substantial amount of literature at the beginning of the study to provide direction for the research questions and hypotheses. In a mixed methods study, the researcher uses both qualitative and quantitative approach to the literature (Creswell, 2003:29–32).

The principal as the head of the school management team (SMT) must have knowledge of school policies and should implement them successfully. They must also ensure that the management team as a whole has a sound knowledge of school policies and implement them effectively. According to Duke and Canady (1991:137), it is crucial for principals interested in successful implementation of departmental policies to secure the support of their supervisors. Implementing policies effectively requires a plan, ample time, oversight and patience.

The research topics related to school management and school policies have been investigated and studied by several researchers. Ndou (2012:21) did research on the challenges facing school governing bodies (SGBs) in the implementation of finance policies in the Free State Province. He found that the challenges facing the SGB (school principals are members of the SGBs) in the implementation of finance policies are as follows:

- the orientation of newly – elected SGB members;

- the formulation of policies;
- joint (team) decision-making;
- communication skills;
- conflict resolution;
- changing the negative attitudes of both learners and teachers;
- financial management; and
- the fact that schools should be safe place for both teachers and learners.

This research is based on the problems caused by poor policy implementation in primary schools in the Free State. The research by Ndou (2012:21) and this research both deal with the challenges facing the school regarding the implementation of school policies. However, they differ as Ndou's study deals with challenges of implementation of finance policies, while this research deals with all the policy implementation problems experienced by primary school principals in the Free State Province. There is clearly a difference between the two studies.

Banjwa (2012:19) did research on the leadership role of the school principals in managing HIV/AIDS policy in secondary schools in the Stutterheim Area, Eastern Cape Province. In her research she found that to manage the HIV/AIDS policy in schools, the policy should:

empower school principals in their leadership role in managing HIV/AIDS policy in their schools;

recommend how school principals should address HIV/AIDS related challenges in their schools;

recommend valuable guidelines that should make HIV/AIDS policies and HIV/AIDS action plans to decline HIV/AIDS infections in our communities;

help the participating schools benefit in the study as they will receive findings from the researcher; and

make the Department of Education aware of HIV/AIDS challenges faced by those participating schools.

My research is on the problems caused by poor policy implementation in primary schools in the Free State Province. The research by Banjwa (2012) and this research both deal with the

leadership role of the school principals regarding the managing of HIV/AIDS policies in secondary schools. However, they differ as the former deals with managing HIV/AIDS policies, whereas this study deals with implementation problems of all school policies experienced by primary school principals in Free State Province. There is clearly a difference between the two studies.

Engelbrecht (2009:9) conducted research on the shortcomings in the managerial skills of principals in the Free State Province. In his research, he found that the shortcomings in the managerial skills of principals were evident in their:

- financial management skills
- personnel evaluation and development skills
- conflict and problem-solving skills
- administrative or technical skills
- skills in coping with stress
- skills in managing change
- organisational skills
- planning skills
- effective leadership skills
- human relations skills.

This research is based on the problems caused by poor policy implementation in primary schools in the Free State. Engelbrecht's research (2009) deals with the shortcomings of managerial skills of principals in the Free State Province. Thus, the research by Engelbrecht differs significantly from this research.

As indicated in this preliminary literature review, research done on topics related or almost similar to the topic of this research have not addressed the fundamental aim and purpose of this research. There are no studies based on primary school policies undertaken in South Africa. Therefore, it is necessary to address the problems which have been identified.

1.8. The Phenomenon of a School Policy

A school is an educational institution. There are various types of schools, including pre-schools, primary schools, high schools, trade schools and vocational schools. The research

undertaken in this study is based on the primary schools which in South Africa range from Grade 1 to Grade 7.

The concept “policy” refers to a plan of action, especially of an administrative nature. The policy contains the ideals or guidelines on how something should be done. Thus, the policy provides appropriate guidelines and prescribed direction on how something should be done.

According to Badenhorst (as cited in Badenhorst, Calitz, Van Schalkwyk and Van Wyk, 1987:9), any organisation is established and operated with a specific objective in mind. In the case of a school, the overall objective is educative teaching. To merely say that this is the objective of the school is not enough. Definite steps must be taken to ensure that this objective is realised. The usual starting point in this process is policy-making. The purpose for which an undertaking is established is reflected in its policy.

For the school to run its academic and non-academic activities successfully, it has to formulate a policy for each of its activities. A policy describes and stipulates how each activity should be undertaken or performed. South African school policies are formulated by the Department of Basic Education, Provincial Department of Education, schools and SGBs. Some school policies are derived from the South African Constitution or legislations while others do not have any link with either the constitution or legislation. Fore-more information on this topic see paragraphs 1.11.5, 2.11, 3.2.1 and 3.2.2.

1.9. Delimitation of the Study

This study investigates policy implementation problems that primary school principals experience and which hamper the effective management of their schools. The problems that hamper the primary school principals’ effective management of their schools are numerous. Primary schools are found in the entire South Africa, but the researcher has selected the Free State Province as the area of study to make the research manageable. The researcher has also selected a representative sample to make the findings of his research more representative. The province includes the following five education districts: Lejweleputswa, Motheo, Thabo Mofutsanyane, Fezile Dabi and Xhariep.

1.10. Research Design and Methodology

1.10.1. Research paradigm

A paradigm can be described as a theoretical framework that influences the way knowledge is studied and interpreted (Mertens, 2005:2). Mertens (2005:2) and Bogdan and Biklen (as cited in Mackenzie and Knipe, 2006:2) state that the choice of a paradigm sets down the intent, motivation and expectations for the research. Paradigms can also be regarded as different ways in which information and knowledge can be gathered in the research (Piantanida and German, 1999:30).

A number of theoretical paradigms are discussed in the literature, namely positivist, transformative, pragmatic and constructivist paradigms. This study will use a positivist paradigm which employs the quantitative method, and the constructivist paradigm which employs the qualitative method. O’Leary (as cited in Mackenzie and Knipe, 2006:3) states that positivists aim to test a theory or describe an experience “through observation and measurement in order to predict and control forces that surround us”. Cohen and Manion (as cited in Mackenzie and Knipe, 2006:3) indicate that the constructivist approaches to research have the intention of understanding “the world of human experience”. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or may use a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilised in a way which supports or expands upon qualitative data and effectively deepens the description. This is primarily the reason why both qualitative and quantitative research methods were used in this research.

1.10.2. Epistemology

Epistemology refers to the manner in which knowledge can be acquired or how things can be known. It refers to the rules or premises by which it is accepted that knowledge is generated and it also specifies the nature of the relationship between the researcher and what can be known or researched (Terre Blanche, Durrheim and Painter, 2010:6).

In this study, the researcher was not part of what he was investigating but conducted his investigation in an objective and dispassionate manner. As far as possible, he established a cordial relationship with his interviewees and all those who assisted him in his research. He did not undertake the study with preconceived ideas that he wanted the research to either

support or repudiate. He constantly strove for the most truthful and the most valid results. As a result, the study outcomes were not manipulated but were true, reasonable and objective findings of the study.

1.10.3. Research methods

In this study, data were collected by means of interviews (qualitative) and questionnaires (quantitative) from a sample of primary schools in the Free State Province. The type of mixed methods design that was employed is the QUAN-QUAL model, which is also known as triangulation mixed methods design (Gay, Mills and Airasian 2009:463). Triangulation design enables the researcher to critically look at the results of quantitative and qualitative analysis to determine if the sources revealed similar findings. It uses multiple methods to support the strength of interpretation and conclusions.

“The interview allows for greater depth of responses from participants, but it is prone to subjectivity and bias on the part of the interviewer” (Cohen, Manion and Morrison 2000:36). McMillan and Schumacher (2001:91) and Cohen et al. (2000:36) divide interviews into three categories, namely structured interviews – which are comprised of pre-set questions and procedures organised in advance; semi structured interviews – which include both closed and open-ended questions and responses; and unstructured interviews – which comprise open-ended questions that allow for greater flexibility and freedom. This study made use of structured interviews.

Creswell (2008:15) defines a questionnaire as, “a document where the participants have control over how they respond to the set questions”. This notion is supported by Harris and Bell (1994:204), who mention that, “the questionnaire is a collection of written statements from the respondents based on their views and feelings about the questions asked”. The questionnaire employed in this study consisted of multiple questions, and it also included the biographical data of the participants.

According to Cohen et al. (2000:36), one of the advantages of the questionnaire is that it tends to be more reliable, valid and objective because it is anonymous and encourages honesty. On the other hand, the questions in the questionnaire can have different meanings for different people. Cohen et al. (2000:36) differentiate between three types of questionnaires, namely the structured questionnaire, which comprises fixed or pre-set questions; the semi-structured questionnaire, which sets the agenda but does not presuppose

the nature of the responses; the unstructured questionnaire, which allows for more open and word-based responses. The structured questionnaire was used in this study. The intention of the questionnaire and interview was to investigate policy implementation problems experienced by primary school principals in the Free State Province.

1.10.4. Population and sample

According to Gray (2004:82), a population can be defined as “the total number of possible units or elements that are included in the study”. The population is thus the entire group in which the researcher is interested and which they wish to describe or draw conclusions about. According to Mertens and McLaughlin (2004:144), the target population is all the members of a group of people who share the same type of characteristics and who should be able to provide insight into the phenomenon under study. The population of this study included the 160 principals of primary schools in the entire Free State Province.

According to Strydom (2005:194), a sample comprises “elements of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which the researcher is interested. The sample is studied in an effort to understand the population from which it was drawn”. As such, the interest in describing the sample is not primarily an end in itself, but rather a means of helping to explain some facet of the population. In this research, the sample consisted of 70 principals of primary schools randomly selected from primary schools in the Free State Province. The 60 principals completed the questionnaire and the other 10 principals were interviewed. The sampling technique used in this research is simple random sampling. Mertens (2010:318) states that simple random sampling means that each member of the population has an equal and independent chance of being selected. The researcher can choose a simple random sample by putting all the names of the population in a hat and pull them out at random. The researcher received a list of Free State primary schools from the Department of Education. From that list, the researcher selected every third school appearing on it until he reached 70 schools to form part of the sample. From the 70 schools, the researcher selected every third school until he reached 10 schools, whose principals were interviewed. Simple random sampling was thus the most appropriate sampling technique for this research.

1.10.5. Validity and reliability

1.10.5.1 Validity

Seale (1998:134) views validity as the degree to which findings of a research study present a true and accurate picture of what is claimed or described in the research. Neuman (1997:141) explains validity as the appropriateness of a statement, including its importance in determining which research information is valid. This implies that no matter which type of questionnaire or research instrument is used, it should measure accurately.

Williams (1993:3) mentions that there are three types of validity, namely internal validity, construct validity and external validity. He explains the three types as follows:

- Internal validity pertains to the conduct of the study itself.
- Construct validity refers to the instrument used to measure the variable at hand.
- External validity bears on the ability to generalise the results from the sample to the population, which is what happened in this research.

In short, validity refers to the extent to which the test used measures what it is supposed to measure.

1.10.5.2 Reliability

Gray (2004:172) regards reliability as a central concept associated with measurement and that it essentially means consistency. Consistency, in this instance, means that the scores obtained by an instrument can be confirmed by using alternative data sources. The obtained data can also be interpreted by other researchers to establish whether they reach the same conclusion as the primary researcher. Gray continues by stating that reliability refers to the consistency of measurement, meaning the extent to which the results are similar. An indicator or measure can be considered as reliable when it consistently provides the same results every time a certain phenomenon is measured.

To observe validity and reliability in this research, the researcher made the questions of the questionnaire clear and easy to understand. The questionnaires were pre-tested with five principals who did not form part of the sample. Participants were made aware of the significance of providing accurate information. Participants did not discuss their answers. Questionnaire instructions were clear and understandable. Participants were assured of

confidentiality and their responses would not be linked to schools or to the participants. The reliability of quantitative research is discussed in paragraph 4.5 Table 4.1.

1.10.6. Ethical considerations

Ethical measures are important and the researcher should be committed to observing them in all aspects of the research (Schulze, 2002:17). In this study, the researcher applied for permission to conduct research from the Free State Department of Education (Vide, Annexure A). The researcher informed the participants that participation was voluntary. He ensured participants that information obtained from the questionnaires would be handled with strict confidentiality, and that the names of principals and schools would not be mentioned in the research report. All the participants who volunteered were requested to sign the consent form. Finally, the findings of this study would be made available to each participating principal. Ethical considerations are discussed in depth in Chapter 4. The ethical clearance of the university is attached as Annexure I.

1.11. Definition of Concepts

1.11.1. Principal

According to Masitsa (2008:247), the principal is the headmaster or educational head of a school. Masitsa goes on to state that, since the twentieth century, the principal has had the dual task of being the manager and instructional leader or supervisor of their school. Prior to this period, their task was mainly that of instructional supervisor. Cawood and Gibbon (1997:5) view the principal as the administrative, organisational and instructional leader of a school. From these two definitions of the principal, it is clear that the principal is the most senior person in the management hierarchy of a school.

1.11.2. Effective management

Effective management refers to management that ensures that the delivery of services is in line with the set objectives of an organisation (Swilling and Wooldridge, 1996:523). Van der Westhuizen (2002:463) states that effective management is the organisation of activities by planning, organising, leading or guiding, and exercising control in a school. From these definitions, it is clear that effective management yields desired outcomes that are in line with the objectives or policies of the organisation, in this case the school.

1.11.3. Primary school

In the South African context, a primary school is the institution offering the beginning of the academic learning and teaching of a child. The primary school in South Africa is categorised into three phases. The first is the Foundation Phase, which ranges from Grade R to Grade 3. The second is the Intermediate Phase, ranging from Grade 4 to Grade 6. The third phase is the Senior Phase, which is Grade 7. The admission age of a child in Grade R is 4 years, turning 5 years by 30 June in the year of admission. A Grade 1 child should be 5 years turning 6 years by 30 June in the year of admission. All schools that were sampled in this study have learners from Grade 1 to Grade 7. The language of teaching in the Foundation Phase is the mother tongue and in the Intermediate Phase and Senior Phase it is English (Republic of South Africa, 2001a:7). One must note that Grade R is a preparatory class for schooling where no formal teaching and learning take place.

1.11.4. Free State Department of Education

The Republic of South Africa is divided into nine provinces. Each province has its own Department of Education, which is directly under the National Department of Education, known as the Department of Basic Education. The Free State Province has five education districts. These districts are Lejweleputswa, Motheo, Thabo Mofutsanyane, Fezile Dabi and Xhariep. Each district has a number of primary and secondary schools in rural and urban areas. The sizes of the districts are not the same; some are bigger than others.

1.11.5. Policy implementation

A policy is a written document that establishes the external directive or general plan of action in order to be implemented effectively (Republic of South Africa, 2012a:10). A policy may be made at either national or provincial level and consists of guidelines to parties affected by the policy. It is a binding document on government officials as it effectively constitutes a management instruction to such officials (Republic of South Africa, 2008a:65). Implementation is an action or planning for a particular activity which is supposed to take place effectively (Republic of South Africa, 2012b:11). Implementation is defined as a specified set of activities designed to put into practice an activity or programme of known dimensions (Meyers, Durlak and Wandersman, 2012c:741). Therefore, policy implementation refers to the manner in which a policy is enforced.

1.12. Programme of the Study

This thesis consists of six chapters. Their contents are as follows.

Chapter 1 is based mainly on the orientation of the study. It discusses the problem statement, research aim, research questions and objectives, significance of the study, preliminary literature review, phenomenon of a school policy, delimitation of the study, research design and methodology, definition of concepts and the programme of this study.

In Chapter 2, the factors promoting the effective management of primary schools are discussed in detail. The impact of these factors on school management is also discussed.

Chapter 3 discusses policy implementation in primary schools as well as the problems encountered during policy implementation. It also discusses the impact of poor policy implementation on school management as well as on teaching and learning.

Chapter 4 deals with the empirical research of the study. It discusses the research design and methodology, and how data collection and analysis were done. The chapter also indicated how the principles of validity and reliability were observed.

In Chapter 5 the findings from the literature study and the empirical research are discussed in detail as well as the recommendations of the study.

Chapter 6 presents a progressive model that is suggested for use in primary schools to ensure that the problems of poor policy implementation are adequately addressed.

1.13 Summary

This chapter contains the introductory orientation of the study. The researcher started by presenting the problems that made him conduct the research on policy implementation problems in the Free State primary schools. Among other things, he discussed the research aim and the research methods employed in the study, the population and sample of the study, validity and reliability, ethical considerations and definition of the main concepts used in the study. He concluded by presenting the programme of the study. All these give the reader an overview of what the research entails.

Chapter 2: The Factors Promoting Effective Management of Primary Schools

2.1. Introduction

School management is not an easy task. Consequently principals need appropriate effective management skills to manage their school successfully. To accomplish this, they need to be properly trained and skilled in school management. They need to know about factors promoting effective management. These are factors that provide direction to the effective management of school to address some of the problems that have persisted over a long period in schools.

It is the researcher's considered opinion that factors promoting effective management of schools are not applied in all the schools. As a result, schools are not manageable and teaching and learning are being compromised. Not applying the factors also leads to learners' being ill-disciplined and educators' being uncontrollable. A study of these factors or knowledge thereof supports this research because the research project is based on the school policies which are not available or implemented at some schools and which promote effective management of schools. School policies fall under the factors which promote effective management of primary schools. If implemented correctly, these factors will benefit the schools in various ways.

Effective school management goes hand in hand with effective school governance, which is the responsibility of the SGBs. In the following paragraphs, factors promoting the effective management of primary schools are discussed in detail. Although these factors are discussed separately, they are not isolated from one another because they complement one another in practice.

2.2. Setting the Vision and Mission of the School

Kellough (2007:4) defines a vision statement as, "a statement of intention that goes beyond the immediate mission of the school and provides direction to the school's mission statement". Vision is also used interchangeably with the mission statement as they are a result of unique beliefs and goals and are inseparable for organisations to attain their objectives. Bisschof, Du Plessis and Smith (2004:64) state that, "a vision is a clear sense of setting the

future direction that is required of schools”. They add that for the vision of the school to be effective, educators have to plan their work with the intention of reflecting the type of education that the school provides to shape the minds of the learners, who are the recipients of the education. The vision statement of a school changes the status quo in such a way that it yields outcomes for the school, interested stakeholders in education, parents or learners. Cascio (2010:158) maintains that, “an organisation’s vision will be massively inspiring, overarching and should also have a long-term purpose to emphasise the values, aspirations and goals of the organisation.”

Dumler and Skinner (2008:136) allude to mission statements as the fundamental purpose that an organisation intends to serve. Thus, the school’s mission statement attempts to direct and explain the purpose of the school or what the school stands for. It attempts to indicate what the school is, stands for and aims to achieve. The fundamental purpose of the school is to provide effective teaching that leads to effective learning. Thus, its mission statement should lead it towards achieving this goal. That is why Rebore and Walmsley (2007:83) argue that “the mission statement is a purposeful and long-term undertaking that upholds the values of the school and inspires educators to achieve the objectives set for the school. McLean (2006:265) points out that a well-designed mission statement will help the principal to manage and lead the school. Therefore, setting the school’s vision and mission will enable the principal to manage the school effectively and lead their subordinates in such a way that quality teaching and learning are achieved at school. For this reason, it is imperative that every primary school should have a mission statement and always be guided by it in its endeavour to achieve its primary and other goals.

There is no doubt that setting the school vision and mission is essential for effective management of primary schools. Singh and Lokotsch, (2005:443) state that, “a vision is central to the transformational leader who has to get all stakeholders in the school to move in the same direction”. The vision enables the school to move in the same direction and makes it easier for the school to achieve set school goals, which are mainly effective teaching and learning. The vision therefore supports the principals in their management of the school. The primary responsibility is to develop and implement plans, policies and procedures that will enable the school to achieve its vision. In order for a school’s vision and mission to be effective, they must be supported by all school staff. This will lead to effective school

management because the principals will be supported by all staff in their endeavour to manage the school effectively.

Stated differently, the development of a vision and mission should be a collaborative effort between the principal, deputy principal, heads of department and educators. This will offer the SMT and educators ownership of the vision and mission of the school and ensure stronger commitment towards their achievement (Daugherty, 1996:84). The foregoing is supported by Lundy and Crowling (1996:306), who point out that, “ownership should be taken a step further in that all stakeholders should play an active role in the development of the vision and mission of the school”. Moloji (2004:50) adds that, “shared vision can help the school to keep on course even during times of colossal stress. This is because a shared vision is an ethical force that develops hope despite difficulty”. A shared vision that is honest and coherent engages educators who will naturally be encouraged to get involved in school activities (Sajó and Price, 1996:149).

It is vital that the principals indicate the direction in which the schools have to move. They should help educators in planning teaching and learning in accordance with government policies. The vision will always remind teachers and learners about what the school wants to achieve and where it wants to be in years to come as well as how to conduct business to achieve this vision (Steyn, 2005:268). The school’s vision and mission will enable the SMTs to work towards developing a school culture that will promote quality teaching and learning. Bolman and Deal (2003: 306) attest that, “any organisation has a formally instituted pattern of authority and an official body of rules and procedures which are intended to help in the achievement of its goals”.

Based on the foregoing discussions, there is no doubt that the principals should give direction in which the school has to move. They should take the lead in setting the school’s vision and mission, as this will help educators in planning teaching and learning in accordance with government policies. The principal should therefore set the ball rolling at school by ensuring that the school has a vision and mission statement.

2.3. Instructional Leadership

An instructional leader is a leader who holds responsibility when it comes to setting goals for the school, such as coordinating curricula, promoting professional staff development and



monitoring learners' progress. Loock (2003:42) describes instructional leadership as, "managing the technical core of the school". Sacred Heart CRD (2003:3) describes it, "as comprising of the following skills: decision-making, goal setting, conflict management or problem-solving". A combination of these skills constitutes a sound leadership and management approach. According to Swan (2014:2), "instructional leadership is leadership of the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning". It has to start with the educator in the classroom, with the support of the principal. Thus, instructional leadership implies leadership in the teaching and learning processes at school. It contributes to the effective management of primary schools by ensuring that an organised environment conducive to teaching and learning is established and is secure.

In this regard, Bush (2007:435) states that, "instructional leadership focuses on the direction of influence on managing teaching and learning as the core activities of educational institutions". Leadership in this context means guiding and inspiring. Thus, instructional leaders take the lead in putting their schools' curriculum into practice and in improving it (Republic of South Africa, 2000a:1). More important is that instructional leadership focuses on teaching and learning and on the behaviour of educators when engaging with learners in the classroom. Instructional leadership promotes effective management by focusing on how teaching and learning should be conducted and on the behaviour of educators in working with learners (Bush, 2003:16). This entails effective decision-making for school-based leadership to ensure optimal achievement of learning outcomes because the principals' primary responsibility is to manage the teaching and learning processes.

Effective instructional leadership creates an environment that enables educators to function effectively (Hoberg, 2005:46). It is a way to effective teaching and learning as it brings about a sound culture of learning and teaching in the school at all times by creating an environment that is conducive for effective teaching and learning. Such an environment makes it easier for the principal to manage the school because it enables educators and learners to perform their responsibilities without being coerced. Botha (2004:240) states that, "effective instructional leadership takes place when educational leadership sets clear expectations, maintains discipline and implements high standards, with the aim of improving teaching and learning at school". In such an environment, the principal concentrates on only their management and

administration of the school and, as a result, their attention will be focused and not diverted to other activities.

Instructional leadership promotes effective management of the school because it ensures that all school management teams promote the culture of learning and teaching in their departments and in the school as a whole. Instructional leadership is responsible for the professional management of the school as it ensures that the policies of the Department of Basic Education are implemented correctly. Hallinger (2007: 223–224) states that, “effective instructional leadership is able to align the strategies and activities of the school with the academic mission of the school and creates a shared sense of purpose in the school”. This includes clear goals focused on student learning, developing a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning by enhancing the way curriculum is delivered and by creating a positive environment for learning.

In light of the foregoing discussions, the principal as the instructional leader has a primary responsibility to promote a successful learning culture within the school as a learning organisation. The principal has the responsibility to strengthen communication and relationships at school to enhance student learning.

2.4. Effective School Leadership

Robert House (1977) and John Kotter (1996) (as cited in Republic of South Africa, 2008b:18) define effective school leadership as, “the ability to influence people towards the achievement of goals. It involves bringing about change in the learning process among followers and assisting to create an environment that contributes to improved performance”. “The effective school leader’s job is to coordinate, direct and support the work done by others by explaining objectives, evaluating performance, providing organisational resources, building supporting climate, guiding improvement, and infusing an organisation with meaning and purpose” (Cunningham and Cordeiro, 2009:172; Sergiovanni, Kelleher, McCarthy and Fowler, 2009:52). School leadership is the responsibility of the principal, assisted by the deputy principal and heads of department.

An effective school leader is a leader who has the potential to do his/her work to improve the quality of teaching and learning at school, and to influence the educators and learners in their

school performance. Leadership promotes effective management at school by setting up systems, policies, procedures and timetables necessary to make the schoolwork effectively and efficiently (Clarke, 2007:3)

“The core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement” (Clarke, 2007:3). As the school leader the principal works with the school management team within the school’s community. The principal has a duty to lead and direct the school and for making sure that the school achieve its goals and aims.

The principal is the educational leader and manager of a school and is therefore responsible for the work performance of all the people in the school. The deputy principal works directly under the principal and helps coordinate direct and plan the academic or auxiliary activities of the school. They also manage the educators, staff and learners on a daily basis. The deputy principal deals with disciplinary issues of learners and educators. The duties and responsibilities of the heads of department also include engaging in class teaching and being responsible for effective functioning of their department as well as organising relevant extra-curricular activities (Republic of South Africa, 2000b:6). The heads of department also control the work of educators and learners in their departments.

Effective school leadership promotes effective school management by creating an environment of respect and maintaining a positive learning environment. It establishes a culture for learning, learner behaviour, classroom rules and procedures as well as effective communication with learners, parents and school administrators (Republic of South Africa, 2008c:26). Effective school leadership also promotes confidence among the staff members to take control and to be well informed of all current educational issues so that they are able to give guidance and assistance.

According to Hensley (2013:8–9), effective school leadership ensures that the schools allow both educators and learners to put learning at the centre of their daily activities. This implies that both educators and learners put more attention and effort into their daily work in schools, have access to the workbooks for targeted subject activities and focus on building a sense of school community. Young (2004:443) supports the view that effective school leadership communicates a clear mission about what is expected of educators and learners. The result is

the principal's leadership that sets the tone for the climate of learning, the level of professionalism, morale of educators and the degree of concern for what the learners may or may not become. Effective school leadership therefore sets the high standard at school in order to maintain what educators and learners expect. In turn, the principal creates the conducive climate of learning at school that raises the high morale of educators and learners.

Bush (2007:435) states that, "there is a widespread belief that the quality of leadership makes a significant difference to a school and learners' results". He states that, in South Africa, there is the recognition that schools need effective principals if they are to provide the best possible education. "Effective school leadership promotes an atmosphere of care and trust among staff, sets the tone for respectful interaction with learners, and demonstrates a willingness to change practices in the light of new understanding" (Mulford and Silins, 2001:20). Effective school leadership promotes a caring atmosphere of trust among staff and learners.

2.5. Personnel Management

Personnel comprises all staff members, such as principal, deputy principal, heads of department, educators, clerical staff and cleaners. All these people are allocated duties in terms of personnel administration measures and field of specialisation. Personnel management is a significant part of management concerned with employees at work and with their relationship within the school. Personnel management promotes effective management by ensuring that all personnel are being used efficiently for teaching and learning and for performing other functions so that the school runs smoothly.

According to Wilhelm (2013:62), the principal performs the following personnel management duties:

- ensures equitable distribution of work among the staff;
- is responsible for the development of staff training programmes and both;
- helps heads of department to effectively guide and manage the work of educators under their supervision;
- provides professional leadership within the school's staff; and

- guides, supervises and offers professional advice on the work and performance of staff.

The principal ensures equitable distribution of work among the educators and other staff in order to create an environment that enhances effective teaching and learning. This promotes effective management because the staff will not be overloaded and will be able to improve learner achievement levels by enhancing the way the curriculum is delivered and by creating a positive environment for learning (Republic of South Africa, 2000c:7).

Successful principals develop staff members' training programmes for experienced and inexperienced educators and other staff members. This also applies to their deputy and heads of department. "Staff development creates a positive and constructive change of knowledge and abilities of educators and other staff in such a way that they are empowered to perform to the best of their abilities and to produce excellent results" (Marishane and Botha, 2011:4). Confident and motivated staff are able to perform much better and this directly supports effective school management (Meyer and Botha, 2004:10). Consequently, it is essential for the school principal to ensure that staff development is done on an on-going basis that the skills of all staff can be polished and nurtured.

The principal helps heads of department to effectively guide and manage the work of educators under their supervision. They must make time to supervise the work of the educators, and to provide advice and support where it is necessary. This will ensure that every educator does their work effectively. The management role of the school principals involves the supervision of work of HODs and educators to check whether the work has indeed been done in class. The principal should make clear that class visits aim to motivate educators and ensure that they are always prepared for teaching. This promotes effective management because teaching and administrative duties will happen on time, as planned, and to an agreed standard (Clarke, 2007:5).

One of the principal's tasks is to help his/her staff to achieve a high level of performance through the use of human and material resources. The principals should ensure that all proper procedures and processes are followed correctly to handle staff complaints. HODs should motivate and help educators to be academically successful with all learners. They should work closely with educators, and assist them to improve teaching and learning at school (Bradley, 2005:3). The principal should assist the clerical staff with their administrative

duties using the South African School Administration and Management Programme (SA-SAMS). They should supervise the cleaners by ensuring that the school grounds and toilets are clean at all times. This will result in the school running smoothly and in effective school management.

2.6. Effective Execution of the Management Tasks

Management is a process of planning, organising, leading and controlling. The principal and the school management team are responsible for school management and, as a result, must know to execute the management tasks. The effectiveness of the school management team depends on how effective the principal is. Sound knowledge of the school management tasks will enable the principal and his management team to manage the school effectively. This is important because it enables the school to attain its objectives or goals. In the following paragraphs, the school management tasks are discussed briefly.

2.6.1. Planning

Higgins (2012:54) states that, “planning is the management function that determines the school’s mission and goals. It involves identifying ways of reaching the goals and finding the resources needed for such a task. It entails determining the future position of the school and the strategic resources needed to reach that position”. In a school situation, planning promotes effective school management that is aimed at reaching the goals and fulfilling the mission and vision of the school. Planning ensures that things are properly planned and not done haphazardly (Van der Westhuizen, 2014:46).

2.6.2. Organising

According to Hellriegel et al. (2006:8), in a school situation, “organising is the process of creating a structure of relationships that will enable staff to carry out the principal’s plans and to meet the school’s goals”. Organising promotes effective management by creating a structure for the school that will enable its staff to work effectively towards its vision, mission and goals. Organising is primarily intended to create harmony and avoid disorder (Van der Westhuizen, 2014:46).

2.6.3. Leading

Devitt (2009:31) states that, “after management have made a plan, created a structure and hired the right personnel, someone must lead the process”. In the school context, leading means communicating with and motivating the employees to accomplish the tasks necessary to attain the school’s goals within the context of a supporting school’s culture. The leading process promotes effective school management by guiding and motivating staff to perform in such a way that the school objectives can be achieved. It implies that the principal should lead from the front or should be a role model to staff (Van der Westhuizen, 2014:46).

2.6.4. Controlling

Hellriegel et al. (2006:9) define controlling as, “the process by which a person, group or school consciously monitors performance and takes corrective action. This implies that the standard of work of the staff should be reflected against the goals set for the school.” Controlling promotes effective school management when decisions and actions undertaken by principals to ensure that there is a correlation between the actual outcome and the desired results are adhered to. Controlling is when the principal and sometimes the HOD ensures that what educators do complies with the guidelines contained in school policies. Without proper control there can be no guarantee that work is done in a proper manner and that school objectives will be met (Van der Westhuizen, 2014:46).

2.7. Maintenance of Good Discipline

Discipline at school is the responsibility of the SGBs, principals and educators and is about how learners behave at school. In South Africa, good discipline strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa, such as human dignity, non-racialism and non-sexism, supremacy of the Constitution and the rule of law (Republic of South Africa, 1996:51). Good discipline helps schools to play an instrumental role in creating a more just and humane society because it is respectful of learners’ individual differences and equal rights (Van der Westhuizen, 2014:46). The principal should promote effective discipline at school because good school discipline is an important feature of effective schools. Creating a disciplined environment is therefore one of the most important management functions in a school. To achieve good discipline, every school must have a written code of conduct for learners. The code of conduct should create a

well-organised and good school where effective learning and teaching can take place. It should always try to promote self-discipline, encourage good behaviour and regulate good conduct (Republic of South Africa, 1997:59). Good discipline promotes effective school management because it implies that learners will abide by the rules and perform as advised by their educators and, as a result, the principal and educators will have fewer or no disciplinary problems to attend to.

Effective teaching and learning can take place only in an environment characterised by good discipline. Good discipline is essential because it enables teaching and learning to take place without hindrances, and provides a measurable and yet realistic view of what is happening in the school and the classroom. In a school environment, learners should abide by the school rules with regard to appearance and behaviour when representing the school both during school hours and after school hours, at school and away from school. Learners should behave in a courteous and considerate manner towards each other (Republic of South Africa, 2012d:4). Maintenance of good discipline at school helps effective school management because in a disciplined school environment there is order and harmony and a climate in which learners learn free from disturbances, disruption and chaos. As a result, proper procedures and processes will be followed correctly at school. In short, management of the school becomes much easier when there is discipline (Joubert and Bray, 2007:86-87).

2.8. School Safety

“A safe school may be defined as one that is free from danger and where there is an absence of possible harm. It is a place where educators, learners and non-educators may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation or violence.” A safe school is therefore a healthy place in that it is physically and psychologically safe. The most important indicators of safe schools include the presence of certain physical features such as secure walls, fencing and gates, buildings that are in a good state of repair, and well-maintained school grounds. “Safe schools are further characterised by good discipline, a culture conducive to teaching and learning, professional educator conduct, good governance and management practices, as well as an absence of crime and violence” (Squelch, 2001:137–149).

The principal promotes effective management at school by ensuring that the school implements a health, safety and security policy of the Department of Basic Education. The

school should also support, care and protect learners, educators and others in the school premises. There is no doubt that educators can teach effectively and that learners can learn effectively in an environment characterised by safety and calmness. It is an environment where the principal does not have to struggle maintaining order.

“In a safe and effective school, there are structures based on peer support, authentic learner leadership and learner ownership. Safe and effective schools have strong and consistent whole-school behaviour management systems in place” (Republic of South Africa, 2003:7). This implies having a whole-school approach that focuses on safety and well-being throughout all school practices. These promote effective management by setting up systems, policies, procedures and timetables to make schools work efficiently.

“Safe schools provide opportunities for educators and learners to learn from community programmes outside the regular school curriculum to enhance their knowledge, awareness and strategies to deal with bullying. In a safe school, educators intervene firmly and swiftly to manage any bullying situation or any situation that is unsafe to learners”(South Africa, 2006:14) In such a school, diversity is valued and everyone is treated with respect, fairness and dignity. The school clearly communicates to all members of the school community that everybody has the right to feel physically and psychologically safe (Republic of South Africa, 2006:14). The school should also have a safety committee that will design the school’s safety rules for all at school to adhere to. The rules will ensure that all people in the school premises are safe and secure so that teaching and learning and other activities can take place without any disturbance. This means that every activity at school will be under control. In such a situation, there will be mutual respect between staff and between staff and learners.

In a safe school environment, learners are more likely to behave positively and to treat each other well, and educators will model respectful and caring interactions with both staff and learners. To ensure school safety, schools are obliged to have school safety committees, school rules and a code of conduct.

2.9. Adequate School Resources and Facilities

The school resources are comprised firstly of the staff that have to carry out the school’s plans to reach its goals as well as textbooks, wall charts, tables, chairs, chalkboard, cupboard, books, chalk and teaching aids. These enable teaching and learning to be effective. The



school facilities include buildings, grounds, science laboratories, classrooms, computer centres and mathematics laboratories (Republic of South Africa, 2000d:20). The school resources enable the school to run effectively and efficiently so that learners can get quality education. Facilities such as the aforementioned help the principal to organise and manage the school's activities in an effective and efficient way. This leads to effective management because they create an environment that is conducive for effective teaching and learning.

The schools that have adequate resources, such as buildings, will not experience overcrowding of learners in classes. The classes will have a sizeable number of learners and educators will be able to attend to each learner at appropriate times by implementing the strategies that improve learner performance. To ensure that facilities and resources are in good condition, the school factotum should do regular inspections of them and submit a written report to the principal. To improve the lifespan of building facilities and other physical resources, they should receive regular maintenance. It is also important that the equipment and materials should be cared for so that they can last for a longer period. Resources and facilities are so important that without them there can be no schooling.

2.10. The School Governance

School governance is all about the effective functioning of the SGB and determining policies and rules by which the school is organised and controlled. The SGB ensures that rules and policies are carried out effectively and in terms of the law. The SGBs are put in place by the State to foster partnerships with community members to make inputs in the educational process (Mestry and Govindasamy, 2013:438–446). They are accountable to the parents for the efficient and effective management of school funds. “They establish effective structures for collaboration, engaging in collaborative decision-making, ensuring effective communication, ensuring shared responsibility and teamwork, maintaining trust and mutual understanding” (Republic of South Africa, 2011:171). They provide a collaborative relationship between principal and the parents by encouraging schools to be self-managing and self-reliant.

The school governance promotes effective management of the school by setting, improving and developing the rules, direction and policy by which the school must function within the framework of the South African Schools Act (SASA) (Republic of South Africa, 1996:14). They assist in formulating the school's mission, vision, goals and objectives. They support

the principal and staff of the school in the performance of their professional management by ensuring that they carry out all duties and functions on behalf of the school and are accountable for their action. They draw up financial statements and also prepare school budgets each year in accordance with the appropriate guidelines (Republic of South Africa, 2010:48, 53).

The functions of the SGB include:

- promoting the best interests of the school and striving to ensure development, by making sure that there are better facilities, and better trained educators are employed;
- adopting the code of conduct for learners at school, and encouraging good behaviour amongst the learners;
- supporting the principal, educators and other staff members in the performance of their professional and other functions, and ensuring that there are enough teaching materials for learning and the resources needed in the classroom;
- determining the school times, which must be consistent with the conditions of employment of the staff, and ensuring that all stakeholders arrive in time at home, and taking into account the employment provisions of staff members; and
- administering and controlling school property, building and grounds, and ensuring that there is inventory and asset control at school, and by keeping records of funds received and spent by the school as well as its assets, liabilities and financial transactions and keeping record of all the collected funds (Republic of South Africa, 1996:14).

The SGB promotes effective school management because they bring about and develop a partnership based on trust and respect between all stakeholders, namely parents, learners, educators, other staff at the school, as well as the local community and the education authorities.

2.11. Implementation of School Policies

The school policies are rules, guidelines, regulations and measures drafted by the Department of Education, SGBs and educators. The school policies lay down and explain how things

should be done at school. The aim of school policies is to make schools run smoothly. School policies are implemented by the SMTs and educators. The policies discussed here are school policies of the Free State Department of Education. The implementation of these policies will be discussed in detail in Chapter 3. The school policies include the following nine policies.

2.11.1. Admission policy

The admission policy contains the guidelines that determine the admission of learners in school without unfair discrimination. In terms of the SASA, every parent must see to it that every child for whom they are responsible attends school from the first school day of the year in which such a child reaches the age of 6 years, until the last school day of the year in which such a child reaches the age of 15 years (Republic of South Africa, 1997:53). Only learners who are admitted in compliance with the requirements of the school policy receive government subsidy in term of books and stationery (Republic of South Africa, 2009:3; Joubert and Bray, 2007:71-76).

2.11.2. Language policy

The language policy contains the guidelines that authorise the SGB to choose the official language to be used for teaching and learning at school. South Africa is a multilingual country with 11 official languages. The Constitution states that everyone has the right to receive education in the official language of their choice in public schools where such a thing is reasonably practicable. The language policy ensures that the school uses the right language of instruction for its learners (Republic of South Africa, 2006:15; Joubert and Bray, 2007:59-62).

2.11.3. Religious policy

The religious policy contains the rules that regulate religious observances at school. It indicates that learners and staff members are free to decide for themselves whether to attend religious gatherings or not, and may not be forced to attend. The SGB may lay down rules for religious observances. Religious observances are regular gatherings like school-opening ceremonies where, for example, scripture reading, prayer and religious singing take place. The religious policy ensures that the school follows guidelines on the way in which religious observances may be conducted at the school (Republic of South Africa, 1997:56).

2.11.4. Safety policy

The safety policy contains the guidelines that spell out the applicable laws to a safe school environment that is conducive to effective teaching and learning. A school should be a place where learners can concentrate on their studies without being concerned about issues of safety (Naicker and Waddy 2003:5). Boshoff (2000:216) states that learners have a constitutional right to receive education in a safe school environment and SGBs of public schools have a major responsibility to ensure that the learners' right to a safe school environment is upheld. The safety policy ensures that the learning environment is safe and therefore favourable for teaching and learning at school. The safety policy means that there should be guidelines that indicate how people should be safe and protected at all times (Republic of South Africa, 2012e:18).

2.11.5. Gender policy

Gender policy contains the rules that ensure that there is no sex-based discrimination in the allocation of resources or benefits or in access to services at school (Republic of South Africa, 1996:7). Rubin and Babbie (1997:77) maintain that studies with gender bias or insensitivity may be seen as perpetuating a male-dominated world or failing to consider different implications for males and females. Democracy involves freedom, equity, justice and recognition of human dignity for all persons, irrespective of race or gender. It involves the freeing of injustice, discrimination, domination and humiliation (Steyn, 1999:38). Gender policy ensures that the rights of all members of the school community are treated with respect and dignity (Republic of South Africa, 1996:7).

2.11.6. Pregnancy policy

Pregnancy policy contains the guidelines that make schoolgirls aware of the fact that they put their health at risk when they become pregnant (Republic of South Africa, 2002:145). The Constitution of South Africa (1996:11) states that, "learners who are pregnant should be encouraged to remain in a school setting for as long as possible to maximise their educational opportunities and enhance their life choices. The last day of attendance should be negotiated between the principal and the parents, taking into account individual circumstances. Special arrangements should be made where necessary to ensure that the learner's education continues" (Republic of South Africa, 1996:7). Pregnancy policy ensures that the school allows pregnant learners to attend school (Vergnani and Frank, 2001:68).

2.11.7. HIV/AIDS policy

The HIV/AIDS policy contains the guidelines that make learners and educators aware of how to behave and to protect themselves from HIV. Learners with HIV/AIDS should lead as full a life as possible and should not be denied the opportunity to receive an education. Likewise, educators with HIV/AIDS should lead as full a professional life as possible, with the same rights and opportunities as other educators and with no unfair discrimination being practised against them. Infection control measures and adaptations must be universally applied and carried out regardless of the known or unknown HIV status of individuals concerned. The HIV/AIDS policy ensures that both educators and learners will know their rights and will be given care and support to alleviate their stress (Louw, Edwards and Orr, 2001:37).

2.11.8. Learning and teaching support material (LTSM) policy

This policy focuses on how to handle the purchasing of LTSM according to the guidelines of the Department of Basic Education. In terms of the LTSM policy, each school should use at least 50% of its norms and standards money allocation for learning and teaching support material. If the school spends less money on LTSM, the principal and the chairperson of the SGB should take up the matter with the Department of Basic Education to ensure that each learner in the school will have LTSM. Textbooks and reading books may not be photocopied as this would be an infringement of the Copyright Act. However, every learner must receive the appropriate learning and teaching support material in time every year (Republic of South Africa, 2008:27).

2.11.9. Absenteeism of educators and learners policy

The aim of this policy is to promote punctual and regular attendance of educators and learners at public schools. The policy provides public schools and provincial education departments with standard procedures for recording, managing and monitoring educator and learner attendance. A parent is expected to ensure that their child attends school on a daily basis, unless there is a valid reason for absence. The parent must also ensure that the learner is not taken out of school without valid reason. A parent must inform the principal or class educator if the learner is absent or expected to be absent. The parent should cooperate with the school in resolving the problem of learners who are absent from school without a valid reason (Spaull, 2013:4 & Joubert and Bray, 2007:81-82).

2.12. Concluding Remarks

This chapter focused on the factors promoting the effective management of primary schools and discussed the policies that also promote effective management of primary schools. The factors and policies discussed have tremendous positive impact on not only promoting effective teaching and learning but on promoting effective school management as well. It is important to note that well-planned and structured policy programmes have the potential to influence the culture of teaching and learning, staff morale and motivation within the Department of Basic Education as an organisation.

As an instructional leader, the principal should be directly involved with the instruction. The principal should know what the educators and learners are doing, how well they are doing it and the kind of support they need to be effective. Teacher development is central to effective teaching and learning. As the curriculum develops, educators need to be kept up to date with the developments so that they can be confident inside the classrooms. The next chapter will deal with the problems emanating from poor policy implementation in primary schools in the Free State Province.

Chapter 3: The Problems Emanating from Poor Policy Implementation in Primary Schools in the Free State Province

3.1. Introduction

After the establishment of the new South African Government in 1994 new national and educational laws and policies were introduced. The new legislation with regard to education included the SASA (84 of 1996) and the Employment of Educators Act (66 of 1998). These legislations changed the task and role of the principal as school manager (Republic of South Africa, 2000a:1).

South African schools have learners of different religions and cultures, and of different levels of physical and mental abilities, talents, sexual orientation, lifestyle, family norms and languages (Duma, 2001:32). The National Constitution of South Africa (108 of 1996) laid the foundation for a democratic state and common citizenship, based on the values of human dignity, the achievement of quality and the advancement of human rights and freedom.

“The principal’s role has undergone a radical change in that they have to perform various leadership tasks applicable to the school, to see to it that school policies are developed and implemented and to attend to the management of diversity in the school – all of which assist the school in fulfilling its aims” (Republic of South Africa, 2000a:1). This chapter discusses problems emanating from school policy implementation in the primary schools. It presents in detail the problems experienced by primary school principals during policy implementation which, in some cases, lead to policies not being properly implemented. It also presents problems experienced by principals as a result of poor policy implementation or neglect of policies.

3.2. School Policy Implementation in the Primary Schools

3.2.1. What is a school policy?

A school policy is a written document that establishes the external directive or general plan of action to be implemented effectively (Republic of South Africa, 2012:10). The SASA states that policies are usually strategically designed to bring about certain goals (Republic of South Africa, 1996:49).

The school policy is a simple statement of how the school intends to conduct its services to the learners during school hours and also guides them on how they should behave inside and outside of the class. The policy also indicates the different measures that will be taken against particular learners who misbehave at school. In brief, a school policy dictates how the school should operate and how those at school, namely learners and educators, should conduct themselves. It specifies the guidelines on how things should be done.

3.2.2. Who makes school policy?

National school policies are devised by the Department of Basic Education and provincial school policies are made by the provincial education department. The SGB members and educators make school policies following the guidelines laid by the national and provincial departments of education. The principals as leaders of the schools are responsible for pioneering the policies of the schools in consultation with SMTs, educators and SGB members. Principals need to work together with the SGBs to support and promote policies.

3.2.3. The role of the principals in managing the school policies

Managing policy has a great deal to do with encouraging a culture of tolerance and respect. The school leadership must distinguish between what is and what is not important (Republic of South Africa, 2000e:2). One way of understanding the policy of people in a school is to think about the different groups of stakeholders involved in the school, namely the learners, educators, SGBs, parents and support staff. Each of these groups has different expectations and a different role to play. If one adds to this the individual differences among the people involved, one could begin to see how diverse a community is (Republic of South Africa, 2000c:7).

Flederman (1996:4) identified key characteristics of managing policy, which principals should take cognisance of. Flederman claimed that management policy:

- is based on a management perspective and is concerned with a participatory management approach;
- is implicit in empowerment and team-based management for it attempts to take advantage of all that a staff member has to offer;
- requires principals to do their jobs differently;
- is about principals empowering all people in the school; and

- addresses the corporate culture, the basic, often unexamined, assumptions driving the school, its vision, values, strategies, networks, systems and traditions.

Since managing policy is a process, it can live only within the school that has a strong team spirit or participatory management. The principal should use open communication and problem-solving approaches, which encourage innovation and feedback from all possible sources within and outside the school. De Beer (1998:72), Thomas (1997:40), Davidoff and Lazarus (1997:137), Engelbrcht et al. (1999:46-47), Steyn (1999:63), Van der Westhuizen (2000:631), Department of Basic Education (Republic of South Africa, 2000:1–12) & Wessels (2002:55) have identified the following seven components that principals should use to manage policy.

3.2.3.1 Creation and management of a diverse workforce

The school should establish and set up a diverse workforce that is skilled enough to ensure school and human resource development. Programmes should be put in place and run that will lead to understanding the differences of the workforce and the process of managing school policy. The creation of a vision with clear and measurable performance standards, based upon the concept of total quality will allow the staff to use their strengths' and to achieve shared goals. The principals' role should be to develop a school culture that enables all the schools' staff to be fully utilised and to add value to the school. He/she can support the diverse workforce of the school through induction, orientation and mentoring programmes.

3.2.3.2 Establishment of quality inter-personal relationships

Managing policy is intrinsically linked with managing democracy. The principal should create a good relationship among the stakeholders of the school to make the school democratic. The democratic attitude requires an inter-personal sensitivity for the feelings and needs of another person. It comprises an attitude of understanding of the other person's views. The principals should make it their business to cultivate sound inter-personal relations. The foregoing will help build a future society where respect and peace will be the order of the day. In establishing quality inter-personal relationships, the principal should have good relationships with educators, parents and the SGB.

3.2.3.3 *Full utilisation of human resources*

Human resource systems must be aligned with the corporate vision to celebrate policy (Thomas, 1997:40). Aligning systems include the establishment of accountability for the effective management of diverse individuals involved in the school. Human resource development is important because of curriculum changes for teaching, school management and governance and changing laws of discipline. All these changes mean that individuals are constantly forced to adjust to new circumstances (Davidoff and Lazarus, 1997:137). The principal should develop on-going programmes to encourage and support individuals in the school to comprehend the difficult work. The principal and SGB should ensure that they recruit the best qualified educator for vacant posts at school and retain the high quality staff members.

3.2.3.4 *Understanding, respecting and valuing differences*

Management of policy actively promotes a culture of value tolerance between the different culture groups. Thus, respecting policy within a school population means doing the following:

- developing a genuine respect for all people;
- combating prejudice and discriminatory practices;
- drawing on the different strengths of the human resources available in the teaching and learning context to the mutual benefit of all;
- acknowledging and supporting the rights of all learners to full participation in the learning and teaching process; and
- developing a flexible curriculum that meets the diverse needs of the learner population (Engelbrecht et al., 1999:47).

The foregoing implies that the principals and staff should avoid any form of discrimination against educators and learners. The Constitution of the Republic of South Africa is founded on democratic values such as human dignity, human rights, non-racialism, non-sexism and non-discriminatory. Understanding and applying these principles is essential for the principal to manage school policy.

3.2.3.5 *Mutual respect among groups*

Mutual understanding and trust inevitably lead to mutual respect. The principals, SMTs, educators and parents need acceptance, understanding and trust. “Schools where trust and understanding prevail will undoubtedly promote personal development of all its staff members” (Steyn, 1999:63). The principals should motivate the SMT, learners and parents to embrace diversity through respecting differences such as race, ethnicity and social class among the different social groups within the school and community at large. The principal must set the example of honesty and openness in all meetings and other interactions. Their responsibility is to ensure and develop an environment where trust and openness are seen as the right way to work together. For this to happen, the principal should respect the confidentiality of educators as this strengthens the profession by providing an honest and accurate stance of their position.

3.2.3.6 *Creation of a positive school environment*

“The positive school environment consists of two facets, namely the positive school climate, which refers to certain factors within the school situation that influence the quality of life of the educators as well as their ability, and the educational climate, which refers to how learners experience the quality of their work as determined by their relationships with their educators” (Van der Westhuizen, 2000:631). The importance of creating a positive school climate for effective teaching and learning needs to be considered for the educators and learners to perform their work well (Republic of South Africa, 2000f:12). It is stated that the school climate builds and facilitates the relationships of educators and behaviours that enable the school to do its work. The departmental guidelines also emphasise the need for the school to have clear objectives and performance expectations, which constitute the climate of the school. In a school climate where the principal believes in the abilities of the staff and learners and has positive expectations of them, the staff and learners will be encouraged to perform better.

The principal’s role should be to create a positive environment for everybody to feel that they are well recognised. Their role is to enhance the quality of teaching and learning conditions and climate that will improve both schools and individual’s learning capacity. The effective principal creates a conducive climate to shape the school in terms of safety and orderliness, and also to create an atmosphere in which learners feel supported. Principals should ensure

that educators do not work in isolation from one another, but collaboratively, giving each other help and guidance to improve instructional practice when the environment is positive.

3.2.3.7 *Managing a flexible curriculum*

One of the most serious barriers to learning and development in schools can be found within the curriculum itself. This relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs of learners (Wessels, 2002:55). When learners' diverse needs are not catered for, the learners will not be able to access the curriculum, which will result in the breaking down of learning. The nature of the curriculum at all phases of education involves a number of components that are all critical in facilitating or undermining effective learning.

The principal, as a member of the SMT, is responsible for taking a lead in putting the school's curriculum into practice and improving it (Republic of South Africa, 2000a:1). The principal should ensure that there is a culture of teaching and learning in the school and that the diverse needs for learners are managed well. The curriculum itself is planned to cater for the diverse talents and interests of learners. The principal and educators in a school should work together as a team to achieve the common goal of the school in managing curriculum. The SMT must ensure that they provide leadership by visiting classes to see what is happening in each particular class, and to check whether the educators implement the correct curriculum to the learners during teaching and learning. The principal's role as the leader of the school is to ensure that they promote effective curriculum coverage and teaching in the school.

It is clear from the foregoing discussions that the key characteristics of managing policy and the components that the principal should use to manage policy will put the principal in good stead to implement and manage school policies. Thus, non-compliance or disregard of these characteristics and components may lead to poor policy implementation in schools.

3.3. Poor Policy Implementation and Other Problems Experienced by Primary School Principals

The Free State Department of Education experiences poor policy implementation problems from primary school principals. The problems that lead to poor policy implementation by principals hamper the principals' effective management of the schools. This implies that the

principals do not do their management work effectively. Poor policy implementation in the primary schools has been experienced in some of the following policies and has led to schools not running smoothly.

3.3.1. Admission policy

The aim of the admission policy, among other aims, is to ensure that school beginners are admitted to school at the right age. According to the admission policy of the Department of Basic Educations, learners should be admitted to school at the age of 5 years, turning 6 by 30 June in the year of admission for Grade 1. However, according to the Free State Department of Education, in some schools there are numerous learners who are admitted before they reach the age of 5 years (Republic of South Africa, 2009:3). Learners who are admitted before they are ready for admission fail at the end of their first school year because they are not yet ready to meet the academic and social challenges of the first school year. Learners who fail have to repeat the same class in the following year and this leads to overcrowding, shortage of books, desks and sometimes educators.

The learner admission policy provides for the orientation and induction of new learners but, in some schools, school orientation and induction programmes are not in place. This results in new learners' not being oriented and inducted in how to behave and do things at school. Lack of or poor implementation of the induction and orientation programmes may give rise to things being done or happening in a disorderly manner at the school and in retarding the teaching and learning programmes, which could lead to learners' failing at the end of the year. Le Roux (2002:95) confirms this by stating that the learner admission policy provides orientation to new learners. The new learners who are not oriented and inducted on how to do things at school may not behave or learn well nor meet other school challenges. This may have a negative impact on the principal's effective management of the school. The principals who do not implement orientation and induction programmes for learners will always be compelled to address problems caused by poor or lack of learner orientation and induction. This takes considerable time from their management programmes. For additional information see paragraph 4.5.1.3 (a).

3.3.2. Language policy

The aim of the language policy is to give guidelines on how a language of instruction should be used in schools. Every child has the right to receive education in the official language of

their choice in public schools. This policy is in compliance with Section 6(4) of the Constitution of South Africa that states that all official languages must enjoy parity of esteem and must be treated equitably (Republic of South Africa, 1996:15). According to the Department of Basic Education (Republic of South Africa, 2000g:16), language policy promotes appreciation and respect for cultures and cultural products of other nations. The Department of Basic Education plays an important role in developing the learner's ability to express their own opinions in languages and developmental skills, values and attitudes. According to the language policy, all languages should receive equitable time, resource allocation and respect. The language policy is mainly intended to enable the learner to use a familiar language as a medium of instruction. A sound mastery of language is essential when the child starts school.

The SGB determines the language policy of the school in consultation with various stakeholders. No form of racial discrimination may be practised in implementing language policy (Republic of South Africa, 1996:6). All stakeholders should make sure that the language policy meets the needs of the school community that speaks a different home language from a school's language of instruction. Before learners can use their home language as the language of instruction at school, they should constitute a class of at least 40 learners. The Free State Department of Education has not experienced problems with schools that do not comply with the implementation of the language policy (Republic of South Africa, 2000h:54).

3.3.3. Religious policy

The aim of the religious policy is to ensure that everyone at school has the right to freedom of conscience, religion, thought, belief and opinion. According to the Department of Basic Education, learners and staff members are free to decide for themselves whether or not to attend religious meetings (Republic of South Africa, 2000i:17). This policy is in compliance with section 15(1) of the Constitution of South Africa that states that everyone has the right to freedom of conscience, religion, thought, belief and opinion (Republic of South Africa, 1996:56). All schools are expected to comply with this policy.

Furthermore, section 15(2) of the South African Constitution provides for religious observances in state or state-aided institutions. The religious policy provides that observances are conducted in accordance with religious rules. The religious policy should be conducted on

an equitable basis and the SGB should lay down rules to ensure that learners and staff with different religious convictions have an equal opportunity to attend religious observances according to their faiths. Attendance is free and voluntary because learners and staff members are free to decide for themselves whether to attend religious meetings and they should not be forced to attend (Republic of South Africa, 1996:8). The school should set a time each week during which all religious groups attend their own services in the school. Currie and De Waal (2006:129) affirm that schools are allowed to consult and agree with parents on particular religious practices. So far, the Free State Department of Education has not experienced problems with schools that do not comply with the implementing of religious policy (Republic of South Africa, 2000i:17).

3.3.4. Safety policy

The aim of the safety policy is to ensure that educators and learners are safe at school and that educators maintain discipline of learners inside as well as outside the classroom. According to the Department of Basic Education, learners should be supervised at all times and should not be disciplined by means of corporal punishment (Republic of South Africa, 2008d:256). According to SASA (Republic of South Africa, 1996:46), schools must have a school safety policy. The establishment of a school safety policy is in compliance with section 12(1) of the Constitution of South Africa, which states that, “everyone has the right to freedom and security of the person, including the right to be free from all forms of violence from either public or private sources, not to be tortured in any way and not to be treated or punished in a cruel, inhuman or degrading way” (Republic of South Africa, 1996:7).

A school safety policy requires the schools to form safety committees whose responsibility it is to draft the school safety policy that will be used to manage school safety. The school safety committee’s primary responsibility is to ensure that the school is a safe place and that everyone at school experiences safety at all times. Effective teaching and learning can take place only in a safe and secure environment. The school safety committee members formulate, implement and monitor programmes to address school safety. They are supposed to keep the SAPS Local Station Commissioner informed on the work of the school safety committee and about the support required by the school from the police station to support their safety measures. The Station Commissioner should in turn assist the safety committee members by ensuring that the school safety committee has realistic expectations of the role that the South African Police Services (SAPS) can play to support the school.

The school's safety committee ensures that the correct and legal disciplinary measures are implemented to learners who misbehave at school. The safety committee should also make sure that their safety policy stipulates that the school is fenced, there are no uncovered electric wires at school, buildings are safe, entrance into the school premises is controlled, learners are supervised during breaks, learners do not come to school with dangerous weapons, and the school has a sick room with a first aid kit to treat learners who are injured or ill.

The Free State Department of Education has observed that the safety policy in some schools is not implemented as it should be (Republic of South Africa, 2001b:37). For instance, there are no sick rooms for learners who are sick or injured. Schools do not control entrances to their premises. Learners carry dangerous weapons and drugs to school and these offences are not reported to the police. Failure to form safety committees leads to safety measures being compromised and this may create numerous school management problems for the principals, who will be compelled to address problems that could have been prevented, had the school safety committees been formed and functional. The Free State Department of Education has been experiencing problems with schools that do not implement safety policy properly. These schools experience criminal incidents within the school premises as well as a general lack of safety. These incidents have a negative impact not only on the learners' academic performance and safety, but also on the management of the school. Lack of safety impedes good management. Naicker and Waddy (2003:8) confirm that safety and security have become of increased concern following incidents of murder, robbery, assault and drug dealing on the school premises. Masitsa (2011:164) states that every child has the right to be protected from, among other things, neglect, abuse or degradation.

3.3.5. Gender policy

The aim of the gender policy is to ensure that there is gender equity for boys and girls at school. According to the Department of Basic Education, there should be no gender discrimination against anyone in the school community (Republic of South Africa, 2000j:18). This policy is in compliance with section 9(1) of the Constitution of South Africa, which states that, "everyone is equal before the law and has the right to equal protection and the benefit of the law (Republic of South Africa, 1996:7). All schools are compelled to implement this policy. Thus, there will be injustice, discrimination and humiliation at school if gender equity is not recognised."

The gender policy also addresses the attitudes and behaviour of boys and girls at school. In the past, there were sports codes that were mainly for boys, such as soccer and rugby, while these sports codes are played by both boys and girls today. Schools should be assisted in avoiding stereotyping in sports and cultural activities, given the fact that girls are increasingly playing sports or taking part in activities traditionally seen as or meant only for boys and men (Republic of South Africa, 2000k:19). Principals should encourage gender sensitivity by making sure that a gender policy is implemented and by providing an environment where boys and girls feel free to develop their range of talents, skills and interests (Republic of South Africa, 2000j:18). Rubin and Babbie (2007:77) affirm that gender bias or insensitivity may be seen as perpetuating a male-dominated world or failing to consider different implication for boys and girls. So far, the Free State Department of Education has not experienced serious problems with schools that do not comply with the implementation of gender policy (Republic of South Africa, 2000j:18).

3.3.6. Pregnancy policy

The aim of the pregnancy policy is to make schoolgirls aware that they put their health and future at risk when they become pregnant. Grant and Hallman (2006:42) confirm that learner pregnancy is a major problem facing many primary schools in the Free State Province. The issue of pregnancy among learners is something which the school discourages as it has its own risks and challenges for the school, as discussed below. The pregnancy policy of the Department of Basic Education states that any female learner who falls pregnant whilst attending school should be allowed to proceed with her normal schoolwork until she goes into labour or up until her parents advise the school otherwise (Republic of South Africa, 2001c:36). The school should not discourage the attendance of such a learner unless her parents indicated otherwise.

The well-being of such a learner will be the concern of the school, but the parents should take the responsibility of the learner's health. This policy is in compliance with section 9(3) of the Constitution of South Africa, which states that there should be no unfair discrimination directly or indirectly against anyone on one or more grounds including race, gender, sex and pregnancy (Republic of South Africa, 1996:7). The school will encourage parents to take the learners to the doctor for continuous check-ups or medical examination as the school does not have the expertise on matters related to pregnancy complications. The school will notify the parents about the unusual development of the learner immediately and parents should take the

necessary action instantly as the school will not accept or take responsibility for any eventuality. Some principals are reluctant to notify the parents of learners' well-being because this gives them extra work. They feel it is not their responsibility to notify parents about these learners' well-being during pregnancy. Pregnant learners may sometimes require specialised care, which the school cannot provide.

Pregnant learners should be allowed to come back to school after labour to continue with their schoolwork. This decision will, however, rest with the family on whether or not the learner should come back to school. Every learner who falls pregnant will still be subjected to all school laws and regulation, like all learners at the school. However, in some schools, this policy is not implemented. Learners who become pregnant are advised by their schools to stay at home, and their parents are not consulted. On the other hand, some parents stop their pregnant children from attending school. A principal who does not comply with the pregnancy policy may be charged for non-compliance by the Department of Basic Education. Compliance with the pregnancy policy can prevent conflict between parents of the pregnant learner and the principal. Despite this policy, the Department of Basic Education still experiences problems with schools that have not implemented a pregnancy policy as they should (Republic of South Africa, 2001d:37). For additional information see paragraph 4.5.1.3 (b).

3.3.7. HIV/AIDS policy

The aim of the HIV/AIDS policy is to make sure that all learners are aware of HIV/AIDS and how it can be prevented and that a learner with HIV/AIDS should not be discriminated against at school. This policy is in compliance with Section 9(4) of the Constitution of South Africa, which states that no person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3) (RSA, 1996:7). However, in some schools, this policy is not properly implemented (Beresford, 2001:21). This results in learners' being discriminated against because of their HIV status. In some cases, it is difficult for educators and principals to implement the HIV/AIDS policy because they may not know learners who have contracted the disease. In addition, the school is not in a position to provide HIV positive learners with specialised care.

According to the Free State Department of Education (Republic of South Africa, 2002:116), the child-headed families, as a result of parents who were affected by HIV/AIDS and

subsequently died, is a serious problem that hampers the principals' effective management of schools in the Free State Province. However, it is usually difficult to tell if a person is HIV positive. There are no typical features that will give one a positive indication that a learner is HIV positive or has AIDS. It is especially traumatic to a learner when rumours are spread about their HIV status. It is also important to know that every individual has the right not to disclose their HIV status. If this is told in confidence, it is essential that this information is not passed on to fellow staff members or others in the school community.

The impact of HIV/AIDS is observed in learners who have lost their parents due to the disease. Learners from child-headed families do not attend school regularly. They sometimes go to bed without eating, come to school hungry and weak and not wearing the correct uniform. This leads to learners' becoming ill and not being able to perform well at school. Cruickshank, Jenkins and Metcalf (2009:70) affirm that the causes of the poor performance of learners at school are many and include a lack of parental care, love, tolerance support or guidance as well as the learner's lack of interest or motivation. This may have a negative impact on the management of the school. These characteristics have been observed from learners who have lost both parents due to HIV/AIDS. For additional information see paragraph 4.5.1.3 (c).

3.3.8. Learning and teaching support material (LTSM) policy

According to the learning and teaching support material policy, each school is supposed to supply learners with LTSM at the beginning of each academic year. The aim of the LTSM policy is to handle or control LTSM according to the regulations of the Department of Basic Education. According to the Department of Basic Education, the school should have LTSM in its stock for the purpose of providing each learner with learning materials that will assist them in learning through the academic year (Republic of South Africa, 2008e:27). This policy is in compliance with section 38(2) of SASA of 1996, which states that every learner at school must receive books and material for learning at the beginning of the new academic year (Republic of South Africa, 1996:7). However, in some schools this policy is not implemented properly (Republic of South Africa, 2008b:27). In some instances, learners fail to return books at the end of the year, which results in an acute shortage of books the following year. Lack of inventory lists and poor LTSM retrieval systems at schools add to the problem. Consequently, new learners or learners who are promoted to the next class do not receive the LTSM at the beginning of the new academic year. LTSMs provide learners with

what they are supposed to learn in a particular grade. These materials also guide learners in how they should learn.

The Free State Department of Education (Republic of South Africa, 2008b:27) highlights that some schools in the Free State Province do not submit their stationery and textbooks requisition in time. This delays the process of ordering the LTSM for the following year. As a result of not submitting requisitions in time, learners receive the learning material very late in the new academic year, forcing them to share learning material with other learners. As a result, learners are not being allowed to take books home, but are expected to pass at the end of the year. Learners who do not have LTSM will not learn as much as they should and may consequently fail to progress to the next grades the following year. It has already been stated that learners who fail increase the problems of overcrowded classes, shortage of learning material and sometimes shortage of educators. This may have a negative impact on the management of the school.

3.3.9. Absenteeism of educators and learners policy

The aim of the absenteeism of educators and learners policy is to encourage punctuality and regular attendance of educators and learners at school. Educators are aware that regular absenteeism leads to syllabi not being completed in time and, as a result of this, learners may not perform well at the end of the academic year. This policy is in compliance with section 3 of the National Education Policy Act (NEPA) (27 of 1996) that states that the high rate of absenteeism in many schools results in a big loss of teaching and learning time (Republic of South Africa, 1996:6). There are numerous schools in the province where absenteeism of educators and learners is still a cause for concern (Spaull, 2013:4). Consequently, educators and learners are not able to complete their syllabi in time. Absenteeism of educators reduces their teaching time and absenteeism of learners reduces their learning time. Both have a negative impact on the learners' academic performance.

The principal is supposed to manage this policy by developing a culture of punctuality and regular attendance at school. It should be a culture that fosters a caring school environment in which the SMT and educators take an interest in each learner's well-being and are alerted to problems that might affect a learner's attendance. According to the Department of Basic Education (Republic of South Africa, 2010:6), educators' absenteeism has many disadvantages that lead to underperformance in general. Irregular absence of educators

compromises the smooth administration of the school. Classes without educators cause a lot of noise that disturbs other classes, and compels principals to combine classes or to give educators extra responsibility of attending to classes whose educators are absent. More contingency plans are needed to bridge the gap left by the absent educator; this hampers the management of the school. There will be no value for money if learners are not taught and educators do not teach. When classes are merged, they become overcrowded. As a result, learners do not attend school regularly and also do not to perform well at school. Thus, educators' absenteeism has many disadvantages that lead to underperformance in general. It may also have an influence on learner attendance because learners will not be motivated to attend school when their educators do not attend regularly.

3.4. Other Problems Experienced by Principals in Primary Schools

According to the Free State Department of Education (Republic of South Africa, 2013:15), there are other problems experienced by principals in the primary schools which are not due to poor policy implementation but are instead related to school policies. These problems relate to mathematics and science laboratories projects, theft and vandalism and increased number of learners in schools.

3.4.1. Mathematics and sciences laboratories projects

According to the Free State Department of Education, mathematics and science laboratories have not been built in many primary schools in the province, due to budgetary constraints of the Department of Basic Education. The result is a shortage of mathematics and science laboratories in the primary schools. This problem has gone on for many years. The shortage of mathematics and sciences laboratories has a negative impact on the teaching of mathematics and sciences because it implies that there will be schools without resources and equipment for teaching mathematics sciences (Republic of South Africa, 2008c:28). Wright (2011:1) states that the learners of such schools will be unmotivated because of not being able to do practical work.

3.4.2. Theft and vandalism

Theft and vandalism are serious problems experienced by primary schools in the Free State Province. These problems are increased by the lack of security at centres housing school computers, photocopying machines and other valuable properties of the schools. Due to the

lack of security at these schools, facilities are being robbed or vandalised. Learners of schools where facilities are robbed or vandalised are disadvantaged and tend to perform poorly because of the lack of facilities. According to Chapman and King (2008:39), “learners tend to misbehave when they have never really been exposed to the needed information during evaluation and assessment as they did not have the opportunity to make meaningful, personal connections to the skills or topic transmitted.” The learning gaps thus formed tend to frustrate learners who are not highly motivated. Thus, the lack of resources has a negative effect on the learning outcomes. Theft and vandalism occur mainly after school hours, especially during school holidays. They are difficult to stop because primary schools generally do not have security guards. Only a few schools have installed alarm systems linked to armed responses.

3.4.3. Increase in number of learners

The number of learners has increased considerably in many primary schools in the Free State Province; this has created problems of overcrowding in schools. The result is a shortage of classrooms, books and desks. This problem is caused by urbanisation and the increase of foreigners in South Africa. These learners may not be as committed as their counterparts in the same grade where overcrowding is not experienced. The increase in the number of learners, and the unstable teaching and learning environment caused by big classes, shortage of books, shortage of desks has a negative impact on teaching and may lead to inconsistent academic performance of learners in the school.

3.5. Concluding Remarks

This chapter focused on the problems emanating from poor policy implementation in primary schools in the Free State Province. It discussed legislation and policies on the management perspective and the role of the school principals in managing policies.

The education system has been heavily affected and influenced by the changes that have taken place in schools. As a result, a number of policy changes have been introduced to ensure that South African education runs smoothly. In some quarters, these changes bring about uncertainty, fear and dissatisfaction as they inevitably change roles that are played by the individuals in the school. Therefore, it should be established whether those that are to implement these policies understand what role they should play in order for these policies to be successfully implemented.

Chapter 4: The Empirical Research

4.1. Introduction

This chapter focuses on empirical research of this study. It deals with the research approach and the methodology applied in the study. This chapter covers the step-by-step procedures on how the relevant information was sourced, managed and controlled. The study used a mixed method (quantitative and qualitative) to investigate and understand the role played by principals in managing factors that influence the implementation of policies in selected primary schools of the Free State Province of South Africa. Components such as the population, sampling, data gathering instruments and data analysis form part of this chapter.

Chapter 3 explored some of the problems emanating from poor policy implementation in the Free State primary schools. Basically, the literature study covered in chapters 2 and 3 discussed factors promoting effective management of primary schools and problems emanating from poor policy implementation in the primary schools. Chapter 4 provides empirical research of the study, which includes the procedure of data collection, analysis and interpretation of findings.

4.2. Research Population and Research Sampling

4.2.1 Research population

According to Gray (2004:82), population can be defined as, “the total number of possible units or elements that are included in the study. The population is thus the entire group in which the researcher is interested and about which they wish to describe or draw conclusions.” According to Mertens and McLaughlin (2004:144), the target population refers to, “all the members of a group of people who share the same type of characteristics and who should be able to provide insight into the phenomenon under study.” The population for this study includes the 160 principals of primary schools in the entire Free State Province. As a result, 160 principals form the population of the study. The Department of Basic Education supplied the researcher with the list of all primary schools in the Free State Province. These principals have knowledge of the management of primary schools.

4.2.2 Research sampling

According to Strydom (2005:194), “a sample comprises elements of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which the researcher is interested.” The sample was studied in an effort to understand the population from which it was drawn. As such, the interest in describing the sample was not primarily as an end in itself, but rather as a means of helping to explain some facet of the population. In this research, the sample is comprised of 70 principals of primary schools randomly selected from primary schools in the Free State Province. A total of 60 principals completed the questionnaire and the other 10 principals were interviewed. The study used simple random sampling to select a representative sample. The researcher obtained a list of Free State primary schools from the Free State Department of Education. From that list, the researcher selected every third school appearing on it to form the sample. This selection method was used until a sample of 70 primary schools was reached. Simple random sampling was the most appropriate sampling technique for this research. It enabled the researcher to select a representative sample.

4.3. Research Design and Methodology

4.3.1. Research paradigm

A paradigm can be described as a theoretical framework that influences the way knowledge was studied and interpreted (Mertens, 2005:2). Merterns (2005:2) and Bogdan and Biklen (cited in Mackenzie and Knipe, 2006:2) state that, “the choice of paradigm sets down the intent, motivation and expectations for the research.” Paradigms can also be regarded as different ways in which information and knowledge can be gathered in the research (Piantanida and German, 1999:30).

A number of theoretical paradigms were discussed in the literature, such as positivist, transformative, pragmatic and constructivist. This study used the positivist paradigm which employs the quantitative method, and the constructivist paradigm which employs the qualitative method. O’Leary (cited in Mackenzie and Knipe, 2006:3) states that positivists aim to test a theory or describe an experience “through observation and measurement in order to predict and control forces that surround us”.

4.3.2. Research methods

In this study, data were collected by means of two research methods namely questionnaires (quantitative) and interviews (qualitative). The method refers to systematic modes, procedures, approaches or tools used for collection of data (Mackenzie and Knipe, 2006:11).

4.3.2.1 *Quantitative approach*

Slavin (2007:188) describes a questionnaire as, “a set of written questions, usually consisting of one or more scales, to which respondents make written responses. It consists of a well-designed list of questions that are used to obtain responses of a particular kind of data from a selected group of participants.” Salkind (2007:307) describes the questionnaires as, “sets of structured, focused questions that employ a self-reporting paper and pencil format.”

Before the questionnaire was finalised, it was pre-tested with five (5) principals who were not part of the research sample. Respondents found the questionnaire to be clear and it was therefore left unchanged. The questionnaire used in this study is attached to this thesis as Annexure K.

Questionnaires with a rating scale on a continuum of strongly agree to strongly disagree were used for statistical view of the outcomes. The first part of the questionnaire sought details about the principals’ biographical information, namely their post levels, experience in teaching, age category and their qualifications. The second part of the questionnaire sought to establish the extent to which the school policies were applied by the principals in the school. The last part presented the respondents with the opportunity to elaborate on the problems experienced by principals when implementing school policies. The respondents were afforded the opportunity to expand on the contextual factors, strengths and the weaknesses of the policies.

Before the questionnaires were distributed, the researcher obtained permission in writing from the Free State Department of Education. These questionnaires were distributed physically to the sampled schools in the Free State province by the researcher over three days. Principals of identified sample schools were given the questionnaire to be completed. Each school was given one copy of the questionnaire. A detailed explanation on how to complete the questionnaire and the expectations from the research participants was discussed

with the principals of the identified schools. The instructions of the questionnaire also appeared on the top page of the questionnaire.

The questionnaires were collected from each principal after five days. However, it must be indicated that in a few instances the researcher could not receive the questionnaires on the agreed date and time, thus arrangements were made to collect questionnaires at a later date. In some schools, the researcher issued the principal an extra copy of the questionnaire as some claimed to have misplaced the original copy. Upon receipt of all completed questionnaires, the researcher checked if all questionnaires had been fully and correctly completed. Out of the 60 copies of the questionnaires that were issued to the schools, all 60 copies were fully and correctly completed, thereby constituting a 100% response rate of the study. This implies that 60 questionnaires were finally analysed by a statistician.

4.3.2.2 *Qualitative approach*

According to Glesne (2011:102), interviews are, “an interaction between at least two persons with the purpose of collecting data regarding specific topics.” The researcher makes use of interviews as purposeful interaction to obtain information from participants (Gay et al., 2009:370). For the purpose of this study, the researcher employed structured interviews.

The first thing the researcher did was to compile the interview questions that were going to be asked to the participants. After the interview had been compiled, the researcher submitted it to his supervisor to be checked for correctness, so that he could plan his programme regarding how he was going to interview the participants. Before visiting the schools, the researcher had to apply for permission from the Free State Department of Education to visit the identified schools and to interview the principals in their respective schools. The interview schedule used for this thesis is attached as Annexure J.

Before starting with the interviews, the researcher had to inform the principals that responding truthfully to the questions of the interview would broaden their views on the school policies that are available at the schools. Thereafter, he would ask the principals questions based on the interview questions. As a result, each interview session lasted for about an hour.

During the interview, the researcher made sure to take notes to ensure that no meaning was lost and that the exact information provided by the principals had been captured correctly.

4.3.2.3 *The characteristics, strengths and limitations of qualitative and quantitative research approaches or methods*

Researchers have found that qualitative and quantitative research methods have certain strengths that make them very useful in certain circumstances, but have also found that they have limitations in certain circumstances. Therefore, it is incumbent upon the researcher to study their limitations and strengths before using them.

a, The characteristics of qualitative research method

According to Crawl (1996:231) qualitative research is characterised by the following.

- It relies on inductive rather than deductive data analysis,
- It deals with descriptive data in the form of words and pictures rather than numbers,
- It focuses on how different people make sense of their lives, and
- It takes place in a natural setting and uses the researcher as the key instrument.

b, The strengths of qualitative research method

Anderson (1998:116), De Vos, Strydom, Poggenpool and Schurlink (1998:23) have found qualitative research to have the following advantages.

- It reveals the complexity and the truth of the phenomenon which have a strong impact on the readers,
- It enables the researcher to obtain a good conception regarding the nature of reality of the world,
- It makes the phenomenon to be easily understood,
- It focuses on participants' perceptions and experiences,
- It focuses on occurrences of events, products or outcomes,
- It assists in the identification of suitable life skills and career success,
- It emphasises description, induction and grounded theory, and
- It includes questionnaires, in-depth interviews and conversational analysis.

c, The limitation of qualitative research method

Henning, Van Rensburg and Smit (2004:102) found the following disadvantages in the use of qualitative research.

- It may lead to superficial and unrealistic findings because it captures what is presumed to be the real world, and
- The data are not interrogated.

d, The characteristics of quantitative research method

McMillan and Schumacher (1997:16) and Mullins (2005:905) identified the following characteristics of quantitative research.

- Quantitative research relies on the use of numbers or statistics, and
- It uses statistics as a method data collection analysis.

e, The strengths of the quantitative research method

Soer (1997:108) found that the quantitative research method has the following advantages.

- It allows uniformity in the way questions are asked,
- It saves time seeing that participants read the same questions which are not repeated time and time again as is the case in qualitative research,
- It can afford a good measure of objectivity in soliciting and coding responses,
- It assures anonymity, and
- It provides a quite diagnosis of whether the items were understood by participants.

f, The limitations of quantitative research method

Johnson (1996:37) discovered the following disadvantages when using the quantitative research method.

- It has a poor rate of return, the opportunity for asking questions for clarification purpose are limited, as well as a chance for personal interaction,
- Responses are limited by the structured questionnaire design, and
- It is not easy to check for the honesty of responses with follow-up questions.

The researcher is aware that each method he used has strengths and limitations. That is why he used a mixed method research design. He also took into account the strengths that each method has and would have in his own research.

In this study the researcher used a mixed method research design to offset the limitations of each research method. So that he could offset the limitation of both qualitative and quantitative research methods. So that he could strengthen the weaknesses of one research method by the strengths of the other. In order to ensure that the findings of qualitative research are strengthened by the findings of the quantitative research and vice versa. This he did through the triangulation method (cf. 5.7.3). Triangulation checks information collected by the two methods for consistency. As Mertens (2010:294) states, the use of multiple lenses tends to achieve alternative perspectives that are not reduced to a single understanding. The researcher ensured that all questionnaires issued were completed and returned. Since there were many questions to ask the respondents, the use of a questionnaire was most appropriate. On the other hand the interview was appropriate where explanation of issues was required.

4.4. Ethical Consideration

The Ethics Committee of the Central University of Technology approved the topic of this study and granted the researcher permission to undertake the study in the Free State Province (Vide, Annexure I).

The researcher applied to the Free State Department of Education for permission to conduct research in the identified primary schools (Vide, Annexure A). The principals of the identified schools were also informed in writing of the involvement of their schools in the study. The participants were informed that the information they provided would be handled with strict confidentiality, and that they may not provide their names or those of their schools to protect the identities of individuals and schools that participated in this study.

Participation in this study was voluntary. Participants were also informed that the information they provided would not be used for any purpose, except for the study in question.

4.5. Data Analysis and Interpretation

This section deals with the analysis and interpretation of data obtained from questionnaires and interviews. Data analysis entails looking for emerging trends and recurrent events, categorising them and re-evaluating themes and categories. According to Maree and Van der Westhuizen (2009:28–29), the researcher’s responsibility is to do inductive data analysis in a naturalistic manner that would lead to the identification of the facts contained therein.

As explained in Chapter 1 one of this research, a QUAN-QUAL model was pursued. Gay et al. (2009:463) define the QUAN-QUAL model as mixed methods that enable the researcher to critically look at the results of quantitative and qualitative analysis to determine if the sources revealed similar findings.

Qualitative data are coded and organised into categorical themes. The themes provide the overall description of a phenomenon as experienced by the respective principals. Ryan (2006:98) emphasises that the first step in analysing data is called coding, which involves reading the data and developing a set of categories or themes or organising ideas. The final result is a general description of the phenomenon as seen through the eyes of the people who experienced it first-hand (Leedy and Omrod 2005:140).

For the purpose of this study, the researcher did internal consistency reliability testing, which was measured through the Cronbach’s alpha, as illustrated in Table 4.1 below.

Table 4.1: Cronbach’s alpha coefficient

Reliability Statistics		
Cronbach’s Alpha	Cronbach’s alpha based on standardised items	N of items
.909	.920	56

Table 4.1 shows that the Cronbach’s alpha reported 0,909, a value which is indicative of a high level of internal consistency. The next section deals with quantitative data analysis and qualitative data analysis.

4.5.1. Quantitative Data Analysis

The study used descriptive statistics to analyse quantitative data (questionnaire). The statistician who analysed the data used the Statistical Package for the Social Sciences (SPSS) to create tables that present numerical and percentage distribution of data. SPSS is a package of programmes for manipulating, analysing and presenting data (Landau and Everitt, 2004:01). This section provides statistical descriptions gleaned from all the questionnaires that were received. The items measured included biographical data and the questions based on the primary school policies.

4.5.1.1 Part 1: Biographical Data

Table 4.2: Gender profile of principals

Gender	Frequency	Percentage	Valid Percentage
Male	39	65.0	65.0
Female	21	35.0	35.0
Total	60	100.0	100.0

Table 4.2 shows that 65% of male principals and 35% of female principals completed the questionnaire.

Table 4.3: Profile of principals' post levels

Post levels	Frequency	Percentage	Valid Percentage
Principal PL1	4	6.7	6.7
Principal PL2	8	13.3	13.3
Principal PL3	16	26.7	26.7
Principal PL4	32	53.3	53.3
Total	60	100.0	100.0

A PL1 principal heads a school with a maximum of 275 learners; a PL2 principal heads a school with a maximum of 423 learners; a PL3 principal heads a school with a maximum of 604 learners and a PL4 principal heads a school with no more than 1304 learners. Therefore, the sample is representative of all types of primary schools in terms of primary school sizes.

Table 4.4: The principals' experience

Years of experience	Frequency	Percentage	Valid Percentage
0–5 years	5	8.3	8.3
6–15 years	9	15.0	15.0
16–30 years	34	56.7	56.7
31 years and above	12	20.0	20.0
Total	60	100.0	100.0

The majority of principals (76.7%) have experience ranging between 16 and 31 years, while 23.3% of principals have experience ranging between 0 and 15 years. Thus the sample was made of experienced principals.

Table 4.5: The principals' age category

Age category	Frequency	Percentage	Valid Percentage
	3	5.0	5.0
41-50	28	46.7	46.7
51 and above	29	48.3	48.3
Total	60	100.0	100.0

The majority of principals (95%) were aged between 41 and 51 years, indicating that they were relatively old.

Table 4.6: The principals' qualifications profile

Qualifications	Frequency	Percentage	Valid Percentage
3-year diploma	4	6.7	6.7
4-year diploma	8	13.3	13.3
B degree (e.g. BA)	14	23.3	23.3
B Hons degree and above	34	56.7	56.7
Total	60	100.0	100.0

The majority of principals (80%) were reasonably highly qualified. Only 20% of the principals had the minimum teaching qualification.

4.5.1.2 Part 2: School policies

The following section gives the results of Part 2 of the questionnaire, which relates to school policies. The results are given per question as presented on the questionnaire and are from Table 4.7 to 4.53.

Section A: Admission policy

Question 1: Your school has a learner admission policy.

Table 4.7: Learner admission policy

Scale	Strongly Agree	Agree	Disagree	Total
Strongly Agree	14	0	0	14
Agree	0	46	0	46
Total	14	46	0	60

All principals (60) agreed that their schools have a learner admission policy.

Question 2: Grade 1 learners are admitted according to the admission policy.

Table 4.8: Grade 1 learners are admitted according to admission policy

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	40	0	0	0	0	40
Agree	0	15	0	0	0	15
Undecided	0	0	1	0	0	1
Disagree	0	0	0	2	0	2
Strongly Disagree	0	0	0	0	1	1
Total	40	15	1	2	1	59

Missing frequency is 1.

Most principals (55) agreed that Grade 1 learners are admitted according to the admission policy of the school. This finding supports the finding of the literature study stating that in

some schools there are a few learners who are admitted before they reach the age of 5years (cf. 3.3.1 paragraph 2).

Question 3: At what age are learners admitted in your school?

Table 4.9: Grade 1 learners are admitted at age 5, turning 6 by 30 June of following year

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	21	0	0	0	0	21
Agree	0	23	0	0	0	23
Undecided	0	0	3	0	0	3
Disagree	0	0	0	6	0	6
Strongly Disagree	4	3	0	0	7	7
Total	21	23	3	6	7	60

The majority of principals (44) agreed that Grade 1 learners are admitted at age 5, turning 6 by 30 June the following year.

Question 4: Are Grade 1 learners admitted before they are school-ready?

Table 4.10: Grade 1 learners admitted before they are school-ready

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	7	0	0	0	0	7
Agree	0	7	0	0	0	7
Undecided	0	0	2	0	0	2
Disagree	0	0	0	23	0	23
Strongly Disagree	0	0	0	0	21	21
Total	7	7	2	23	21	60

The majority of principals (44) disagreed that learners are admitted before they are school-ready, while only 14 principals agreed.

Question 5: Does the admission policy provide for the orientation and induction of Grade 1 learners?

Table 4.11: Admission policy provides for orientation and induction of learners

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	11	0	0	0	0	11
Agree	0	23	0	0	0	23
Undecided	0	0	9	0	0	9
Disagree	0	0	0	12	0	12
Strongly Disagree	0	0	0	0	5	5
Total	11	23	9	12	5	60

More than half of the principals (34) agreed that their admission policy provides for orientation and induction of learners.

Question 6: How do learners who are admitted before they are school-ready perform?

Table 4.12: Performance of learners who are admitted before they are school ready

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	27	0	0	0	0	27
Agree	0	18	0	0	0	18
Undecided	0	0	7	0	0	7
Disagree	0	0	0	7	0	7
Strongly Disagree	0	0	0	0	1	1
Total	27	18	7	7	1	60

Many principals (45) agreed that learners who are admitted before they are school-ready do not perform well.

Question 7: Learner admission policy is important to the management of the school.

Table 4.13: Implementation of learner admission policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	45	0	0	0	45
Agree	0	13	0	0	13
Undecided	0	0	0	0	0
Disagree	0	0	0	1	1
Total	45	13	0	1	59

Missing frequency is 1.

The majority of principals (58) agreed that the implementation of a learner admission policy is important for school management.

Section B: Language policy

Question 8: Every child receives education in the official language of their choice.

Table 4.14: Learners receive education in the official language of choice

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	12	0	0	0	0	12
Agree	0	15	0	0	0	15
Undecided	0	0	5	0	0	5
Disagree	0	0	0	19	0	19
Strongly Disagree	0	0	0	0	9	9
Total	12	15	5	19	9	60

The above table shows that 27 of the principals agreed that learners receive education in the official language of choice, while 26 of the respondents disagreed. The situation is like this because the use of English as medium of instruction is not optional.

Question 9: All languages enjoyed equal teaching time.

Table 4.15: All languages enjoyed equal teaching time

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	12	0	0	0	0	12
Agree	0	13	0	0	0	13
Undecided	0	0	5	0	0	5
Disagree	0	0	0	20	0	20
Strongly Disagree	0	0	0	0	8	8
Total	12	13	5	20	8	58

Missing frequency is 2.

Almost half of the principals (28) disagreed that all languages enjoy equal teaching time and 25 of principals agreed.

Question 10: All languages receive equitable resources.

Table 4.16: Languages receive equitable resources

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	10	0	0	0	0	10
Agree	0	27	0	0	0	27
Undecided	0	0	9	0	0	9
Disagree	0	0	0	10	0	10
Strongly Disagree	0	0	0	0	4	4
Total	10	27	9	10	4	60

More than half of the participants (37) agreed that all languages receive equal resources.

Question 11: Implementation of the language policy is important for school management.

Table 4.17: Implementation of language policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	37	0	0	0	0	37
Agree	0	20	0	0	0	20
Undecided	0	0	3	0	0	3
Total	37	20	3	0	0	60

Almost all the principals (57) agreed that the implementation of the language policy is important for school management.

Section C: Religious policy

Question 12: The religious policy is implemented.

Table 4.18: Religious policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	9	0	0	0	0	9
Agree	0	30	0	0	0	30
Undecided	0	0	11	0	0	11
Disagree	0	0	0	7	0	7
Strongly Disagree	0	0	0	0	3	3
Total	9	30	11	7	3	60

A total of 39 principals agreed that their schools implement the religious policy.

Question 13: The religious policy is conducted on an equitable basis.

Table 4.19: Religious policy conducted on equitable basis

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	9		0	0	0	9
Agree	0	21	0	0	0	21
Undecided	0	0	13	0	0	13
Disagree	0	0	0	13	0	13
Strongly Disagree	0	0	0	0	3	3
Total	9	21	13	13	3	59

Missing frequency is 1.

Only 50% of the participants (30) agreed that they conduct the religious activities on an equitable basis in their schools.

Question 14: No learner may be forced to attend religious meetings or ceremonies.

Table 4.20: No learner is forced to attend religious meetings or ceremonies

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	17	0	0	0	0	17
Agree	0	25	0	0	0	25
Undecided	0	0	7	0	0	7
Disagree	0	0	0	7	0	7
Strongly Disagree	0	0	0	0	4	4
Total	17	25	7	7	4	60

Of the respondents, 42 principals agreed that no learner is forced to attend religious meetings or ceremonies.

Question 15: Implementation of a religious policy is important for school management.

Table 4.21: Implementation of religious policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	29	0	0	0	0	29
Agree	0	20	0	0	0	20
Undecided	0	0	9	0	0	9
Disagree	0	0	0	1	0	1
Total	29	20	9	1	0	59

Missing frequency is 1.

The majority of principals (49) agreed that the implementation of a religious policy is important for school management.

Section D: Safety policy

Question 16: The safety policy is implemented.

Table 4.22: Safety policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	26	0	0	0	26
Agree	0	29	0	0	29
Undecided	0	0	4	0	4
Disagree	0	0	0	1	1
Total	26	29	4	1	60

The majority of principals (55) agreed that the safety policy is implemented at their schools. This finding supports the finding of the literature study stating that the safety policy is not implemented in all schools (cf. 3.3.4 paragraph 3).

Question 17: There is a school safety committee.

Table 4.23: School safety committee

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	34	0	0	0	34
Agree	0	23	0	0	23
Undecided	0	0	1	0	1
Disagree	0	0	0	1	1
Total	34	23	1	1	59

Missing frequency is 1.

The majority of principals (57) agreed that their schools have a safety committee.

Question 18: The school's safety committee formulates the programme to address school safety.

Table 4.24: School's safety committee formulates programme to address school safety.

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	19	0	0	0	19
Agree	0	32	0	0	32
Undecided	0	0	7	0	7
Disagree	0	0	0	2	2
Total	19	32	7	2	60

The table shows that 51 principals agreed that their schools' safety committee formulates a programme to address school safety.

Question 19: Everyone feels safe and secure.

Table 4.25: Everyone feels safe and secure

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	16	0	0	0	16
Agree	0	22	0	0	22
Undecided	0	0	13	0	13
Disagree	0	0	0	8	8
Total	16	22	13	8	59

Missing frequency is 1.

A total of 38 principals agreed that everyone in their schools feels safe and secure, but 11 principals disagreed. This finding confirms the finding of the literature study stating that learners carry dangerous weapons to school and these are not reported to the police, and schools entrances are not controlled (cf. 3.3.4 paragraph 2).

Question 20: There is a sick room for learners who are sick or injured.

Table 4.26: There is a sick room for learners who are sick or injured

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	27	0	0	0	0	27
Agree	0	13	0	0	0	13
Undecided	0	0	3	0	0	3
Disagree	0	0	0	10	0	10
Strongly Disagree	0	0	0	0	7	7
Total	27	13	3	10	7	60

The majority of principals (40) agreed that their schools have sick rooms for learners who are sick or injured, but 17 principals disagreed. This finding confirms the finding of the literature study stating that there are no sick rooms at some schools (cf. 3.3.4 paragraph 4).

Question 21: Implementation of the safety policy is important for school management.

Table 4.27: Implementation of a safety policy is important for school management

Scale	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Strongly Agree	39	0	0	0	39
Agree	0	17	0	0	17
Disagree	0	0	3	0	3
Strongly Disagree	0	0	0	1	1
Total	39	17	3	1	60

Almost all the principals (56) agreed that the implementation of a school's safety policy is important for school management.

Section E: Gender policy

Question 22: The school implements the gender policy.

Table 4.28: Gender policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	10	0	0	0	0	10
Agree	0	17	0	0	0	17
Undecided	0	0	10	0	0	10
Disagree	0	0	0	15	0	15
Strongly Disagree	0	0	0	0	7	7
Total	10	17	10	15	7	59

Missing frequency is 1.

Of the participants, 27 agreed that their schools implement a gender policy, while 22 principals disagreed.

Question 23: There is no gender discrimination of girls or boys at school.

Table 4.29: No gender discrimination at school

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	21	0	0	0	0	21
Agree	0	32	0	0	0	32
Undecided	0	0	2	0	0	2
Disagree	0	0	0	3	0	3
Strongly Disagree	0	0	0	0	1	1
Total	21	32	2	3	1	59

Missing frequency is 1.

The table shows that the majority of the respondents (53) agreed that there is no gender discrimination of girls or boys in their schools.

Question 24: Implementation of the gender policy is important for school management.

Table 4.30: Implementation of gender policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	28	0	0	0	0	28
Agree	0	21	0	0	0	21
Undecided	0	0	4	0	0	4
Disagree	0	0	0	4	0	4
Strongly Disagree	0	0	0	0	2	2
Total	28	21	4	4	2	59

Missing frequency is 1.

The majority of respondents (49) agreed that the implementation of a gender policy is important for school management.

Section F: Pregnancy policy.

Question 25: The school implements the pregnancy policy.

Table 4.31: Pregnancy policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	14	0	0	0	0	14
Agree	0	19	0	0	0	19
Undecided	0	0	15	0	0	15
Disagree	0	0	0	9	0	9
Strongly Disagree	0	0	0	0	3	3
Total	14	19	15	9	3	60

Of the respondents, a total of 33 agreed that the pregnancy policy is indeed implemented in their schools, but 12 principals disagreed. This finding confirms the finding of the literature study stating that the pregnancy policy is not implemented in some schools (cf. 3.3.6 paragraph 3).

Question 26: Pregnant girls are prevented from attending school.

Table 4.32: Pregnant girls are prevented from attending school

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	3	0	0	0	0	3
Agree	0	5	0	0	0	5
Undecided	0	0	3	0	0	3
Disagree	0	0	0	33	0	33
Strongly Disagree	0	0	0	0	16	16
Total	3	5	3	33	16	60

The table shows that 49 of the respondents disagreed that pregnant girls are prevented from attending school and 8 principals agreed. This finding confirms the finding of the literature

study stating that because pregnant learners are advised by some schools to stay at home they are indeed prevented from attending school (cf. 3.3.6 paragraph 3).

Question 27: A learner who has a child may be allowed back at school.

Table 4.33: Learner who has a child may be allowed back at school

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	20	0	0	0	0	20
Agree	0	35	0	0	0	35
Undecided	0	0	3	0	0	3
Disagree	0	0	0	1	0	1
Strongly Disagree	0	0	0	0	1	1
Total	20	35	3	1	1	60

The above table shows that 55 of the respondents agreed that learners who have had babies are allowed back at school.

Question 28: Implementation of the pregnancy policy is important for school management.

Table 4.34: Implementation of the pregnancy policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	40	0	0	0	0	40
Agree	0	16	0	0	0	16
Undecided	0	0	3	0	0	3
Total	40	16	3	0	0	59

Missing frequency is 1.

Table 4.34 shows that almost all (56) of the respondents agreed that the pregnancy policy is very important for school management.

Section G: HIV/AIDS policy

Question 29: Learners have been made aware about the causes of HIV/AIDS.

Table 4.35: Learners have been made aware about the causes of HIV/AIDS

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	27	0	0	0	0	27
Agree	0	30	0	0	0	30
Undecided	0	0	2	0	0	2
Disagree	0	0	0	1	0	1
Total	27	30	2	1	0	60

The majority of the respondents (57) agreed that learners have been made aware about the causes of HIV/AIDS.

Question 30: Learners have been made aware about how to prevent HIV/AIDS.

Table 4.36: Learners made aware about how to prevent HIV/AIDS

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	30	0	0	0	0	30
Agree	0	25	0	0	0	25
Undecided	0	0	2	0	0	2
Disagree	0	0	0	3	0	3
Total	30	25	2	3	0	60

Table 4.36 shows that 55 of the respondents agreed that learners have been made aware about how to prevent HIV/AIDS.

Question 31: Learners are discriminated against due to their HIV/AIDS status.

Table 4.37: Learners are discriminated against because of their HIV/AIDS status

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	2	0	0	0	0	2
Agree	0	3	0	0	0	3
Undecided	0	0	1	0	0	1
Disagree	0	0	0	23	0	23
Strongly Disagree	0	0	0	0	31	31
Total	2	3	1	23	31	60

The majority of the respondents (54) disagreed that the learners at their schools are discriminated against due to their HIV/AIDS status.

Question 32: Learners who have HIV/AIDS are prevented from attending school.

Table 4.38: Learners with HIV/AIDS are prevented from attending school

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	4	0	0	0	0	4
Agree	0	2	0	0	0	2
Undecided	0	0	1	0	0	1
Disagree	3	0	0	11	0	11
Strongly Disagree	0	0	0	0	42	42
Total	4	2	1	11	42	60

Table 4.38 shows that 53 of the respondents disagreed that learners with HIV/AIDS are prevented from attending school, while 6 of the respondents agreed.

Question 33: Implementation of the HIV/AIDS policy is important for school management.

Table 4.39: Implementation of HIV/AIDS policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	46	0	0	0	0	46
Agree	0	11		0	0	11
Disagree	0	0	0	1	0	1
Strongly Disagree	0	0	0	0	2	2
Total	46	11	0	1	2	60

Almost all the respondents (57) agreed that the implementation of an HIV/AIDS policy is important for school management.

Section H: Learning and teaching support material policy

Question 34: The learning and teaching support material policy is implemented.

Table 4.40: The LTSM policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	22	0	0	0	22
Agree	0	24	0	0	24
Undecided	0	0	10	0	10
Disagree	0	0	0	4	4
Total	22	24	10	4	60

A large number of respondents (46) agreed that the learning and teaching support material policy has been implemented, but 4 disagreed and 10 were undecided. This finding confirms the finding of the literature study stating that in some schools the LTSM policy is not implemented (cf. 3.3.8 paragraph 1).

Question 35: Your school submits requisitions for learning and teaching support material in time every year.

Table 4.41: School submitted requisitions for learning and teaching support material in time annually

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	27	0	0	0	27
Agree	0	29	0	0	29
Undecided	0	0	2	0	2
Disagree	0	0	0	2	2
Total	27	29	2	2	60

The majority of the respondents (56) agreed that the requisition for learning and teaching support material is submitted timeously every year. This finding agrees with the finding of the literature study stating that some schools do not submit their stationery and requisition in time (cf. 3.3.8 paragraph 2).

Question 36: Learners receive learning and teaching support material at the beginning of each academic year.

Table 4.42: Learners receive learning and teaching support material at the beginning of the year

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	36	0	0	0	36
Agree	0	21	0	0	21
Undecided	0	0	2	0	2
Disagree	0	0	0	1	1
Total	36	21	2	1	60

The majority of the respondents (57) agreed that learners receive learning and teaching support material at the beginning of the year.

Question 37: Learners return the learning and teaching support material at the end of each year.

Table 4.43: Learners return learning and teaching support material at the end of the year

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	14	0	0	0	14
Agree	0	38	0	0	38
Undecided	0	0	2	0	2
Disagree	0	0	0	6	6
Total	14	38	2	6	60

The majority of the respondents (52) agreed that learners return the learning and teaching support material at the end of every year. This finding confirms the finding of the literature study stating that in some schools a few learners do not return the books at the end of the year (cf. 3.3.8 paragraph 1).

Question 38: There is a retrieval system in place for learning and teaching support material.

Table 4.44: Retrieval system in place for learning and teaching support material

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	24	0	0	0	24
Agree	0	33	0	0	33
Undecided	0	0	2	0	2
Disagree	0	0	0	1	1
Total	24	33	2	1	60

The majority of the respondents (57) agreed that there were retrieval systems in place for learning and teaching support material.

Question 39: Implementation of the learning and teaching support material policy is important for school management.

Table 4.45: Implementation of learning and teaching support material policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	40	4	0	0	40
Agree	0	19	0	0	19
Undecided	0	0	1	0	1
Disagree	0	0	0	0	0
Total	52	7	1	0	60

The results show that 59 of the respondents agreed that learning and teaching support material were important for school management.

Section I: Absenteeism of educators and learners policy.

Question 40: The educators' absenteeism policy is implemented.

Table 4.46: The educators' absenteeism policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	19	0	0	0	0	19
Agree	0	25	0	0	0	25
Undecided	0	0	4	0	0	4
Disagree	0	0	0	9	0	9
Strongly Disagree	0	0	0	0	2	2
Total	19	25	4	9	2	59

Missing frequency is 1.

The majority of the respondents (44) agreed that the educator's absenteeism policy has been implemented.

Question 41: The educators' absenteeism policy encourages regular attendance.

Table 4.47: Educators' absenteeism policy encourages regular attendance

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	25	0	0	0	0	25
Agree	0	22	0	0	0	22
Undecided	0	0	7	0	0	7
Disagree	0	0	0	4	0	4
Strongly Disagree	0	0	0	0	1	1
Total	25	22	7	4	1	59

Missing frequency is 1.

The above table shows that 47 respondents agreed that the educator's absenteeism policy encourages regular attendance.

Question 42: Absenteeism of educators leads to syllabi not being completed.

Table 4.48: Absenteeism of educators leads to syllabi not being completed

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	33	0	0	0	0	33
Agree	0	22	0	0	0	22
Undecided	0	0	2	0	0	2
Disagree	0	0	0	1	0	1
Strongly Disagree	0	0	0	0	1	1
Total	33	22	2	1	1	59

Missing frequency is 1.

The majority of the respondents (55) agreed that the absenteeism of educators leads to the syllabi not being completed. This finding confirms the finding of the literature study stating that absenteeism of teachers leads to the syllabi not being completed (cf. 3.3.9 paragraph 1).

Question 43: Implementation of the educator's absenteeism policy is important for school management.

Table 4.49: Implementation of the educators' absenteeism policy is important for school management

Scale	Strongly Agree	Agree	Undecided	Disagree	Total
Strongly Agree	43	0	0	0	43
Agree	0	14	0	0	14
Undecided	0	0	1	0	1
Disagree	0	0	0	0	0
Total	43	14	1	0	58

Missing frequency is 2.

The table shows that 57 of the respondents agreed that the absenteeism policy for educators is important for school management.

Question 44: The learner's absenteeism policy is implemented.

Table 4.50: Learner absenteeism policy is implemented

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	20	0	0	0	0	20
Agree	0	27	0	0	0	27
Undecided	0	0	4	0	0	4
Disagree	0	0	0	7	0	7
Strongly Disagree	0	0	0	0	2	2
Total	20	27	4	7	2	60

The table above shows that 47 of the respondents agreed that the learner absenteeism policy is implemented.

Question 45: The learner's absenteeism policy encourages regular learner attendance.

Table 4.51: Learners absenteeism policy encourages regular attendance

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	26	0	0	0	0	26
Agree	0	25	0	0	0	25
Undecided	0	0	4	0	0	4
Disagree	0	0	0	4	0	4
Strongly Disagree	0	0	0	0	1	1
Total	26	25	4	4	1	60

The majority of the respondents (51) agreed that the learner's absenteeism policy encourages regular attendance.

Question 46: Absenteeism of learners leads to poor academic performance.

Table 4.52: Absenteeism of learners leads to poor academic performance

Scale	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Strongly Agree	38	0	0	0	0	38
Agree	0	20	0	0	0	20
Undecided	0	0	0	0	0	0
Disagree	0	0	0	1	0	1
Strongly Disagree	0	0	0	0	1	1
Total	38	20	0	1	1	60

The above table shows that 58 of the respondents agreed that absenteeism of learners leads to poor academic performance. This finding confirms the finding of the literature study stating that learner's absenteeism leads to poor academic performance (cf. 3.3.9 paragraph 2).

Question 47: Implementation of the learner's absenteeism policy is important for school management.

Table 4.53: Implementation of absenteeism policy for learners is important for school management

Scale	Strongly Agree	Agree	Total
Strongly Agree	46	0	46
Agree	0	14	14
Total	46	14	60

The majority of the respondents (60) agreed that the absenteeism policy for learners is very important for school management.

4.5.1.3 Part 3: What problems did you experience when you implement school policies?

Some of the principals experienced the following problems when implementing school policies.

(a) Admission policy

Although Grade 1 learners are registered at the right age, some of them may not be school-ready. This problem may lead to learners' failing Grade 1 at the end of their first school year. A few of the Grade 1 learners have learning disabilities and require specialised support, which ordinary schools do not provide. These learners are not referred to special schools or given the special attention they require. Some parents register their children late, despite being given registration dates on time. Late registration impacts negatively on both learning and school management. Learners who register late lag behind in their studies because they miss many weeks of learning. This may lead to failing at the end of the year. In addition, teaching and learning are delayed, which negatively impacts on teaching and school management.

In terms of school management, late registrations hamper allocation of teaching resources and facilities such as classrooms, stationery and allocation of teachers. During registration, some learners do not have birth certificates and other documents such as immunisation cards

and parents' certified ID copies. As a rule, these learners are given three months to submit their documents. Some of them would still not submit the required documents six months later. This creates administrative problems for the school. Some schools are too small and experience overcrowding of Grade 1 learners every year. Overcrowding leads to a shortage of classrooms, furniture, teaching material and even educators. These create problems which school principals would have to contend with.

It is therefore argued that admission problems experienced in schools are not only due to the principals' non-adherence to admission policy, but can also be attributed to parents who are late with bringing their children for registration. In this context, children miss on orientation and inductions which are mostly conducted earlier during registration periods. To the contrary, lack of support of children with special needs from the Department of Basic Education leaves these children admitted in schools that do not offer adequate resources to meet their learning needs.

(b) Pregnancy policy

This study has found that in many schools the departmental and constitutional prescripts regarding the treatment of pregnant learners are adhered to, and that many schools have pregnancy policies in place and abide by the policies. This implies that, in general, pregnant learners are not discriminated against in any way, but are treated like all other learners.

However, teachers are not professionally trained to deal with pregnant learners. Furthermore, for cultural reasons parents seldom report to schools when their children fall pregnant, implying that teachers may not know about learners' pregnancy until very late. Other parents choose to keep their pregnant children at home without notifying their schools. Keeping pregnant learners at home impacts negatively on their academic performance as they do not attend classes and do not learn as they should. Learners are unable to do a considerable amount of academic work, which leads to failing at the end of the academic year.

Learners who choose to attend school are not better off because they too are often absent from school as they often fall ill and find it difficult to cope. It has also been found that pregnant learners are scared to attend school because they are often mocked by other learners.

Therefore, designing a pregnancy policy at school and abiding by the departmental and constitutional prescripts on learner pregnancy may not solve all problems faced by pregnant learners, since there are many issues at play that cannot simply be addressed by policy.

(c) HIV/AIDS policy

This study found that schools have HIV/AIDS policies and always try to implement them to the letter. However, schools have found that it is easy to design a school policy on HIV/AIDS, but it is difficult to implement all aspects of it due to various reasons discussed hereunder. The schools experience the following impediments when implementing their policies:

- Learners who have contracted the disease may not know about their status until very late when their health has deteriorated;
- Learners (or their parents) who have contracted the disease and know their status may not easily divulge the information to their teachers. Suffering from the disease has become a stigma which is difficult to eradicate. As a result, it is difficult for teachers to know learners who have contracted the disease;
- Teachers are not trained on how to deal with serious cases of learners who have contracted the disease, and schools are not equipped with facilities to use in dealing with learners who suffer from the disease;
- The stigma associated with the disease makes learners who suffer from HIV/AIDS to either skip classes or drop out of school;
- Generally, people are afraid to handle HIV/AIDS victims because of the fear of contracting the disease themselves. This applies to teachers as well; and
- Owing to lack of knowledge about the disease, it has been found that learners who are often sick or ill are mistaken to be suffering from HIV/AIDS.

As a result of the foregoing reasons, one can recommend that both learners and teachers should be taught about the causes and prevention of HIV/AIDS.

4.5.2. Qualitative data analysis

In this section, analysis of data obtained from the interviews conducted with 10 principals was done. The interviews for the principals were based on the primary school policies. There are ten policies that were discussed in this research. The findings of the interviews are discussed hereafter.

4.5.2.1 Methods of analysis

The transcriptions for each question from respondents were captured in Microsoft Word and then exported to Microsoft Excel. Codes were developed from transcription data. The categories were then formed from the codes. The themes were developed from the categories.

Question 1. General questions

1(a): For what reason/s did the Free State Department of Education introduce policies in the primary schools?

The principals provided the following reasons to why the Free State Department of Education introduced policies in primary schools:

- To ensure that the principals manage their schools according to Departmental guidelines with regard to important policies;
- To ensure that the school staff and learners are protected against intruders and feel safe;
- To ensure that schools know how to create a safe school environment;
- To enable schools to regulate and control school activities; and
- To enable schools to function efficiently.

1(b): What are these policies?

Four (4) out of 10 principals managed to correctly identify all the school policies by name. The rest of the principals were not able to correctly identify all the school policies by name.

Question 2. Questions based on school policies

These questions were based on all school policies. There were four questions on each school policy and the responses to each question will be considered separately.

Section A: Admission policy

(i) Does your school implement the admission policy?

Nine (9) out of 10 school principals indicated that they implement the admission policy at their schools and only one principal indicated that he/she does not implement the admission policy at school.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents identified the following as advantages and disadvantages of admission policy at school:

Advantages:

- The implementation of the admission policy at school minimises admission problems;
- The admission policy makes it easy for the learners to be admitted at schools;
- The principals are able to easily manage the admission of learners at schools by following the guidelines of the admission policy; and
- The policy ensures that there is fairness in admission of learners at schools.

Disadvantage:

- Some learners will be denied admission into the school on the basis of their age.

(iii) Are there any problems encountered with the implementation of the admission policy?

The principals were required to identify problems associated with the implementation of the admission policy. The principals mentioned the following problems which they encountered when implementing the admission policy:

- In some schools there are learners who are admitted before they are school-ready;
- Parents bring their children late for registration; and
- Parents do not submit all the required documents to school during admission.

(iv) Does the implementation of the policy have an impact on school management?

The majority of principals stated that the admission policy had the following impact:

- The policy enables smooth running of the school;
- The policy creates a conducive learning environment, resulting in good learner performance; and
- The policy makes it possible to make accurate projections of the enrolment of the coming year as well as the required number of educators.

Section B: Language policy

(i) Does your school implement the language policy?

Nine (9) out of 10 school principals indicated that they implement the language policy and only one (1) principal indicated that the language policy is not implemented at his school.

(ii) What are the benefits or disadvantages of the language policy to your school?

The respondents identified the following as advantages and disadvantages of having a language policy at school:

Advantages:

- The policy stipulates the importance and respect of the official languages in South Africa;
- Learning is made easy if home language is used as the language of learning and teaching;
- For some learners, learning is easy if English is used as language of learning and teaching;

- Parents are made aware of the language of learning and teaching before their child's admission to the school;
- The policy results in an increase in knowledge and skills of the language of learning and teaching; and
- The policy leads to the reinforcement of the curriculum.

Disadvantages:

- Learning is difficult if home language is not used as language of learning and teaching;
- Language can sometimes be used to deny admission of some learners; and
- There is a lack of competent educators to teach in the preferred language of learning and a lack of or insufficient teaching resources.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of the language policy. The principals indicated that the following problems are encountered when implementing the language policy:

- Learners whose language of learning and teaching is a home language comprehend much better than learners whose home language is not the language of learning and teaching;
- Effective implementation of the language policy requires human resource with good skill as well as other teaching and learning resources which may not be easily available at schools; and
- Some learners prefer to speak their home language instead of the language offered at school.

(iv) Does implementing the language policy have an impact on school management?

Principals identified the following as the impact of language policy on school management:

- If the policy is properly implemented, the learning process is made easier;

- Implementing the language policy helps in strategic planning on projected results; and
- The policy enhances understanding and communication among stakeholders with regard to educational issues and matters.

Section C: Religious policy

(i) Does your school implement the religious policy?

Ten (10) school principals indicated that they implement the religious policy in their schools.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents identified the following as advantages and disadvantages of the religious policy at school:

Advantages:

- The implementation of religious policy at school accommodates other religions;
- The religious policy provides guidelines which inform practices inherent in beliefs that form the basis of particular religion; and
- The implementation of religious policy promotes religious tolerance.

Disadvantage:

- The incorrect implementation of religious policy leads to negative consequences such as a dislike for the other religion; and
- Some religious groups are not open to share their religious practices at school. In fact, they are not supposed to do so.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of the religious policy. The principals indicated the following problems encountered when implementing the religious policy:

- The minority religious groups feel left out;
- Some teachers do not understand the policy well;
- Learners abuse their religious beliefs; and
- It is impossible to practice all religions at school.

(iv) Does implementation of the policy have an impact on school management?

Some principals identified the following as an impact of the religious policy on school management:

- Religion helps shape children's way of life and it reduces ill-discipline;
- Some learners abuse the policy and smoke dagga while claiming to be Rastafarians;
- Lack of information and understanding the policy is interpreted as determining the religion of the school; and
- Religious policy improves behaviour of learners and educators.

Section D: Safety policy

(i) Does your school implement the safety policy?

Ten (10) school principals indicated that they implement the safety policy in their school.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents identified the following as advantages of the safety policy at school:

Advantages:

- Principals are made aware of precautionary and prevention measures to ensure safety and security at school;
- The safety policy is prioritised for all at school;
- Everyone feels safe and secure at school;
- The safety policy provides a clear way to address incidents of misbehaviour; and
- Learners and teachers are well protected on the school premises.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of safety policy. The principals indicated the following problems encountered when implementing the safety policy:

- There is inadequate safety training for teachers and learners and lack of resources at school;
- Some community members feel the school is too strict on them;
- No arrests have been made on reported burglaries in some schools; and
- The community members are not well informed about the policy and there is a feeling of hate when safety measures are put in place at school.

(iv) Does implementation of the policy have an impact on school management?

Principals identified the following as an impact of the safety policy on school management:

- The implementation of the safety policy at school minimises injuries;
- Teaching becomes easier and learners learn better when they feel safe at school;
- School management helps to create a safe, free and conducive teaching and learning environment;
- The policy provides guidelines rules and regulations to ensure safety during times of emergencies; and
- The policy regulates behaviour of learners and teachers at school.

Section E: Gender policy

(i) Does your school implement the gender policy?

Five (5) out of 10 school principals indicated that they implement the gender policy at their schools and only 3 principals indicated that they do not implement the gender policy at their schools.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents identified the following as advantages of gender policy at school.

Advantages:

- The gender policy promotes respect amongst stakeholders;
- It provides equal opportunities for all, regardless of gender;
- The policy provides harmony among people of different genders, including equal opportunities in careers; and
- The policy encourages equal treatment of learners and encourages tolerance among learners.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of gender policy. The principals indicated that they encounter problems when implementing the gender policy. These include:

- Sometimes there are signs of lack of gender tolerance among teachers;
- Sometimes both sexes cannot apply for the same position at the institution; and
- At some schools, learners are not given equal opportunities regardless of gender.

(iv) Does implementation of the policy have an impact on school management?

The principals stated that the gender policy had the following impact:

- The policy minimises problems regarding gender;
- The policy reduces gender-based comparisons amongst staff and learners; and
- The policy ensures that there is gender tolerance at school.

Section F: Pregnancy policy

(i) Does your school implement the pregnancy policy?

Nine (9) out of 10 school principals indicated that they implement the pregnancy policy at their schools and only 1 principal indicated that he does not implement the pregnancy policy at school.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents mentioned the following as advantages and disadvantages of pregnancy policy:

Advantages:

- The pregnancy policy allows pregnant learners to attend classes during pregnancy;
- It ensures that there is no discrimination against the pregnant learner;
- The policy provides the school with guidelines on how to respond when a learner is pregnant; and
- It makes learners aware of the consequences of becoming pregnant at an early age.

Disadvantages:

- The policy creates problems for teachers who are unable to assist the pregnant learners.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of the pregnancy policy. The principals indicated the following problems encountered when implementing the pregnancy policy:

- The discipline is compromised because learners in the same class with a pregnant learner become spiteful towards the pregnant learner;
- Schools are not equipped to deal with pregnancy problems;
- Learners feel uncomfortable to attend school with a pregnant learner; and

- The policy contradicts many cultural believes and practices.

(iv) Does implementation of the policy have an impact on school management?

The principals stated that the pregnancy policy had the following impact:

- The pregnancy policy assists in eliminating the problems around the issue of pregnancy;
- The pregnancy policy helps learners to develop values systems, knowledge, attitude and skills to avoid pregnancy;
- Pregnant learners have the right to receive education during pregnancy; and
- It ensures that the rights of a learner are not being infringed during pregnancy period.

Section G: HIV/AIDS policy

(i) Does your school implement the HIV/AIDS policy?

Nine (9) out of 10 school principals indicated that they implement the HIV/AIDS policy at their school and only 1 principal indicated that he does not implement the HIV/AIDS policy at school.

(ii) What are the benefits or disadvantage of the policy to your school?

The respondents identified the following as advantages of the HIV/AIDS policy at school:

Advantages:

- The HIV/AIDS policy makes it possible for teachers and learners to work harmoniously with everyone at school without discrimination or stigmatising;
- The principals have better understanding of interacting with all learners without fear of favour;
- The infected learners receive tuition together with other learners;
- The learners gain knowledge on how the disease can be prevented; and
- The policy tries to make it possible that those who are infected or affected are not disliked within the school community.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of the HIV/AIDS policy. The principals indicated that the following problems are encountered when implementing the HIV/AIDS policy:

- Staff members and learners still discriminate or are afraid of those who have HIV/AIDS;
- Teachers are not trained on how to deal with learners who have contracted the disease; and
- Schools are not equipped with facilities to deal with learners who have the disease. For further information see paragraph 4.5.1.3(c).

(iv) Does implementation of the policy have an impact on school management?

The principals stated that the HIV/AIDS policy had the following impact:

- The policy assists teachers and learners in how to treat those who are affected by the disease; and
- The policy enables learners to get treatment very early for both their own benefit as well as that of the school.

Section H: Learning and teaching support material policy

(i) Does your school implement the LTSM policy?

Nine (9) out of 10 school principals indicated that they implement the LTSM policy and only one principal indicated that the LTSM policy is not implemented at his school.

(ii) What are the benefits or disadvantages of the policy to your school?

The respondents identified the following as advantages of LTSM policy at school:

Advantages:

- The policy enables the principals to ensure sustainability, maintenance and care of the LTSM within the school;
- The policy ensures that learners have all required materials and that requisition is done on time;
- The LTSM policy ensures that textbooks have a longer lifespan, and this saves money;
- Teaching and learning are effective when all LTSMs are in place; and
- Implementing the policy ensures that teachers, learners and parents should work together to keep the school materials in good condition.

(iii) Are there any problems encountered with the implementation of the policy?

The principals were required to identify problems associated with the implementation of the LTSM policy. The principals mentioned the following problems which they encounter when implementing the LTSM policy:

- Learners sometimes lose their books, and they are not replaced even if there is a policy in place; and
- At many schools, there is constantly a shortage of a stationery and textbooks.

(iv) Does implementation of the policy have an impact on school management?

The principals stated that the LTSM policy had the following impact:

- The policy enables the school to budget for the LTSM;
- Teaching will be easier when learners have stationery and textbooks;
- It saves resources, finances and helps learners become responsible for school property; and
- The implementation of LTSM policy has positive results, such as that the school can take stock of its assets.

Section I: Absenteeism of educators and learners policy

(i) Does your school implement the absenteeism of educators and learners policy?

Nine (9) out of 10 school principals indicated that they implement the absenteeism of educators and learners policy at their schools. Only 1 principal indicated that he does not implement the absenteeism of educators and learners policy at school.

(ii) Do educators attend school regularly?

The majority of school principals indicated that educators attend school regularly.

(iii) Do learners attend school regularly?

The majority of school principals indicated that learners attend school regularly.

(iv) What are the benefits or disadvantages of the policies to your school?

The respondents identified the following as advantages of the absenteeism of educators and learners policy at school:

Advantages:

- The policy eliminates the absenteeism problem;
- The policy enables the curriculum coverage;
- Academic performance is enhanced;
- The corrective measures are applied to reduce high absenteeism;
- The implementation of this policy encourages teachers and learners to attend school on a daily basis and it also promotes punctuality at school; and
- The policy ensures that there is smooth running of the school.

(v) Are there any problems encountered with the implementation of the policies?

The principals were required to identify problems associated with the implementation of the absenteeism of educators and learners policy. The principals indicated the following problems encountered when implementing the absenteeism of educators and learners policy:

- Learners fail to furnish the teachers with reasons for being absent in the case of a missed formal assessment; and
- Some teachers take too long to complete leave forms.

(vi) Does implementation of the policies have an impact on school management?

Some principals identified the following as the impact of absenteeism of educators and learners policy on school management:

- The policy minimises the absenteeism at school, thereby helping the principal; and
- Teaching and learning take place without interruptions.

4.6. Concluding Remarks

This chapter dealt with both quantitative and qualitative research methods as followed in this study. The two data collection instruments have been used separately and independently to gather information from the participants. The questionnaires were delivered to 60 primary school principals and collected on different days. The interviews were conducted with 10 different principals. The instruments for data collection are useful when used as intended because they are a powerful means by which trustworthiness of the data can be validated. The next chapter deals with the findings from the literature study and empirical research.

Chapter 5: Findings, Recommendations and Suggestions for Future Research

5.1. Introduction

This chapter deals with the findings of the research, recommendations and suggestions for future research. The research problem has been thoroughly explored in the previous chapters. To recap on the research undertaken, it is important to repeat the discussion of the statement of the problem, delimitation of the study as well as the aim of the research. This will be succeeded by a discussion of the main findings from the literature study and empirical research. The chapter will end with concluding remarks. The research sample of the study was comprised of 70 principals of primary schools randomly selected from primary schools in the Free State Province. Sixty (60) principals completed the questionnaire and 10 principals were interviewed.

5.2. Statement of the Problem

The Free State Department of Education experiences problems of policy implementation by primary schools. This implies that the Department of Education has school policies in place but at the level of implementation these policies are not properly enforced. This is true, for example, regarding school policies governing school safety, admission of learners, learning and teaching support material (LTSM), absenteeism of educators and learners, HIV/AIDS, teenage pregnancy, language of instruction, religion and gender. Poor or lack of implementation of these policies has led to a number of problems that hamper the principals' effective management and administrative of their schools. Under normal circumstances, if school policies are poorly implemented or not implemented at all, it implies that the principals' management and administrative duties of the school are ineffective or poor or the principal does not do his/her work efficiently.

The other problems experienced by principals in primary schools which are not related to the policies involve building projects like mathematics and sciences laboratories, theft and vandalism and the rapid increase of learners. Certain projects such as building the mathematics and science laboratories in the primary schools have not been implemented in some schools in Free State Province because of the Department of Basic Education's

budgetary constraints. This has resulted in shortages of mathematics and science laboratories in primary schools. This shortage has a negative impact on the teaching of these subjects.

Theft and vandalism are serious problems experienced by primary schools in the Free State Province. As a result of not installing security at centres housing school equipment like computers, photocopying machines and other valuable properties of the school, these facilities are robbed or vandalised

5.3. Demarcation of the Field of Study

This study focuses on primary schools and targets only principals of these schools. The primary schools are found in the entire South Africa but, because of the vastness of the country, the researcher has selected the Free State Province as the area of study. The Free State Province has five education districts, namely Lejweleputswa, Motheo, Thabo Mofutsanyane, Fezile Dabi and Xhariep.

5.4. The Aim of the Research

The study aimed to investigate policy implementation problems experienced by primary school principals in the Free State Province.

5.5. Research Questions

In relation to the problem statement outlined and the aim of this research, the following research questions were formulated:

- How could primary school principals effectively implement education policies?
- Why are primary school principals not implementing education policies effectively?
- What management problems do primary school principals experience when they implement school policies?
- How do these school management problems impact on teaching and learning?
- What measures can be employed to ensure that principals implement school policies effectively?

5.6. Research Objectives

The following objectives emanate from the research questions stated in the previous paragraph:

- To determine how primary school principals could effectively implement education policies;
- To investigate why primary school principals do not implement education policies effectively;
- To identify the management problems experienced by primary school principals who do not implement school policies;
- To determine how these school management problems impact on teaching and learning; and
- To provide corrective measures that can be employed to ensure that principals implement school policies effectively.

5.7. Research Findings

The findings of this research will be divided into findings from the literature study and findings from empirical research. The discussion of these findings succeeds hereafter.

5.7.1. Findings from the literature study

5.7.1.1 *Factors promoting effective management of primary schools*

There is no doubt that setting the school vision and mission is essential for effective management of primary schools. A vision is central to the school leader who has to get all stakeholders in the school to move in the same direction. The principal should give direction in which the school has to move. They should take the lead in setting the school's vision and mission as this will help educators in planning teaching and learning in accordance with government policies.

An instructional leader is one who holds responsibility when it comes to setting goals for the school, such as coordinating the curriculum, promoting professional staff development and monitoring learners' progress. Instructional leadership promotes effective management of the

school because it ensures that all school management teams promote the culture of learning and teaching in their departments and in the schools as a whole.

An effective school leader has the potential to do their work to enhance the quality of teaching and learning at school, and to influence the educators and learners in their school performance. The core purpose of principalship is to provide leadership and management in all areas of the school. This is to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement.

Personnel management is defined as obtaining, using and maintaining a satisfied workforce. Personnel management promotes effective management by ensuring that all personnel are used effectively for teaching and learning and for performing other functions at school.

Management is a process of planning, organising, leading and controlling. The principal and the school management team are responsible for school management and must therefore know how to execute these management tasks.

Good discipline creates a more just and humane society because it is respectful of learner's individual differences and equal rights. The principal should promote effective discipline at school because good school discipline is an important feature of effective schools. Effective teaching and learning can take place only in an environment characterised by good discipline. Good discipline provides a measurable and yet realistic view of what is happening in school and in the classroom.

A safe school may be defined as one that is free from danger and where there is an absence of possible harm, a place in which educators, learners and non-educators may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation or violence. Thus, safety at school creates an environment conducive to teaching and learning and the smooth running of the school.

The school's resources include the following: learners, textbooks, wall charts, tables, chairs, chalkboard, cupboard, books, chalk and teaching aids. The school facilities are buildings, grounds, laboratory, classrooms, computer centres and mathematics laboratories. The school resources and facilities enable the school to run effectively and efficiently so that learners can get quality education. Thus, a school needs sufficient resources and facilities to be effective.

School governance is all about effective functioning of the SGB, whose responsibility it is to ensure that governance rules and policies are carried out effectively and in terms of the law. The SGB is responsible for school governance.

5.7.1.2 Implementation of school policies

The schools should implement various school policies, such as the following, to ensure their smooth running:

The admission policy contains the guidelines that determine the admission of learners in school without unfair discrimination. The admission policy, when complied with, promotes effective management because it ensures that learners admitted at school comply with the requirements for school readiness.

The language policy contains the guidelines that authorise the SGB to choose the official language to be used for teaching and learning at school. The language policy ensures that the school uses the right language of instruction for its learners.

The religious policy contains the rules that regulate religious observances at school. The SGB may lay down rules for religious observances. The religious policy ensures that the school follows guidelines on how religious observances may be conducted at school.

The safety policy contains the guidelines that spell out the applicable laws for a safe school environment that is conducive to effective teaching and learning.

The gender policy contains the rules that ensure that there is no sex-based discrimination in the allocation of resources or benefits at school. Gender policy ensures that all members of the school community, irrespective of their gender, are treated with respect and dignity.

Pregnancy policy contains the guidelines that make schoolgirls aware of the fact that they put their health at risk when they become pregnant. It also ensures that pregnant learners are not denied education.

HIV/AIDS policy contains the guidelines that make learners and educators aware of how to protect themselves from getting HIV/AIDS, as well as how to treat those who suffer from the disease.

The policy on learner support material ensures that the learner receives the appropriate learning and teaching support material in time every year.

The aim of the absenteeism of educators and learners policy is to promote punctuality and to regulate attendance of educators and learners at public schools.

5.7.2. Findings from the empirical research

The empirical research was conducted using the structured questionnaires and the interviews. Sixty (60) principals responded to the questionnaire and 10 principals were interviewed. The findings are discussed next.

5.7.2.1 Findings from the quantitative research

i. Admission policy

All the principals (60) agreed that their schools have an admission policy for learners. The majority of the principals (55) agreed that the Grade 1 learners are admitted according to the school's admission policy. The majority of the principals (44) agreed that Grade 1 learners are admitted at age 5, turning 6 by 30 June the following year. The majority of the principals (44) disagreed that some Grade 1 learners are admitted before they are school-ready. Just over half of the principals (34) agreed that the admission policy provides for orientation and induction for learners. Many principals (45) agreed that learners who are admitted before the admission age do not perform well. All but 2 principals (58) agreed that the implementation of an admission policy is important for school management.

ii. Language policy

A few of the principals (27) agreed that learners receive education in the official languages of their choice, while (26) of the respondents disagreed. A small number of the principals (25) agreed that at schools all languages enjoy equal status and respect and 28 of the principals disagreed with the statement. A total of 37 agreed that all languages receive equitable time, and resource allocation. The majority of the principals (57) agreed that the implementation of language policy is important for school management.

iii. Religious policy

A total of 39 principals agreed that the schools' religious policy has been implemented. Half of the principals (30) agreed that they conduct religious activities on an equitable basis in their schools. The majority of the principals (42) agreed that no learner is forced to attend religious meeting or ceremonies. The majority of the principals (49) agreed that the implementation of a religious policy is important in school management.

iv. Safety policy

The majority of the principals (55) agreed that the safety policy is implemented at their school. Almost all the principals (57) agreed that their schools have a safety committee. The majority of the principals (51) agreed that their school's safety committee formulates a programme to address school safety. A large number of principals (38) agreed that everyone in their school feels safe and secure. Most principals (40) agreed that their schools have a sick room for learners who are sick or injured. Almost all the principals (56) agreed that the implementation of a safety policy is important for school management.

v. Gender policy

Just less than half of the principals (27) agreed that their schools have implemented the gender policy, while 22 principals disagreed. Almost all the respondents (53) agreed that there is no gender discrimination in their schools. Many respondents (49) agreed that the implementation of gender policy is important to school management.

vi. Pregnancy policy

Over half of the respondents (33) agreed that the pregnancy policy has indeed been implemented in their school. Most of the respondents (49) disagreed that pregnant girls are prevented from attending school. Almost all the respondents (55) agreed that the learners who have babies may be allowed back to school. The majority of the respondents (56) agreed that implementing the pregnancy policy is very important to school management.



vii. HIV/AIDS policy

Almost all of the respondents (57) agreed that learners have been made aware of the causes of HIV/AIDS. The majority of the respondents (55) agreed that learners know how HIV/AIDS can be prevented. Most respondents (54) disagreed that the learners at their school are discriminated against due to their HIV/AIDS status. A large number of the respondents (53) disagreed that learners with HIV/AIDS are prevented from attending school. Almost all of the principals (57) agreed that the implementation of an HIV/AIDS policy is important to school management.

viii. Learning and teaching support material policy

The majority of the respondents (46) agreed that learning and teaching support material policy has been implemented. Most respondents (56) agreed that the requisition for learning and teaching support material is submitted timeously every year. Almost all of the respondents (57) agreed that learners receive learning material at the beginning of each year. The majority of the respondents (52) agreed that learners return the learning and teaching support material at the end of every year. Most principals (57) agreed that there is a retrieval system in place for learning and teaching support material. All but one respondent (59) agreed that a learning and teaching support material policy is important to school management.

ix. Absenteeism of educators and learners policy

The majority of the respondents (44) agreed that the educator's and learner's absenteeism policy has been implemented. A large number of principals (47) agreed that the educators' and learners' absenteeism policy encourages regular attendance. Most respondents (55) agreed that the absenteeism of educators leads to the syllabus not being completed. Almost all the respondents (57) agreed that the educators' absenteeism policy is important to school management. Many respondents (47) agreed that the learner absenteeism policy has been implemented. The majority of the participants (51) agreed that the learners' absenteeism policy encourages regular attendance. Almost all respondents (58) agreed that absenteeism of learners leads to poor academic performance. All the respondents (60) agreed that the learner absenteeism policy is very important to school management.

5.7.2.2 *The problems experienced by principals when implementing school policies*

Some of the principals interviewed stated that they experienced the following problems when implementing some of the school policies.

i. Admission policy

Although Grade 1 learners are registered at the right age, some of them may not be school-ready. This problem may lead to learners' failing Grade 1 at the end of their first school year. A few of the Grade 1 learners have learning disabilities and require specialised support, which ordinary schools do not provide. These learners are not referred to special schools or given special attention they require. Some parents register their children late, despite being given registration dates on time. Late registration impacts negatively on both learning and school management. Learners who register late lag behind in their studies because they miss many weeks of learning. This may lead to failing at the end of the year. In addition, teaching and learning are delayed; this has a negative impact on teaching and school management.

In terms of school management, late registrations hamper allocation of teaching resources and facilities, such as classrooms, stationery and allocation of teachers. During registration, some learners do not have birth certificates and other documents such as their immunisation card and their parents' certified ID copies. As a rule, these learners are given three months to submit their documents. Some of them would still not submit the required documents six months later. This creates administrative problems for the school. Some schools are too small and experience overcrowding of Grade 1 learners every year. Overcrowding leads to shortage of classrooms, furniture, teaching material and even educators. These create problems which school principals would have to contend with.

It is therefore argued that admission problems experienced in schools are not only due to the principals' non-adherence to admission policy, but can also be attributed to parents' bringing their children for registration late. In this context, children miss out on orientation and inductions which are mostly conducted early during registration periods. Furthermore, lack of support of children with special needs from the Department of Basic Education leaves these children admitted in schools that do not offer adequate resources to meet their learning needs.

ii. Pregnancy policy

This study has found that in many schools the departmental and constitutional prescripts regarding the treatment of pregnant learners are adhered to, and many schools have pregnancy policies in place and abide by the policies. This implies that pregnant learners are generally not discriminated against in any way but are treated like all other learners.

The teachers are not trained to handle the pregnant learners. Some of the parents do not report to school management when their children are pregnant. Consequently, management of the school are not informed about the learner's pregnancy in time. Other parents decide to keep their pregnant child from attending school and do not inform their school about the child's pregnancy either. Keeping pregnant learners at home negatively impact on their school performance. The learners are not able to do the expected amount of school-work and consequently do not perform well at the end of the school academic year.

Learners who choose to attend school are not better off because they too are often absent from schools as they often fall ill and find it difficult to cope. It has also been found that pregnant learners are scared to attend school because they are often mocked by other learners.

Therefore, designing a pregnancy policy at school and abiding by the departmental and constitutional prescripts on learner pregnancy may not solve all problems faced by pregnant learners since there are many issues at play that cannot simply be addressed by policy.

iii. HIV/AIDS policy

The study found that most of the schools have an HIV/AIDS policy and try to implement it to the fullest. Some schools have found that it is easy to design a school policy on HIV/AIDS, but that it is difficult to implement all aspects of it due to various reasons discussed next. The schools experienced the following developments when implementing their school policy:

- Learners who have contracted the disease may not know about their status until very late when their health has deteriorated;
- Learners (or their parents) who have contracted the disease and know their status may not easily divulge the information to their teachers. Suffering from the disease has become a stigma which is difficult to eradicate. As a result, it is difficult for teachers to know learners who have contracted the disease;

- Teachers are not trained on how to deal with serious cases of learners who have contracted the disease, and schools are not equipped with facilities to use in dealing with learners who suffer from the disease;
- The stigma associated with the disease makes learners who suffer from HIV/AIDS to either skip classes or to drop out of school;
- Generally, people are afraid to handle HIV/AIDS victims because of the fear of contracting the disease themselves. This applies to teachers as well; and
- Owing to lack of knowledge about the disease, it has been found that learners who are often sick or ill are mistaken to be suffering from HIV/AIDS.

As a result of the foregoing reasons, one can recommend that both learners and teachers be taught about the causes and prevention of HIV/AIDS.

5.7.2.3 *Findings from the qualitative research*

The findings below are based on the interviews conducted with the 10 principals.

i. Admission policy

- The majority of principals (9) agreed that they use an admission policy to admit learners in their schools.
- The admission policy is viewed as an instrument that the school uses to minimise problems pertaining to admission and by making the process of admitting learners easier. The principals follow the guidelines of the admission policy correctly and also ensure that the admission process of learners is fair.
- Most of the interviewed principals (7) indicated that learners who are admitted before they are school-ready encounter learning problems.
- The majority of the principals (9) agreed that the admission policy has the following advantages for school management: it enables the smooth running of the school; it creates a conducive learning environment that allows for learners to perform well; and it provides an accurate projection for the enrolment of learners and educators for the following year. This finding supports the finding of the literature study stating that the admission policy, when complied with, promotes effective management (cf. 5.7.1.2).

ii. Language policy

- The majority of the interviewees (9) stated that they implement a language policy at their schools.
- According to the principals, learning is made easier if a home language is used as the language of learning and teaching. They indicated that they experience difficulty when a home language is not used as the language of learning and teaching.

iii. Religious policy

- All principals indicated that they implement a religious policy at their school.
- The participants agreed that their implementation of a religious policy at school accommodates other religions, reinforces best teaching and educational practice, promotes religious tolerance and encourages freedom of religious without offending anyone.
- Most of the principals (10) indicated that they encountered the following problems when implementing the religious policy: it is not possible to practise all religions at the same time at the same school; not all teachers understand the religious policy.
- The majority of the principals agreed that the religious policy has an impact on school management as religion can help shape the learner's way of life and reduce ill-discipline. Religion often helps learners act more reasonably and improves the behaviour of both the learners and educators.

iv. Safety policy

- All of the principals confirmed that their schools implement the safety policy.
- The majority of principals stated that their safety policies are aimed at achieving the following: making teachers aware of the precautionary and preventative measures that need to be implemented to ensure safety and security; safety is prioritised; it ensures that everyone feels safe and secure; it provides a clear way to address incidents at school; and it suggests how learners and educators can be protected on the school premises.
- The majority of principals indicated that they still receive reports of injuries that result from the violent behaviour of learners. These injuries occur despite the school's awareness measures. Some principals indicated that they do not have adequate

training to deal with safety issues at their school and that they lack resources like fire extinguishers. The principals felt that the communities in which their schools are situated are not helpful in ensuring the protection of school property. The situation is further worsened by the fact that the policies do not address the issue of making arrests when burglaries are reported.

- The principals agreed that their safety policies have an impact on school management as they ensure a safer teaching environment in which learners feel safe. This in turn makes it easier to manage the school.

v. Gender policy

- Half of the respondents (5) indicated that they have a gender policy in their schools.
- The respondents confirmed that the gender policy promotes respect among the school's stakeholders. It provides equal opportunities for all, regardless of gender. It encourages tolerance amongst learners.
- The principals agreed that the gender policy has the following benefits: it ensures that problems pertaining to gender discrimination are minimised; it reduces gender-based comparisons amongst staff and learners; and it ensures that there is gender tolerance amongst the school management.

vi. Pregnancy policy

- The majority of the principals interviewed (9) indicated that they have a pregnancy policy at their school.
- The respondents confirmed that the pregnancy policy ensures that a girl has the right to attend school even if she is pregnant. The policy is implemented in an effort to avoid discrimination against the pregnant learner. It further provides the school with guidelines on how to respond when a learner is pregnant, and also encourages that learners are made aware of the consequences of becoming pregnant at an early age.
- The majority of the principals indicated that the following problems arise when pregnancy policy is implemented: discipline is compromised as learners in the same class as the pregnant individual become spiteful towards the pregnant learner; many parents consider the practice of allowing a pregnant learner to attend classes as unethical and schools are not equipped to deal with problems experienced by the pregnant learners.

vii. HIV/AIDS policy

- All but one of the principals (9) indicated that they have implemented the HIV/AIDS policy at their schools.
- The respondents indicated that the HIV/AIDS policy makes it possible for everyone at school to work together harmoniously without any discrimination of learners who have the disease. They also indicated that the policy achieves the following: principals and staff have a better understanding of how to interact with those infected; and the learners gain knowledge on how the diseases can be prevented.
- The majority of the principals (9) indicated that the following problems are encountered when the policy has been implemented: staff and learners lack basic knowledge about the disease; teachers are not trained on how to deal with affected learners and schools are not equipped with the facilities to deal with the affected learners.
- The principals agreed that the HIV/AIDS policy impacts the school in the following ways: it eliminates problems pertaining to discrimination and the stigmatisation of those who are HIV positive or have AIDS; the implementation of the policy indicates that the school cares about the well-being of the learners who have the disease; there is no discrimination against learners and educators who are affected by the disease and the policy enables learners to receive treatment soon after their diagnosis and throughout their illness.

viii. Learning and teaching support material (LTSM) policy

- Almost all the respondents (9) indicated that they have implemented the LTSM policy at their school.
- The respondents confirmed that the LTSM policy ensures that learners have all required learning materials, that requisition is done timeously, and that learners receive all the required LTSM on time. The policy ensures that textbooks have a longer lifespan. The policy ensures that teaching and learning are more effective when all LTSMs are in place and learners and teachers work together to keep material belonging to the school in a decent condition.
- The majority of the principals (9) indicated that the following problems were found when the policy was implemented: learners lost the books loaned to them and these

were not replaced; and some textbooks and stationery items were damaged and did not last for their expected lifespan.

- The principals agreed that the LTSM policy has the following advantages to the school: teaching is more effective as learners have access to stationery and textbooks; it teaches learners to be responsible as they have to take care of school property and it allows the school to take stock of its assets.

ix. Absenteeism of educators and learners policy

- The majority of the respondents indicated that they have implemented the absenteeism of learners and educators policy at their schools.
- The majority of the principals indicated that educators at their school are regularly present at work.
- The majority of the principals indicated that a large majority of learners attend school regularly.
- The respondents confirmed that the absenteeism of educators and learners policy is effective in the following ways: it eliminates the absenteeism problems; it ensures that the sense of responsibility and discipline amongst teachers is heightened; curriculum coverage is adhered to by teachers; the academic performances of learners is enhanced and it promotes punctuality at school.
- The principals indicated that the absenteeism of educators and learners policy has an impact on school management in the following ways: it minimises absenteeism at school; it allows for teaching and learning to take place without interruption. As a result of the foregoing, schools run smoothly.

The findings of this research, stated and discussed in the foregoing exposition of this chapter, provide answers to the aim of the research, as well as to the first four research questions and research objectives. Thus, they address the fundamental purpose of the research. They address the whys and wherefores of undertaking the study.

5.7.3. Triangulation

Triangulation refers to the use of multiple perspectives to interpret a single set of data. It refers to the use of multiple methods to study a single problem, looking for convergent evidence from the use of these methods (Terre Blanche, Durrheim and Painter, 2010:380). In

this case, we will see how the findings from the qualitative study support the findings from the quantitative study and vice versa.

According to quantitative research results, all respondents agreed that the admission policy is in place at their schools. This was further confirmed by 9 of the principals who were interviewed. Thus, there is a general consensus that schools have the admission policy.

According to quantitative research results, 27 of the principals agreed that every child received education in the official language of their choice. This was confirmed by 9 of the principals who were interviewed. There is a general agreement that schools implement a language policy.

According to quantitative research results, 39 of all the principals agreed that they implement the religious policy. This was also confirmed by 10 of the principals who were interviewed. All principals interviewed implement the religious policy, but 21 principals who completed the questionnaire indicated that they have not implemented the religious policy.

According to the quantitative research results, 55 of all the principals agreed that their schools implement the safety policy. This was confirmed by 10 of the principals who were interviewed.

According to the quantitative research results, only 27 of the principals agreed that their school implements a gender policy. This was confirmed by only 5 of the principals who were interviewed, which implies that not all schools implement the policy.

The quantitative research results showed that 33 of the respondents agreed that a pregnancy policy has been implemented at their schools. This was confirmed by 9 of the respondents who were interviewed. There is a general consensus that schools have a pregnancy policy.

According to the quantitative research results, 57 of the respondents agreed that an HIV/AIDS policy has been implemented at their schools. This was confirmed by 9 of the respondents who were interviewed.

The quantitative research results revealed that 46 of the respondents agreed that an LTSM policy has been implemented at their schools. This was also confirmed by 9 of the respondents who were interviewed.

According to quantitative research results, 44 of the respondents agreed that the absenteeism of educators and learners policy has been implemented at their schools. This was confirmed by 9 of the respondents who were interviewed.

The quantitative research results show that 47 of the respondents agreed that the educators' absenteeism policy encourages regular attendance. Nine (9) of the respondents who were interviewed confirmed this.

The researcher has found that there is generally an agreement between the findings from the quantitative research and the findings from the qualitative research with regard to the availability and implementation of school policies.

5.7.4. Quality assurance of qualitative research

There are criteria for judging the quality of qualitative research. These criteria are based on the following aspects which will be briefly discussed: credibility, transferability, dependability, confirmability and transformability (Mertens 2010:255-262).

5.7.4.1 Credibility

Credibility requires that claims made in research should be based on sufficient data to support them and the process of analysis and interpretation of data should be visible (Mertens 2010:256). The researcher should seek verification with the responded group about the constructions that are developing as a result of data collected and analysed.

Because researchers are instruments in qualitative research, they should monitor their own developing constructions and document the process of change from the beginning of the study until the end. One aspect of credibility is triangulation which involves checking information that has been collected by different methods for consistency (Mertens 2010:258).

In this research the findings and claims made were based on sufficient data gleaned by either the questionnaire or the interview. In addition, the researcher used triangulation to establish whether or not the qualitative findings were supported by the quantitative findings and this was found to be the case. The method of data analysis and interpretation has been clearly explained and clarified. Data analysis and interpretation were done in an open and honest manner.

5.7.4.2 *Transferability*

Transferability refers to the researchers' ability to provide sufficient detail about the context so as to enable the researcher to make an informed judgement. So that the readers would be able to understand the complexity of the research setting and participants (Mertens 2010:259). This kind of description enables the readers to make judgements about the applicability of the research findings to their own situation. Transferability also indicates how the research findings can be applied in other circumstances.

This research uncovered sufficient data to enable the researcher to make informed decisions and to draw conclusions. Topics were discussed in greater detail and were made understandable and clear to the reader. The findings drawn emanate from the research done and address the research questions and objectives. The foregoing will, without doubt, enable the reader of the thesis to make an informed opinion about the research and its findings. The reader will be in a position to make his/her own judgement on whether or not the findings of the research are applicable to his/her situation.

5.7.4.3 *Dependability*

This criteria asks this question: would the same results be obtained if the same topic were to be studied or investigated? A dependability audit can be conducted to give a clear proof of the quality and appropriateness of the inquiry process (Mertens 2010:259).

The interview questions used in this study on school policies were clear and understandable. All respondents were asked the same questions. Care was taken to ensure that all the responses of interviews were recorded and saved. Therefore, a similar inquiry is likely to yield findings similar to the findings of this research provided the conditions where the research is done are similar to the conditions where this research was done. But research repeated with the sample selected will yield similar results.

5.7.4.4 *Confirmability*

Confirmability means that the researcher's judgement is minimised or that data and their interpretation are not figments of the researcher's imagination (Mertens 2010:260).

In order to comply with this criteria qualitative data of this research was recorded and written down and thereafter kept safe. Analysis of quantitative data was done by a qualified

statistician. The method used to analyze data has been explain in full. The process followed in reaching conclusions has been clearly stated and discussed. As stated under epistemology (cf. 1.10.2) the research was done objectively and the researcher was not part of what he was investigating. He constantly strove for the most truthful and the most valid results.

5.7.4.5 *Transformative criteria*

According to Mertens (2010:260) transformative criteria are created in concern for social justice and human rights. They include, among others, the following:

a, Fairness:

To be fair, the researcher must identify the respondents and how information about their constructions was obtained (Mertens 2010:260). In this research the researcher introduced the respondents clearly and in detail. He recorded all the responses of the respondents and saved them. He explained the interview process in detail. The interview method was also explained.

b, Community

The researcher should be able to know the community well enough to link the research results to positive action within the community (Mertens 2010:260). In the case of this research the researcher works in one of the five Education Districts of the Province. He knows the work of the participants because he does the same work they do. He has vast experience of teaching and school management. He is aware of the school policies investigated in this study.

c, Reciprocity

Researchers should think about what they give back to communities as a result of their research experiences (Mertens 2010:261). The researcher in this case will provide the Free State Department of Education with a copy of his research. He will also provide the principals of the sample schools with the findings of his research.

In conclusion, it is abundantly clear from the discussion of quality assurance of qualitative research that the researcher was able to comply with the set criteria while undertaking his research. These criteria form the cornerstone of a credible, objective scientific qualitative research. They are thus indispensable guidelines for conducting this kind of research.

5.8. Recommendations

Subsequent to the discussion of the findings of this research study, a number of recommendations are made. These recommendations are directed at the Department of Basic Education, the Free State Department of Education and primary schools.

The Department of Basic Education (DBE) and the Free State Department of Education (FDE) should provide all the primary schools with guidelines on how to formulate school policies. This will serve as a guide for schools on how to formulate school policies. The remaining school policies should be designed by each primary school, taking into account the condition of their school. The DBE and FDE should ensure that the school policies designed by the primary schools are comprehensive, complete and up to date. This should be done by monitoring all policies formulated by the schools. The model suggested in chapter six can be of assistance in this regard.

During Grade 1 learner registration, some of the learners do not have basic documents, such as birth certificates, immunisation cards and certified copies of their parents' identification documents. This creates a problem for the registration of learners. To solve the problem, the school should inform parents about the documents required during registration in advance – at least six months before registration. Parents should be notified in time about the registration date to curb late registrations.

A few learners are admitted into a Grade 1 class before they are school-ready and this may lead to their failing. School readiness refers to the child's physical, psychological, social and moral readiness to start school. Teachers should try to identify such learners and provide them with the support they require. Teachers should develop their ability to learn and support them emotionally. There should be extra classes for these learners. The learners' parents or guardians should also be made aware of the learners' problems.

It is important that every new learner receives orientation and induction. Class teachers must be given the responsibility of performing this task because they are the ones who will work with them most of the time. The principal should ensure that teachers know the orientation and induction programmes of the school and are able to apply them meticulously.

Sometimes, teachers are confronted with learners who exhibit learning disabilities. After identifying such learners, the principal should, after informing their parents or guardians,

request the education department to place them in specialised schools. Keeping such learners in a normal school may lead to their suffering emotionally and, in the long run, they may hate going to school.

The primary schools should ensure that all parents know the school policies. This is in fact the task of the SGB, who should discuss school policies with the learners' parents. If possible, each parent should be supplied with a copy of all school policies.

Each primary school should ensure that there is adherence to all school policies so that everybody at school knows what should be done. This will enable the school to run smoothly. The policies can be read and explained to learners during assemblies – three policies at a time.

The primary school principals must ensure that their schools are safe. They must ensure that all learners, teachers, other school personnel and visitors are safe and secure at all times. There should be a clear demarcation between the school and the surrounding community. The demarcation surrounding the school should be well kept and maintained at all time. This will ensure that people do not get access to the school premises without permission. The entrance to the school premises should be manned by trained security personnel. All the visitors entering the school premises should go through the security checks conducted by security guards.

Problems related to pregnant learners are numerous. They include, but are not limited to, parents' being reluctant to reporting to the school that their children are pregnant due to mostly cultural reasons. Such learners are often sick and absent from school and teachers are not trained to deal with pregnant learners. Pregnant learners are often mocked by other learners. By law, the school cannot prevent these learners from attending school. Therefore, parents of pregnant learners should decide with their children whether the learners should attend school or not and communicate their decision in writing to the principal.

Several impediments experienced by the schools when implementing the HIV/AIDS policy have been identified. In view of these impediments, the Health Department should be requested to address learners about the disease from time to time and request those who suffer from the disease to visit the local clinics or hospitals on a regular basis where they will receive medication and guidelines on how they should behave (Vide, prg. 5.7.3.).

5.9. Suggestions for Future Studies

The following suggestions are made for future research:

This study was conducted in the Free State Province and the findings can therefore not be generalised to other provinces in the country. Further studies should be extended to other provinces.

This study was concentrated on the policy implementation by primary school principals in the Free State Province. The findings from the study indicate that there is a need for further study in this area. It would be interesting to replicate this study five years from now to determine the status quo with respect to the implementation of school-based policies in the Free State Province.

The role of the school principals as the effective implementers of school policies needs to be investigated.

The impact of performance on school policy implementation can also be explored further.

5.10. Concluding Remarks

This chapter focused on the findings of the study, suggestions for policy implementation and recommendations emanating from the questionnaires and interviews. The effectiveness and efficiency of the school policy implementation needs thorough planning, good leadership, good organisation and strict control to yield positive results.

The findings indicate that a participative management style should be adopted and implemented in managing school policy implementation in primary schools. This will reduce the level of ineffectiveness of primary schools where they experienced a challenge of policy implementation at school.

The researcher has suggested recommendations that can contribute towards establishing policy implementation effectiveness at ineffective primary schools. The next chapter will develop a programme to address the problems hampering the effective implementation of policies in primary schools.

Chapter 6: A Programme to Address Problems of Poor Policy Implementation Hampering Effective Management of Primary Schools – the Implementation Model

6.1. Introduction

In Chapter 5, the qualitative and quantitative data of this study were analysed. The findings were discussed and recommendations were made. In brief, the main finding revealed that the majority of primary schools have policies and implement them. However, in a significant number of schools, teachers and learners do not feel safe, a significant number of schools do not provide for orientation and induction of learners and in some schools learners do not receive education in the official language of their choice.

The recommendations made are intended to address the shortcomings found with regard to the design and implementation of policies by primary schools. This chapter presents a model specifically designed and intended to assist the Department of Education and primary schools in how to design and implement primary school policies. The model also discusses how the Department of Education can systematically monitor the designed policies as well as the implementation by the schools. The model will be known as “The progressive model of primary school policies”. This chapter provides the answers to the last research question and the last research objective of the research. It provides a resolution to the problems identified in this research.

6.2. The Progressive Model of Primary School Policies

The fundamental aim of designing the model is that this research must lead to the improvement of practice. The model is progressive because it is not static but dynamic. This implies that it will from time to time undergo necessary changes so as to keep abreast of developments in the community where a school is situated. It is common knowledge that societal or socio-economic conditions of communities bring about changes in communities from time to time. These changes may have an impact on schools and, as such, on certain school policies. Their impact may, in some cases, compel schools to alter or amend certain policies to accommodate the changes taking place in the communities.

6.3. The Role-players in the Formulation and/or Implementation of Primary School Policies

The following entities and people play a significant role in the formulation and/or implementation of primary school policies.

- The Department of Basic Education and the Free State Department of Education
- Principals
- Educators
- SGBs
- Parents or legal guardians of learners
- Community: Clinics/Hospital

SAPS

Religious bodies

Below is a brief discussion of the role that each role-player should play during the formulation and/or the implementation of the primary school policies.

6.3.1 The Department of Basic Education and the Free State Department of Education

In their role, the Department of Basic Education and the Free State Department of Education should:

- provide primary schools with examples of complete policies that are to be implemented at the school;
- draw the programme for checking the correctness of the formulation of the school policies;
- organise workshops or training for schools on how to formulate and implement policies;
- ensure that the school policies designed are comprehensive, complete and up to date;

- draw school visits timetable used to monitor the formulation and implementation of school policies;
- draft the monitoring tool for checking the formulation and implementation of school policies; and
- identify problems encountered during school visit and rectify them immediately.

6.3.2 Principals

The role of the principal is to:

- establish the school's policy formulation committee or to set guidelines for its establishment;
- act as chairperson of the school's formulation committee;
- ensure that the school's formulation committee is functional;
- ensure that the school's policies are implemented;
- discuss the school's policies with the SGB and, if needed, include their views in the formulation of the policies;
- submit formulated school policies to the Free State Department of Education for approval;
- inform all interested parties in the community about the school policies; and
- inform learners about all school policies and about what is expected of them according to the policies.

6.3.3 Educators

In their role as educators, they should:

- serve as members of the schools' policy formulation committee;
- ensure that the schools' policy formulation committee is functional;
- ensure that the schools' policies are implemented;
- inform learners about all school policies and about what is expected from them according to the policies; and
- serve as positive role models for learners.

6.3.4 School governing bodies

The SGBs are responsible for:

- the adoption of policies for the primary school; and
- assisting the school with whatever is required during the formulation of policies.

6.3.5 Parents or legal guardians of learners

The parents and guardians have the role of:

- providing support to the school during the formulation of school policies;
- assisting teachers in ensuring that every child obeys the rules and regulations of each policy; and
- providing support for the programmes of policy formulation and implementation.

6.3.6 Community

Different role players in the community have the following roles to play.

6.3.6.1 Clinics/Hospital

The health services play the following roles:

- Providing health services to the schools;
- Improving the general health and wellbeing of learners;
- Developing protocols for voluntary counselling, screening, testing and referral of anyone who has HIV/AIDS symptoms; and
- Providing support for the improvement of access and adhering to Antiretroviral Treatment (ART) for learners and educators who are living with HIV/AIDS.

6.3.6.2 South African Police Services

The South African Police Services are responsible for:

- strengthening the school committee, whose responsibility it is to ensure that the school is safe, by addressing things such as crime and violence at school;

- encouraging police officers to assume an active role as members of safe the school committee;
- linking schools to local police stations;
- raising awareness amongst learners and teachers about crime and violence and its impact on individuals, families and education; and
- encouraging the establishment of reporting system at school.

6.3.6.3 Religious bodies

The religious bodies play the following roles of:

- ensuring that religious observances are regularly taking place at school;
- encouraging good behaviour at school; and
- promoting self-discipline amongst the learners at school.

6.4. The Structure and Content of the Policies in the Progressive Model

Primary schools are situated in varying socio-economic environments. Some are situated in rural areas while others are situated in urban areas. There are schools that are financially sound and others that are not. Consequently, the model for primary schools will contain factors that are common to all schools and will also make provision for those that are unique to each school.

In view of the foregoing, the policies of the progressive model will be formulated in such a way that they will have a core structure common for all schools that will make it possible for each school to include only what is applicable or unique to it. The structure and content of the policies of the progressive model are presented below.

6.4.1. Admission policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.2. Language policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.3. Religious policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.4. Safety policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.5. Gender policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.6. Pregnancy policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.7. HIV/AIDS policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.8. Learning and teaching support material (LTSM) policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.4.9. Absenteeism of educators and learners policy

The contents of the policy should include the following:

- Origin or guiding principles of the policy

Where does the policy originate from and what are its guiding principles?

- Purpose of policy

What does the policy intend to achieve?

- Scope of application

What is its scope?

Whom or what does the policy try to assist?

- Policy themes

Policy stipulations (What does it say?)

Policy statement

6.5. Evaluation and Monitoring of Primary School Policies

Each primary school is expected to formulate its own policies using the guidelines presented above in the discussion of the structure and content of school policies. It is the responsibility of each school to formulate its policies and to ensure that they are implemented. On the other hand, it is the responsibility of the Free State Education Department to ensure that policies are formulated in compliance with the guidelines presented to schools and to ensure that they are implemented. This can be done by monitoring the formulation and implementation of policies by the schools.

6.6. Monitoring of Policy Formulation and Implementation by the Department of Education

The Free State Department of Education should provide all schools with guidelines on how school policies should be designed and implemented. These guidelines should be discussed in detail with all primary school principals, either at a workshop or at each primary school. Thereafter, principals should be given a deadline on which to submit their completed school policies to the Free State Department of Education. Principals should involve teachers and all interested parties in the formulation of school policies – following the guidelines provided by the Department of Education.

After the deadline for the formulation and submission of school policies has expired, the Department of Education should ensure that all primary schools have submitted their school policies. Thereafter, the Department should study each school's policies and ensure that they are correct. If this is not the case, the schools whose policies are not correct should be assisted until their policies reach an acceptable level. When the schools' policies have been correctly formulated, the schools will be expected to ensure that they are correctly implemented.

Implementation of school policies should also be monitored by the Free State Department of Education. This should be done by officials of the Department visiting schools at least once each term and checking implementation by means of a monitoring tool designed by the Department of Education for this purpose. The policies are implemented directly after they have been formulated. That is why the two are discussed together. An example of the monitoring tool is presented in the following paragraph.

6.7. The Monitoring Tool for Implementation of School Policies

After school policies have been formulated and submitted to and approved by the Free State Department of Education, the implementation of the policies will follow. The officials of the Free State Department of Education will use the tool presented hereafter to check whether or not the primary school has policies and implements them correctly. For the sake of convenience, each primary school will be supplied with a copy of the monitoring tool. After completion of the monitoring tool, the departmental official will leave a copy of their report

at the school they have visited. The monitoring tool will be used in respect of each policy. The monitoring tool is presented hereafter.

Monitoring tool for the formulation and implementation of school policies

Schools details and date of visit.

Name of School: _____

Name of District: _____

Name of Province: _____

Date of visit: _____

Availability of the school policy

Name of policy: _____

- Origin and guiding principles of the policy

Comments: _____

- Purpose of the policy

Comments: _____

- Scope of application

Comments: _____

- Policy Theme/s

Comments: _____



Implementation of the policy

Is the policy implemented: _____

- If not what is/are the reason/s why it is not implemented?

- If yes, comment on the level of implementation:

- Recommendations:

Name of departmental official: _____

Signature: _____

School stamp: _____

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Annexure A: Request for Permission to Conduct Research in the Free State Department of Education

575 Francois Koekoe Street
Gelukwaarts
Kroonstad
9499
22 January 2019
sbthajane@gmail.com

Ms Bertha Kitching
Free State Department of Education
Private Bag X 20565
Bloemfontein
9300

Dear Ms Kitching

**RE REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE
FIVE DISTRICTS IN THE FREE STATE PROVINCE**

- I am a postgraduate student at Central University of Technology Free State – Welkom Campus. My research topic is An investigation on policy implementation by primary school principals in the Free State Province: A management perspective. This research project will be conducted under the supervision of Professor M.G. Masitsa (CUT-Welkom).
- I am requesting permission to conduct research in the primary schools in five districts in the Free State Province. The population for the study consists of primary school principals in the Free State Province. The research instruments to be used in this research will be the questionnaires and interviews. No personal information regarding those who participate in the research will be made known.
- I hope my request will be positively attended to the findings of the study will be disclosed to the Department as soon as it is accepted by examiners.

YOURS FAITHFULLY

S.B THAJANE



Annexure B: Notification to Conduct Research

Enquiries: KK Motshumi
Ref: Notification of research: SB Thajane
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za



District Directors
Lejweleputswa District
Fezile Dabi District
Motho District
Xhariep District
Thabo Mofutsanyana

Dear Ms Zonke, Mr Chuta, Mr Moloi, Mr Makwa and Ms Mabaso D

NOTIFICATION TO CONDUCT A RESEARCH PROJECT IN YOUR DISTRICT BY SB THAJANE

1. The above mentioned candidate was granted permission to conduct research in your district as follows:

Topic: An investigation on policy implementation by primary school principals in the Free State Province: A management perspective

Schools involved: Lejweleputswa district: Bofihla, Dalivuyo, Dieketseng, Dirisanang, Dr. Mgoma, Hlaboloha, Hlohelohelo, Ikgwantlele, Lehakwe, Lemotso, Letsibolo, Magakajane, Matlma-Lenyora, Mmabana, Mokgwabong, Phahamisang, Thabong, Thusanang and Thoriso Primary schools. Fezile Dabi District: Boikamisestso, Boiteko, Brentvale, Dorrington Likubu, Lovedale, Mahlabatheng, Maokeng, Matsepe, Moepeng, Mokwallo, Ntha, Ntswanatsatsi, Phomolong, Phuleng, Realtumela, Relebohile, Seeisoville, Selogilwe and Tataiso. Motheo District: AtangBatho, Bochabela, Gonyane, Karabelo Lesedi, Maboela, Maboloka, Mangaung, Marang, Polokehong, St Marys, Thabo Mofutsanyane District: Bodibeng, Bohlokong, Boipopo, Boitelo and Itemoheng Primary Schools. Xhariep District: Itemeleng, Lepholi, Inoseng Madikgetla and Mofulatshpe Primary Schools.

Target Population: 60 Principals from the abovementioned school: 10 principals to be interviewed and 50 principals to complete questionnaires.

2. **Period:** From date of signature of this letter until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. **Research benefits:** The principals will become aware of the role played in managing their schools effectively by implementing school policies. The Department on the other hand will be made aware of the policy implementation problems experienced by primary school principals and how these problems can be addressed.
4. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
5. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE 11/04/2019

RESEARCH APPLICATION SB THAJANE NOTIFICATION EDITED 9 APRIL 2019 ALL 5 DISTRICTS

Strategic Planning, Research & Policy Directorate

Private Bag X20565, Bloemfontein, 9300 - Old CNA Building, Room 318, 3rd Floor, Charlotte Mexeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

Annexure C: Approval to Conduct Research

Enquiries: KK Motshumi / BM Kitching
Ref: Research Permission: SB Thajane
Tel: 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@edu.fs.gov.za



education
Department of
Education
FREE STATE PROVINCE

SB THAJANE
575 Francols Koekoe Street
Gelukwaarts
KROONSTAD, 9499

Dear Mr Thajane

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

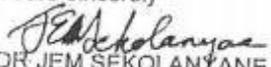
Topic: An investigation on policy implementation by primary school principals in the Free State Province: A management perspective.

Schools involved: **Lejweleputswa district:** Bofihla, Dalivuyo, Dieketseng, Dirisanang, Dr. Mgoma, Hlaboloha, Hlohelohelo, Ikgwantlele, Lehakwe, Lemotso, Letsibolo, Magakajane, Matima-Lenyora, Mmabana, Mokgwabong, Phahamisang, Thabong, Thusanang and Thoriso Primary schools. **Fezile Dabi District:** Bolkemisestso, Boiteko, Brentvale, Dorrington Likubu, Lovedale, Mahlabatheng, Maokeng, Matsepe, Moepeng, Mokwallo, Ntha, Ntswanatsatsi, Phomolong, Phuleng, Reaitumela, Relebohile, Seeisoville, Selogilwe and Tatalso. **Motheo District:** AtangBatho, Bochabela, Gonyane, Karabelo Lesedi, Maboletla, Maboloka, Mangaung, Marang, Polokeng, St Marys, **Thabo Mofutsanyane District:** Bodibeng, Bohlokong, Boipopo, Boitelo and Itemoheng Primary Schools. **Xhariep District:** Itemeleng, Lephoi, Inoseng Madikgetla and Mofulatshope Primary Schools.

Target Population: 60 Principals from the abovementioned school: 10 principals to be interviewed and 50 principals to complete questionnaires.

2. **Period:** From date of signature of this letter until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 11/04/2019

RESEARCH APPLICATION SB THAJANE PERMISSION EDITED 9 APRIL 2019. 5 DISTRICTS
Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

Annexure D: Request for Permission to Conduct Research in Primary Schools

Central University of Technology,
Free State
Welkom Campus
8 March 2019

To whom it may concern

Dear Sir/Madam

Application for permission to conduct research in primary schools

I hereby confirm that Mr Bereng Solomon Thajane is a PhD student of the above named University. He is currently doing research on the topic "An investigation on policy implementation by primary school principals in the Free State Province: a management perspective".

Since this research will be conducted in schools, the researcher needs permission from the Free State Department of Education which I hereby assist him to apply for. It would be highly appreciated if the student is granted permission by the Department of Education so that he can be able to complete his research project.

With kind regards

Prof MG Masitsa (promoter)

Central University of
Technology, Free State
Welkom Campus
15 May 2017

To whom it may concern

Dear Sir/Madam

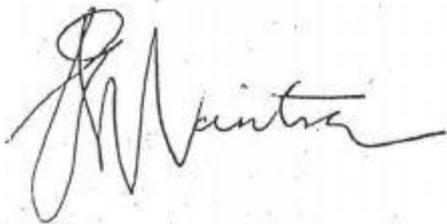
Application for permission to conduct research in primary schools

I hereby certify that Mr Bereng Solomon Thajane is a PhD student at the above named University. He is currently doing research on the topic entitled "An Investigation on policy Implementation by primary school principals in the Free State Province: a management perspective."

Since this research will be conducted in schools, the researcher needs permission to from the Department of Education which I hereby assist him to apply for. It would be highly appreciated if he is granted permission to conduct his research in accordance with the prescripts of the Department of Education.

With kind regards

Prof MG Masitsa (promoter)



Enquiries: Mr S.B. Thajane
Cell No. 0837408603
E-Mail: sbthajane@gmail.com

575 Francois Koekoe Street
GELUKWAARTS
KROONSTAD,
9499
05 March 2019

To: The Principal

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I kindly request permission to conduct a research in your school. I am currently registered at Central University of Technology, Free State Welkom Campus for PhD Degree (Education Management).

The aim of the research is: *An investigation on policy implementation by primary school principals in the Free State Province: A management perspective.* This research requires that you complete the questionnaire.

The questionnaire will be collected after two weeks. Confidentiality of the questionnaire is guaranteed.

Your cooperation is highly appreciated.

Thanking you in advance

Yours faithfully

MR. S.B. THAJANE



Annexure E: Request to Complete the Questionnaire

575 Francois Koekoe Street

Gelukwaarts

Kroonstad

9499

19 March 2019

Cell: 0837408603

Email: sbthajane@gmail.com

To: The principal

Dear Sir/Madam

RESEARCH QUESTIONS: REQUEST TO COMPLETE THE QUESTIONNAIRE

My name is S.B. Thajane and I am a post graduate student at the Central University of Technology Free State – Welkom Campus. The research I wish to conduct for my thesis involves An investigation on policy implementation by primary school principals in the Free State Province: A management perspective. This project will be conducted under the supervision of Prof. M.G. Masitsa (CUT).

I am asking for permission to conduct this research at your school. I am particularly desirous of obtaining your responses because your experience as a leader will contribute significantly towards addressing the problem of policy implementation in primary schools. The average time required for completing the questionnaire is 45 minutes.

The questionnaire and instructions as to how it is to be completed have been included with this letter in the hope you will agree to be a participant.

Your permission is highly anticipated.

Yours Sincerely

S.B. THAJANE



Annexure F: Request to Conduct Interview

575 Francois Koekoe Street

Gelukwaarts

Kroonstad

9499

19 March 2019

Cell: 0837408603

Email: sbthajane@gmail.com

To: The principal

Dear Sir/Madam

RESEARCH INTERVIEW: REQUEST FOR PERMISSION

My name is S.B. Thajane and I am a post graduate student at the Central University of Technology Free State – Welkom Campus. The research I wish to conduct for my thesis involves An investigation on policy implementation by primary school principals in the Free State Province: A management perspective. This project will be conducted under the supervision of Prof. M.G. Masitsa (CUT).

I am asking for permission to conduct this research at your school. During this research study you will be interviewed. Your involvement will require about 30 minutes of your time.

Your permission is highly anticipated.

Yours Sincerely

S.B. THAJANE



Annexure G: Consent Form

CONSENT FORM TO BE FILLED BY THE PARTICIPANTS

I _____ am the principal of _____ school. I
agree/do not agree to be involved in this research. *Delete the words which are not applicable.*

I understand that I can stop participating in this research project at any given time.

Signature: _____

Date: _____

Annexure H: Research Application

APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

- Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- Attach all the required documentation so that your application can be processed.
- Send the completed application to:

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Room 319, 3rd Floor
Old CNA Building
Bloem Plaza
Charlotte Maxeke Street
BLOEMFONTEIN, 9300

OR

Free State Department of Education
Private Bag X20565
BLOEMFONTEIN, 9300

Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

PLEASE DO NOT EMAIL ANYTHING IN PICTURE FORMAT

Tel: 051 404 9283 /9211 / 082 454 1519

IVIR

2. INITIALS

S.B.

3. SURNAME

THAJANE

4. TELEPHONE HOME:

0844532550

5. TELEPHONE WORK:

0518532818

6. TELEPHONE CELL:

0837408603

7. FAX:

0518532818

8. E-MAIL

sbthajane@gmail.com

9. ADDRESS HOME:

575 Francois Koekoe Street
Gelukwaarts
Kroonstad
Postal Code:9499

10. ADDRESS WORK:

3592 Mookodi Section
Phahameng Location
Bultfontein
Postal Code:9670

11. POSTAL ADDRESS

P.O. Box 1043
Kroonstad
Postal Code:9499

12 NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER

CUT

13. OCCUPATION

Educator

14. PLACE OF EMPLOYMENT

Ntuthuzelo Primary School, Bultfontein
--

15. NAME OF COURSE

PhD

16. NAME OF SUPERVISOR / PROMOTER

Prof. M.G. Masitsa

17. TITLE OF RESEARCH PROJECT

An investigation on policy implementation by primary school principals in the Free State Province: A management perspective.
--

18. CONCISE EXPLANATION OF THE RESEARCH TOPIC

To investigate policy implementation problems experienced by primary school principals in the Free State Province.
--

19. APPLICATION VALUE THAT THE RESEARCH MAY HAVE FOR THE FREE STATE EDUCATION DEPARTMENT

The principals will become aware of the role played in managing their schools effectively by implementing school policies. The Free State Department of Education on the other hand will benefit from the study, because it will be made aware of the policy implementation problems experienced by primary school principals and how these problems can be addressed.

**20. LIST OF SCHOOLS AND DISTRICTS INVOLVED IN THE RESEARCH
(If not enough space, please add more rows)**

Schools in Lejweleputswa District	Schools in Fezile Dabi District	Schools in Motheo District	Schools in Thabo Mofutsanyane District	Schools in Xhariep District
1 Bofihla P/S	1 Boiteko P/S	1 Batho P/S	1 Bodibeng P/S	1.Itemeleng P/S
2 Daluvuyo P/S	2 Brentvale P/S	2 Mabolela P/S	2.Bohlokong P/S	2. Lephoi P/S
3 Dieketseng P/S	3.Dorrington Matsepe P/S	3.Maboloka P/S	3 Boipopo P/S	3. Inoseng P/S
4 Dirisanang P/S	4 Likubu P/S	4.Mangaung P/S	4 Boitelo P/S	4.Madikgetla P/S
5.DR.Mngoma P/S	5 Maokeng P/S	5.Marang P/S	5.Itemoheng P/S	5.Mofulatshepe P/S
6 Hlaboloha P/S	6 Ntha P/S	6 ST Marys P/S		
7 Hlohelo P/S	7 Phuleng P/S	7.Bochabela P/S		
8.lkgwantlelle P/S	8 Moepeng P/S	8 Gonyane P/S		
9 Lehakwe P/S	9 Phomolong P/S	9 Lesedi P/S		
10 Lemotso P/S	10 Seeisoville P/S	10 Polokehong P/S		
11.Magakajane P/S	11 Relebohile P/S	11 Atang P/S		
12.Matima Lenyora P/S	12 Tataiso P/S	12.Karabelo P/S		
13 Mmabana P/S	13.Reaitumela P/S			
14.Mokgwabong P/S	14.Boikemisetso P/S			
15Phahamisanang P/S	15 Mahlatheng P/S			
16 Thabong P/S	16 Mokwallo P/S			
17 Thusanang P/S	17 Lovedale P/S			
18 Thoriso P/S	18 Ntswanatsatsi P/S			
19 Letsibolo P/S	19 Selogilwe P/S			

21. LIST OF DIRECTORATES / OFFICIALS IN THE DEPARTMENT INVOLVED IN THE RESEARCH

Directorate/s	Officials
N/A	N/A

22. DETAILS OF TARGET GROUP WITH WHOM THE RESEARCH IS TO BE UNDERTAKEN

Target group	Number	Grade	Subject	Age	Gender	Language
Principals	60	N/A	N/A	All Ages	M & F	N/A

23. FULL PARTICULARS OF HOW INFORMATION WILL BE OBTAINED, EG QUESTIONNAIRES, INTERVIEWS, STANDARDIZED TESTS, ETC.

Please attach copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

The questionnaires will be distributed to fifty principals to be filled and be collected from all five districts after 60days. Therefore only ten principals will be visited to be interviewed for 30min each after school. Also copies of questionnaires and interviews questions are attached.

24. STARTING AND COMPLETION DATES OF THE RESEARCH PROJECT

Please bear in mind that research is usually not allowed to be conducted in schools during the fourth academic term (October to December).

The research will be conducted as from April to September 2019.

25. WILL THE RESEARCH BE CONDUCTED DURING OR AFTER SCHOOL HOURS?

Please bear in mind that research is usually not allowed to be conducted in schools during normal teaching time.

After school hours.

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (ie interview, questionnaire, etc)	Time Needed
Principals	Interviews for 10 principals	30min each
	Questionnaires for 50 principals to be distributed and collected within 60days	60days

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
✓	

27.1 A draft letter / specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
✓	

27.2 A draft letter / specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
N/A	N/A

27.3 A draft letter / specimen that will be sent to research participants to give their consent to

take part in the research project?

Yes	No
✓	

27.4 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No
✓	

27.5 A list of questions that will be asked during interviews with the target group/s?

Yes	No
✓	

27.6 Ethical clearance certificate from higher education institution

Yes	No
✓	

28 I Solomon Bereng Thajane herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, ie:

- 28.1 I will abide by the ethical research conditions in the discourse of my study in the FSDoE.
- 28.2 I will not use deception on people participating.
- 28.3 I will obtain informed consent from all involved in the study.
- 28.4 I will preserve privacy and confidentiality at all the time.
- 28.5 I will take special precautions when involving populations which may not be considered to understand fully the purpose of the study.
- 28.6 I will not offer rewards or enforce binding contracts for the study. This is especially important when people are somehow reliant on the reward.
- 28.7 I will not skew their conclusions based on funding.
- 28.8 I will not commit science fraud, falsify research or otherwise conduct scientific misconduct
- 28.9 My research will follow all regulations given.
- 28.10 I will not plagiarize the work of others
- 28.11 I will abide by the period in which the research has to be done
- 28.12 I will apply for extension if I cannot complete the research within the specified period
- 28.13 I will not conduct research during the fourth quarter of the academic year
- 28.14 I will not disrupt normal learning and teaching times at schools to undertake my research
- 28.15 I will submit a bound copy or CD of the research document to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein, upon

completion of the research.

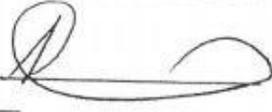
28.16 I will upon completion of my research study make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.

28.17 The costs relating to all the conditions mentioned above are for my own responsibility.

29 THE DATE THAT I WILL BE HANDING MY RESEARCH TO THE FREE STATE DEPARTMENT OF EDUCATION:

After completing my thesis.

SIGNATURE: _____



DATE:19/03/2019

1. TITLE (eg Ms, Mrs, Mr, Dr, Prof, etc):

M	R		
---	---	--	--

2. INITIALS

S	B			
---	---	--	--	--

3. SURNAME

T	H	A	J	A	N	E											
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

4. TELEPHONE HOME:

0	8	4	4	5	3	2	5	5	0								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

5. TELEPHONE WORK:

0	5	1	8	5	3	2	8	1	8
---	---	---	---	---	---	---	---	---	---

6. TELEPHONE CELL:

0	8	3	7	4	0	8	6	0	3
---	---	---	---	---	---	---	---	---	---

7. FAX:

0	5	1	8	5	3	2	8	1	8
---	---	---	---	---	---	---	---	---	---

8. E-MAIL

sbthajane@gmail.com																	
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9. ADDRESS HOME:

575	FRANCOIS	KOEKOE	STREET														
GELUKWAARTS																	
KROONSTAD																	
Postal Code																	
																	9 4 9 9

10. ADDRESS WORK:

3592	MOOKODI	SECTION															
PHAHAMENG																	
BULTFONTEIN																	
Postal Code																	
																	9 6 7 0

11. POSTAL ADDRESS

P	O		B	O	X	1	0	4	3										
K	R	O	O	N	S	T	A	D											
Postal Code													9	4	9	9			

12 NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER

C	U	T																	
2	0	7	0	3	3	1	8	8											

13. OCCUPATION

E	D	U	C	A	T	O	R												

14. PLACE OF EMPLOYMENT

N	T	U	T	H	U	Z	E	L	O	P	I	M	A	R	Y				
B	U	L	T	F	O	N	T	E	I	N									

15. NAME OF COURSE

P	H	D																	

16. NAME OF SUPERVISOR / PROMOTER

P	R	O	F.	M	G		M	A	S	I	T	S	A						

17. TITLE OF RESEARCH PROJECT

An investigation on policy implementation by primary school principals in the Free State Province: A management perspective.

18. CONCISE EXPLANATION OF THE RESEARCH TOPIC

To investigate policy implementation problems experienced by primary school principals in the Free State Province.

After school hours.

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (ie interview, questionnaire, etc)	Time Needed
PRINCIPALS	INTERVIEWS for ten principals	30min each
	QUESTIONNAIRES for fifty principals to be distributed and collected within sixty days.	60days

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
√	

27.1 A draft letter / specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
√	

27.2 A draft letter / specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
N/A	N/A

27.3 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No
√	

27.4 A list of questions that will be asked during interviews with the target group/s?

Yes	No
√	

27.5 Ethical clearance certificate from higher education institution

Yes	No
√	

- 28 I Solomon Bereng Thajane herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, ie:
- 28.1 I will abide by the ethical research conditions in the discourse of my study in the FSDoE.
- 28.2 I will abide by the period in which the research has to be done
- 28.3 I will apply for extension if I cannot complete the research within the specified period
- 28.4 If I fall behind with my schedule by three months to complete my research project in the approved period, I will apply for an extension.
- 28.5 I will not conduct research during the fourth quarter of the academic year
- 28.6 I will not disrupt normal learning and teaching times at schools to undertake my research
- 28.7 I will submit a bound copy or CD of the research document to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein, upon completion of the research.
- 28.8 I will upon completion of my research study make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.
- 28.9 The ethics documents (attached) will be adhered to in the discourse of my study in your department.
- 28.10 The costs relating to all the conditions mentioned above are for my own responsibility.

SIGNATURE:



DATE:

28/01/2019

Annexure I: Statement of Ethical Approval



Central University of
Technology, Free State

Faculty of Humanities
Private Bag X 20359
Bloemfontein
9300
SOUTH AFRICA

6th September, 2016

STATEMENT OF ETHICAL APPROVAL

Applicant: Bereng Solomon Thajane
Department: Post Graduate Studies
Title of Project: An investigation on policy implementation by primary school principals in the FS province.
Supervisor: Prof. M G Masitse

The Faculty Research & Innovation Committee (FRIC) herein called the committee, has reviewed and discussed your application to conduct the above mentioned research in the department of Post Graduate Studies with yourself as the Principal investigator. This project has been considered and has been approved by this committee on 29 September 2015.

In approving the research project the committee places the responsibility on the supervisor to monitor the research process and to ensure that the applicant abides by the standards of behaviour our society accepts as morally good. The committee also expects be informed about the progress of the study in terms of any revision in the protocol and respondents information/informed consent and may ask to be provided with a copy of the final report.

Signed for and on behalf of FRIC..... Mkhilolo



Prof. Mike Mhlole (PhD) Mathematics Educ (Wits)
Faculty Research Manager & FRC Chairperson
Faculty of Humanities

Tel: +27 51 507 4027 | Cell: +27 82 696 0829 |
E-mail: mmhlole@cut.ac.za or mikemhlole@yahoo.com

Central University of Technology, Free State (CUT)
Private Bag X20539, Bloemfontein, 9300, South Africa

www.cut.ac.za





Central University of
Technology, Free State

Faculty of Humanities
Private Bag X 20359
Bloemfontein
9300
SOUTH AFRICA

STATEMENT OF ETHICAL APPROVAL

Applicant: Bongani Solomon Thajane
Department: Post Graduate Studies
Title of Project: An investigation on policy implementation by primary school principals in the FS province.
Supervisor: Prof. M. G. Masitja

The Faculty Research & Innovation Committee (FRIC) herein called the committee, has reviewed and discussed your application to conduct the above mentioned research in the department of Post Graduate Studies with yourself as the Principal investigator. This project has been considered and has been approved by this committee on 29 September 2015.

In approving the research project the committee places the responsibility on the supervisor to monitor the research process and to ensure that the applicant abides by the standards of behaviour our society accepts as morally good. The committee also expects be informed about the progress of the study in terms of any revision in the protocol and respondents information/informed consent and may ask to be provided with a copy of the final report.

Signed for and on behalf of FRIC..... Mhlolo



Prof. Mike Mhlolo (PhD) Mathematics Educ (Wits)
Faculty Research Manager & FRC Chairperson
Faculty of Humanities
Tel: +27 51 507 4027 | Cell: +27 82 696 0829 |
E-mail: mmhlolo@cut.ac.za or mikemhlolo@yahoo.com
Central University of Technology, Free State (CUT)
Private Bag X20539, Bloemfontein, 9300, South Africa

www.cut.ac.za



Annexure J: Ethical Requirements

ETHICAL REQUIREMENTS : FREE STATE DEPARTMENT OF EDUCATION

The scientific research enterprise is built on a foundation of trust and that the reports by others are valid. The reports should reflect an honest attempt by the researcher to describe the world accurately and without bias; this trust will endure only if the researcher devotes himself or herself to exemplifying and transmitting the values associated with ethical research conduct.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department would, amongst others, adhere to the following ethical conduct:

ETHICS GENERAL APPLICATION

1. Be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
2. Not misuse any of the information discovered
3. Moral responsibility maintained towards the participants
4. Embracing corporate social responsibility
5. Protecting the rights of people in the study as well as their privacy and sensitivity
6. Confidentiality of those involved in the observation must be carried out, keeping their anonymity and privacy secure.
7. Follow the ethical clearance guideline of the institution that granted such.
Amplifying the voice of the participants
Enhancing collective plurality.

ETHICS: INHERENT PRINCIPLES

8. Reliability
9. Informing the participants about the importance of the research
10. Values of trust, fairness and integrity are maintained in the study.

ETHICS

11. The value of transparency is considered.
12. The research is committed to delivering the intended promise as informed by the objectives.
13. The research accentuate the values of reputation and respect.

RESEARCHER: INITIALS AND SURNAME

S.B. THAJANE

SIGNATURE:



DATE: 28/01/2019

ETHICAL REQUIREMENTS : FREE STATE DEPARTMENT OF EDUCATION

The scientific research enterprise is built on a foundation of trust and that the reports by others are valid. The reports should reflect an honest attempt by the researcher to describe the world accurately and without bias; this trust will endure only if the researcher devotes himself or herself to exemplifying and transmitting the values associated with ethical research conduct.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department would, amongst others, adhere to the following ethical conduct:

1. Be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
2. Not misuse any of the information discovered
3. Moral responsibility maintained towards the participants
4. Embracing corporate social responsibility
5. Protecting the rights of people in the study as well as their privacy and sensitivity
6. Confidentiality of those involved in the observation must be carried out, keeping their anonymity and privacy secure.
7. Follow the ethical clearance guideline of the institution that granted such.
8. Reliability
9. Informing the participants about the importance of the research
10. Values of trust, fairness and integrity are maintained in the study.
11. The value of transparency is considered.
12. The research is committed to delivering the intended promise as informed by the objectives.
13. The research accentuate the values of reputation and respect.

RESEARCHER: INITIALS AND SURNAME

S.B. THAJANE

SIGNATURE:



DATE: 19/03/2019

Annexure K: Questionnaire

QUESTIONNAIRE

This questionnaire is meant for principals of primary schools. It is based on policy implementation by principal of primary schools in the Free State Province. The questionnaire is divided into part one, part two and part three. Part one is based on the biographical information of the respondents and part two is based on questions about school policies. Part two is further divided into sections A to I which are based on the different school policies.

Directions

- Answer all the questions as honestly as you possibly can.
- Complete the questionnaire according to instructions.
- Indicate your response by making a visible cross (**x**) in the appropriate block or write the answer in the space provided.
- The anonymity of your responses is guaranteed and no attempt will be made to reconcile respondents to responses.

Thank you for your co-operation.

The questionnaire starts on the next page.

PART ONE

Please furnish with the following biographical information by marking a cross (x) in the appropriate block.

1. Your gender

Male	01	
Female	02	

2. The level of your post

Principal PL1	01	
Principal PL2	02	
Principal PL3	03	
Principal PL4	04	

3. Your experience in years

0 – 5	01	
6 – 15	02	
16 – 30	03	
31year and above	04	

4. Your age

20 – 30	01	
31 – 40	02	
41 – 50	03	
51 – and above	04	

5. Your qualifications

3 years diploma	01	
4 years diploma	02	
B degree (e.g. BA)	03	
B Hons. degree and above	04	

PART TWO

Read each statement carefully and respond by choosing one of the following answers: **strongly agree; agree; undecided; disagree; strongly disagree**. Make a cross (x) in the block you have chosen.

Section A: Admission policy	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
At your school:					
1. There is a learner admission policy.					
2. Grade 1 learners are admitted according to the admission policy.					
3. Grade 1 learners are admitted at the age of 5 years turning 6 by 30 June the following year.					
4. Grade 1 learners are admitted before they are ready for admission.					
5. The learner admission policy provides for the orientation and induction of learners.					
6. Learners who are admitted before the admission age do not perform well.					
7. Implementation of the admission policy is important for school management.					
Section B: Language policy	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
At your school:					
8. There is a language policy.					
9. Learners receive education in the official languages of their choice.					
10. All languages have equal teaching time.					
11. All languages received equitable resources.					
12. Implementation of the language policy is important for school management.					

Section C: Religious policy	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
At your school:					
13. There is a religious policy.					
14. The religious policy is implemented.					
15. The religious policy is conducted on an equitable basis.					
16. No learner is forced to attend religious meetings or ceremonies.					
17. Implementation of the religious policy is important for school management.					
Section D: Safety policy	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
At your school:					
18. There is a safety policy.					
19. The safety policy is implemented.					
20. There is a school safety committee.					
21. The school's safety committee formulates the programme to address school safety.					
22. Everyone feels safe and secure.					
23. There is a sick room for learners who are sick or injured.					
24. Implementation of the safety policy is important for school management.					
Section E: Gender policy	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
At your school:					
25. There is a gender policy.					
26. The school implements the gender policy.					
27. There is no gender discrimination of girls or boys.					
28. Implementation of the gender policy is important for school management.					

Section F: Pregnancy policy At your school:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
29. There is a pregnancy policy.					
30. The school implements to the pregnancy policy.					
31. Pregnant girls are prevented from attending school.					
32. A learner who has a child may be allowed back at school.					
33. Implementation of the pregnancy policy is important for school management.					
Section G: HIV/AIDS policy At your school:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
34. There is an HIV/AIDS policy.					
35. Learners have been made aware about the causes HIV/AIDS.					
36. Learners have been made aware about how HIV/AIDS can be prevented.					
37. Learners are discriminated because of their HIV/AIDS status.					
38. Learners who have HIV/AIDS are prevented from attending school.					
39. Implementation of the HIV/AIDS policy is important for school management.					
Section H: Learning and teaching support material policy At your school:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
40. You have a learning and teaching support material policy (LTSM).					
41. The learning and teaching support material policy is implemented.					
42. You submit requisitions for learning and teaching support material in time every year.					
43. Learners receive learning and teaching support material at the beginning of each academic year.					

44. Learners return the learning and teaching support material at the end of every year.					
45. There is a retrieval system in place for learning and teaching support material in place.					
46. Implementation of the learning and teaching support material policy is important for school management.					
Section I: Absenteeism of educators' and learners' policy At your school:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
47. There is educators' absenteeism policy.					
48. The educators' absenteeism policy is implemented.					
49. There is learners' absenteeism policy.					
50. The learner absenteeism policy is implemented.					
51. The educators' absenteeism policy encourages regular educator attendance.					
52. The learners' absenteeism policy encourages regular learner attendance.					
53. Absenteeism of educators leads to syllabuses not being completed.					
54. Absenteeism of learners leads to poor academic performance.					
55. Implementation of the learners' absenteeism policy is important for school management.					
56. Implementation of the educators' absenteeism policy is important for school management.					

PART THREE

What are the problems that you experienced when implementing school policies.

1. Admission policy

2. Language policy

3. Religious policy

4. Safety policy

5. Gender policy

6. Pregnancy policy

7. HIV/AIDS policy

8. LTSM policy

9. Absenteeism of educator's policy

10. Absenteeism of learner's policy

INTERVIEW QUESTIONS FOR PRINCIPALS

1. General Questions

- For what reason/s did the Free State Department of Education introduce policies in primary schools?
- What are these policies?

2. Questions based on the different primary school policies

Section A: Admission policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section B: Language policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section C: Religious policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section D: Safety policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section E: Gender policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section F: Pregnancy policy

- Does your school implement this policy?
- What are the advantages or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section G: HIV/AIDS policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section H: Learning and Teaching Support Material policy

- Does your school implement this policy?
- What are the benefits or disadvantages of the policy to your school?
- Are there any problems encountered with the implementation of the policy?
- Does implementation of the policy have an impact on school management?

Section I: Absenteeism of educators' and learners' policy

- Does your school implement these policies?
- Do educators attend school regularly?
- Do learners attend school regularly?
- What are the benefits or disadvantages of the policies to your school?
- Are there any problems encountered with the implementation of the policies?
- Does implementation of the policies have an impact on school management?