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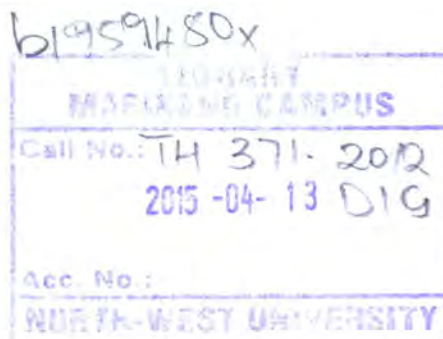
**THE ROLE OF THE NORTH WEST EDUCATION DEPARTMENT
IN THE INDUCTION OF PRIMARY SCHOOL PRINCIPALS**

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Dissertation submitted in partial fulfillment of the requirements for the degree of Master of Business Administration at the North West University Graduate School of Business and Government Leadership, Mafikeng Campus

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July 2011



DECLARATION

I, SIGNAMATE OB..... declare that

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

Signed: .....

DEDICATION

This dissertation is dedicated to my late mom, Tsitsana Wilheminah Digwamaje and my family.

ACKNOWLEDGEMENT

This dissertation is a culmination of a long but very joyous academic journey under the supervision of Dr. T.E.B Assan.

Dr. Assan has played a major role in shaping this dissertation and I will remain indebted to him. He has been a true mentor.

Secondly, I wish to thank my wife for supporting me during the trying times of putting this final product together. To my kids, I wish to express my appreciation for understanding when I deprived you of the quality time but this dissertation was worth all the sacrifices, and I am really appreciative of your understanding and unwavering support.

Lastly, I owe my humble gratitude to the Almighty God for making everything possible towards the finalization of this dissertation.

ABSTRACT

The purpose of this study was to examine the role of the North West Department of Education in the induction of primary school principals. This study was guided by four primary research questions namely:

- What constitutes the nature and characteristics of induction?
- What are the induction strategies that the Department of Education employs in this exercise?
- How effective are the induction programmes in the North West Province?
- What are the challenges of induction in the North West Province?

The review of the literature focused on the recruitment of principals, the various models of the induction programme for principals and how these impacted on the preparation of principals in the management, the governance, the administration and the instructional leadership within the school.

Questionnaire served as the sole data collection instrument, and it comprised 44 items. The sample population consisted of two hundred (200) primary school principals selected randomly from the four districts of the North West Province. The data was collected using a Lickert 5 point scale. The following areas were covered in the questionnaire:

- The nature and characteristics of the induction
- The challenges of the induction
- The strategies of the induction
- The effectiveness of the induction.

The findings revealed that the Department of Education does make efforts to ensure that novice and seasoned principals in the North West

Province are not faced with the 'swim or sink' dilemma in the management of schools. The data further revealed that new principals are trained upon assumption of duty. However, data revealed that quality assurance mechanisms are seriously lacking and that there is no variety in the strategies that are being followed in the induction of school principals.

In conclusion, the study recommended further research into the implementation of the induction system as well as a further benchmarking of the best practices beyond the province to establish how the North West compares with other provinces.

TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Acknowledgement.....	iii
Abstract.....	iv

CHAPTER 1

RESEARCH PROBLEM AND BACKGROUND TO THE STUDY

1.1	Introduction.....	1
1.2	Background.....	1
1.3	Statement of the problem.....	4
1.4	Objectives of the research.....	4
1.5	Research Questions.....	4
1.6	Significance of the study.....	5
1.7	Delimitations of the study.....	5
1.8	Definition of terms.....	6
1.9	Summary.....	7

CHAPTER 2

LITERATURE REVIEW

2.1	Introduction.....	8
2.2	The role of induction.....	9
2.3	The nature of induction.....	10
2.4	The objectives of induction.....	12
2.5	The importance of induction.....	12
2.5.1	Improvement of teacher retention.....	13

2.5.2	Creation of learning communities of experienced and novice principals.....	13
2.5.3	Enhancement of relationships with local schools.....	13
2.5.4	Changing the professional culture of the school.....	13
2.6	The challenges of induction.....	14
2.6.1	Role clarification.....	15
2.6.2	Technical problems.....	15
2.6.3	Organisational socialisation.....	15
2.6.4	Isolation.....	15
2.6.5	Lack of feedback.....	16
2.7	The different induction models.....	16
2.7.1	Feldman model of induction.....	16
2.7.2	Legotlo model of induction.....	19
2.7.3	Castetter model of induction.....	21
2.8	Induction as a Human Resource Management process.....	24
2.8.1	Introduction.....	24
2.8.2	Recruitment.....	24
2.8.2.1	Human resource planning.....	25
2.8.2.2	Recruitment sources.....	25
2.8.2.3	Selecting the candidate.....	25
2.8.2.4	Welcoming the new member.....	25
2.8.2.5	Matching.....	25
2.8.2.6	Staff contribution/organisation need.....	25
2.8.2.7	Organisation contribution/staff need.....	27
2.8.3	Selection.....	27
2.8.3.1	Task analysis.....	27
2.8.3.2	Selection criteria.....	28
2.8.3.3	Advertising the vacancy.....	28
2.8.3.4	Receiving applications.....	28
2.8.3.5	Short-listing.....	28

2.8.3.6	Final selection.....	28
2.8.3.7	Reference check.....	29
2.8.3.8	Choosing a suitable candidate.....	29
2.8.3.9	Notification for the selected candidate.....	29
2.8.4	The induction process.....	29
2.8.4.1	Introduction.....	29
2.8.4.2	The induction of school principals.....	30
2.9	The role players in induction.....	31
2.9.1	Department of Education.....	31
2.9.2	School Governing Body.....	31
2.9.3	The mentor.....	32
2.9.4	The Human Resource Division.....	32
2.9.5	New school principal.....	32
2.10	Summary.....	33

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1	Introduction.....	34
3.2	Research setting.....	34
3.3	Research design and methodology.....	35
3.4	Quantitative research.....	37
3.4.1	The advantages of quantitative research.....	37
3.4.2	The disadvantages of quantitative research.....	37
3.5	Population and sampling.....	40
3.5.1	Sampling frame.....	41
3.5.2	Sample size.....	41
3.5.3	Sampling techniques.....	42
3.6	Data collection.....	43
3.6.1	The advantages of a questionnaire.....	44

3.6.2	The disadvantages of a questionnaire.....	45
3.7	Data analysis.....	45
3.7.1	Questionnaire inspection.....	45
3.7.2	The coding procedure.....	46
3.7.3	Transferring of data.....	46
3.8	Reliability and Validity.....	46
3.8.1	Validity.....	46
3.8.2	Reliability.....	47
3.8.3	Pilot study.....	47
3.9	Ethical considerations.....	48
3.9.1	Protection from harm.....	48
3.9.2	Informed consent.....	49
3.9.3	Right to privacy.....	49
3.9.4	Honesty with colleagues.....	49
3.10	Summary.....	50

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1	Introduction.....	51
4.2	Data Analysis.....	51
4.2.1	Biographical Data.....	51
4.3	Nature and Characteristics of induction.....	54
4.3.1	Introduction.....	54
4.3.1.1	Induction on school administration.....	55
4.3.1.2	Induction on school instructional leadership.....	56
4.3.1.3	Induction on finances.....	57

4.3.1.4	Induction on school governance.....	58
4.3.1.5	Induction on labour relations.....	59
4.4	Induction Strategies.....	60
4.4.1	Introduction.....	60
4.5	Induction Challenges.....	61
4.5.1	Introduction.....	61
4.6	Effectiveness of Induction.....	62
4.6.1	Introduction.....	62
4.6.1	Effectiveness of Induction.....	64
4.7	Summary.....	65

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction.....	66
5.2	Objective 1: To investigate the nature and characteristics of induction.....	66
5.2.1	Induction on school administration.....	66
5.2.2	Induction on school instructional leadership.....	67
5.2.3	Induction on finances.....	68
5.2.4	Induction on school governance.....	69
5.2.5	Induction on labour relations.....	70

5.3	Objective 2: To investigate the strategies for the induction programme for the primary school principals in North West Department of Education.....	71
5.3.1	Induction strategies.....	71
5.4	Objective 3: To investigate the challenges of induction in the North West Education Department.....	72
5.4.1	Induction challenges.....	72
5.5	Objective 4: To investigate the effectiveness of the induction programme for the primary school principals.....	73
5.5.1	Induction effectiveness.....	73
5.6	Conclusion.....	74
5.7	Recommendations.....	75

REFERENCES	76
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APPENDICES:

A: Data Collection Instrument.....	82
B: Map of the North West Province.....	90
C: List of Primary Schools per District.....	91
D: Letter from the North West Department of Education	
E: Letter from the University of North West	

LIST OF TABLES

Table 3.1 Total Number of primary schools.....	35
Table 3.2 Primary schools per district	40
Table 3.3 Sample size guidelines	41
Table 4.1 Induction on school administration.....	55
Table 4.2 Induction on instructional leadership.....	56
Table 4.3 Induction on finance.....	57
Table 4.4 Induction on school governance.....	58
Table 4.5 Induction on labour relations.....	59
Table 4.6 Induction strategies.....	60
Table 4.7 Induction challenges.....	61
Table 4.8 Induction effectiveness.....	63
Table 4.9 Induction effectiveness.....	64

LIST OF FIGURES

Figure 2.1:Feldman’s model of induction.....19

Figure 2.2: induction programme steps.....21

Figure 2.3: Castetter induction model.....23

Figure3.1 Research process.....36

Figure 4.1: Teaching experience.....51

Figure 4.2: Number of years as a principal.....52

Figure4.3: Gender of principals.....52

Figure 4.4 Age of principals.....53

Figure 4.5 Highest educational qualification.....54

CHAPTER 1

RESEARCH PROBLEM AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Induction is a very complex process and therefore cannot be defined in concrete terms. Socialisation and orientation are two concepts that are used interchangeably with induction. Induction constitutes the last step in the staffing process. According to Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2008:260), the induction process ensures that the right people are placed in the right positions with the view to ensuring that above-average performers can perform at their optimum level and enhance their learning and growth. Induction, if effectively implemented for principals, can go a long way to resolve the many challenges that confront primary school principals including the common practice of throwing principals in the deep end (swim or sink). The North West Department of Education (NWDE) has an induction programme in place; and, in this study, an attempt was made to investigate its nature and effectiveness among the primary school principals.

This chapter introduces the study by briefly giving an overview on its key aspects which include: background to the study, statement of the research problem, objectives of the research, research questions, the significance of the study, delimitations of the study, definitions of terms and summary of the chapter.

1.2 Background

Human Resource Management (HRM) is an indispensable facet of any organisation in the quest to gain strategic and competitive advantage within the ever-changing working environment. Human Resource Management seeks to ensure that an

organisation such as the Department of Education has the following:

- The right people in the right places
- The right and appropriate mix of skills
- Employees display the right attitudes and behavioural patterns
- Employees are adequately developed and trained in the right way. (Nankervis, Compton & Baird, 2008:29)

In the context of education, HRM plays a key role in ensuring that the educational officials that are employed do match the job profiles of the education system and also ensures that employees are properly orientated and inducted to embrace the work ethos and service delivery culture and practices.

Since the publication of a circular by the Department of Public Service and Administration (DPSA) in 2008 entitled, "Massified Induction Programme for New Entrants in the Public Service", a lot of interest has been aroused in this particular subject. In terms of this government circular, all public or government departments are supposed to come up with an induction programme that seeks to smoothly integrate new employees into their new workplaces.

According to Lashway (2003:37) and Castetter (1992:199), school principals are confronted by insurmountable problems of administration. For example, they have to grapple with intense, unrelenting stress of trying to adjust their textbook understanding of leadership to the world of reality. They are expected to master the technical skills, learn to handle a variety of constituencies and at the same time deal with issues of personal inadequacy.

Principals have to battle to fit into the new culture and environment because as Hacker (2004:89) and Kirkpatrick

(2000:41), put it, "the school environment is fast-paced and it leaves little time for reflection and thoughtfulness."

According to Elsbury and Bishop (1996:32), most new principals undergo "trial and error" introductory experience and this often leads to increased anxieties in respect of the fulfilment of their obligations. Majority of these new principals are subjected to what is commonly termed "swim or sink" situation whereby a lot is expected from them on their first day of school in their new position. Some of the challenges that they have to grapple with on their new position entail the following: huge student population, a staff complement of approximately 40 teachers that he/she must manage and many obligations and responsibilities. No proper guidance or necessary support structure is made available to the new incumbent yet he/she is expected to be accountable on the first day (Elsbury & Bishop, 1996:32).

New principals need a structured, systematic process for learning to work effectively in the midst of the many and varied school specific problems. Regrettably, new and aspiring principals have a vague understanding of what the position really entails: the loneliness, the conflicts with colleagues, the dull routines, the paperwork and the anguish involved in attempting to solve complex educational and organisational problems and challenges using extremely scanty resources, if there are any at his/her disposal. What is clear and key to this problem is that new principals, upon arrival at the school, should be afforded the induction and orientation period that is adequate for them to develop productive working relationships with all stakeholders (students, teachers, parents, school governing bodies, unions, etc).

1.3 Statement of the problem

The role of school principals is ever evolving in terms of new approaches and new curricular that are being introduced at the level of the school. These new approaches and models require that school principals must be kept abreast with these developments. The primary objective of this research was to investigate the role of the North West Department of Education in the induction of principals in the primary schools of the province. The study focused firstly on the challenges that principals have to grapple with. The study also investigated the nature and characteristics of induction, the strategies employed by the Department of Education in the induction of principals as well as the effectiveness of the induction programme.

1.4 Objectives of the research

The study focused on the following objectives:

- To investigate the strategies for the induction programmes for primary school principals in the Department of Education.
- To establish the effectiveness of the induction programmes for primary school principals, and
- To outline the nature and characteristics of the induction programmes.

1.5 Research Questions

The primary issue was to investigate the role of the Department of Education in the induction of primary school principals by focusing on the following questions:

- What constitutes the nature and characteristics of induction?
- What are the induction strategies that the Department of Education employs in this exercise?

- How effective are the induction programmes in the North West Province?
- What are the challenges of induction in the North West Province?

1.6 The significance of the study

Many primary school principals are faced with the challenges of bringing about order and administrative stability in the school premises. When school principals are adequately inducted on various aspects of school management and governance, this would yield positive results in terms of the following: reducing labour turnovers, translating the school environment into a centre of excellence through effective and efficient teaching and learning process, and reducing the exodus of both teachers and learners to more effectively run schools.

1.7 Delimitations of the study

The study confined itself to the four districts within the North West Province. The province is divided into four districts as per the municipality demarcation. The four districts are:

- Dr. Kenneth Kaunda (Pretoria),
- Ngaka Modiri Molema (Mafikeng),
- Bojanala (Rustenburg) and
- Dr. Ruth Segomotsi Mompati (Vryburg).

The study also focussed solely on the primary schools because these institutions serve as the basic foundation of the teaching and learning process. Lastly, the primary schools were considered in the study because they form the majority of public institutions of learning in the province.

1.8 Definition of terms

The following operational concepts are extensively used in the study and in the context of this study, the meaning is as follows:

- *Induction*

Induction refers to the initial phase of familiarising the new employee with the organisational culture and the work ethos of the new work environment. The phase involves orientating, socialising and familiarising the employee with the policies, the reporting lines and what the job entails in general and the key performance areas specifically.

- *Principal*

Many definitions and new concepts have emerged around the term "principal". For example concepts such as school head, school manager, head teacher, school administrator are being used interchangeably with principal. For purposes of this study, principal refers to a teacher who is responsible for all administrative, instructional, governance and management of day-to-day affairs of the school.

- *Primary school*

A primary school refers, in the context of this study to an institution of learning where basic education is offered. Basic education refers to teaching and learning process that is designed for learners from Grade R to Grade 9.

- *District*

District refers to a geographical demarcation as per the North West provincial municipality structure. There are four (4) districts in the North West, namely: Bojanala, Ngaka Modiri Molema, Dr. Kenneth Kaunada and Dr. Ruth Segomotsi Mompati.

1.9 Summary

In this chapter, the background to the study was provided, the research problem was discussed; the objectives of the study were outlined, the research questions that guided the study were also outlined, the ethical issues that needed to be considered were also discussed. The chapter also highlighted the delimitations of the study, and lastly, the definition of terms that are central to the study was made to avert any ambiguities and misinterpretations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter looks at the induction of primary school principals from the viewpoint of various models that have been developed for an effective implementation of the induction exercise. The chapter looks specifically at the existing literature in order to gain more insight into the research questions. The following aspects are looked at:

- The definition of induction
- The objectives of induction
- The benefits of induction
- Induction as a Human Resource Management (HRM) function
- The induction models
- The role-players in the induction process
- The challenges of induction, and
- The effective implementation of induction

According to Nel et al (2008:260), the induction process ensures that the right people are placed in the right positions with the view to ensuring that above-average performers can perform at their optimum level and enhance their learning and growth. Much time is not always accorded to the entrants in management positions to ensure that the transition from the first phase of the employment process to the very end whereupon the incumbent assumes duty is smooth. Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1999:204) and Silver, Lochmiller, Copland and Tripps (2009: 217), concur with the above assertion that induction is often a much-neglected area of the Human Resource Management system. The casual treatment that is accorded to induction in many organisations often has far-reaching

consequences for the organisation involved. For example, if new entrants are not properly placed and inducted, this may have a serious negative impact on the morale of the employee, and his/her desire to continue working for the organisation; it also impacts negatively on the productivity of the organisation and eventually leads to the organisation's inability to have a competitive advantage (Nel et al; 2008:261).

2.2 THE ROLE OF INDUCTION

Research (Carrell et al; 1999:204) has clearly demonstrated that the influence and impressions of the first few days on a new employee have a direct bearing on performance and labour turnover. The induction programme needs to take care of all the anxieties and uncertainties that new employees often experience during the first few days of their placement in the organisation. Doidge, Wilkinson and Hardwick (1998:103) assert that "induction is the Cinderella of staff development, full of missed opportunities." It is further asserted that induction should not only be viewed in the context of the first few days in a new job, but should be viewed in the broad context of an organisation's endeavours to make an indelible and long lasting impression on the new employee (Rooney, 2000:77).

Induction goes beyond just addressing the anxieties and uncertainties, which are an inherent feature of a new employee. Doidge et al. (1998:103) have identified the following as critical aspects constituting the importance of induction:

- Induction helps as the first phase of a career long professional development.
- Induction reduces time taken for a new employee to become effective.

- It improves motivation and hence the individual's contribution to the institution and it is also likely to reduce the attrition rate.
- It provides an opportune moment to explain the organisation's mission and aims so that eventually the new employee could have a sense of where the job fits in the organisation.
- Lastly, it develops working relationships with colleagues.

2.3 THE NATURE OF INDUCTION

Several definitions and equivalent concepts are attached to the concept 'induction'. More often, the term orientation and induction are used interchangeably. However, for purposes of this dissertation the concept induction is used throughout to avoid undue confusion. Various definitions of induction exist precisely because it (induction) would seemingly assume a particular meaning depending on the context and the organisation (Draper & McMichael, 2000:460). The manufacturing industry would view induction differently from the view that is held by services sector like government departments. According to Carrell et al (1999:204), induction is a "process of integrating the new employee into the organisation and acquainting him or her with the details and requirements of the job."

Wong (2005:43) defines induction as "a comprehensive process of sustained training and support for new teachers, a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers, which then seamlessly progresses them into a lifelong learning program."

The above definitions seem to converge on the note that new employees need to be socialized into the new working environment and that this requires an ongoing approach.

Induction is also defined as "a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to work of the system while realizing personal and position satisfaction" (Castetter, 1992:150). "It is the process designed to acquaint newly employed individuals with the school system and the relationships that must be developed to be a successful employee," (Rebore, 2001:150).

The key points being made by both these definitions are the need for induction practices to help the employee to be successful and the need of the employee to achieve personal job satisfaction. The two are sequential, that is, you must achieve the first one before you can achieve the other.

In the context of teacher training and development, induction is defined as "a one stage within the continuum of teacher professional learning. This continuum begins with pre-service and continues throughout the professional life of a teacher, responding to the different learning needs at each of the stages in a teacher's life." (DET, 2006:5)

Induction programmes are a structured series of professional development activities provided to new teachers during their first three years of teaching. These activities are designed to replace the historical "sink or swim" induction experience of new teachers with one that is focused on promoting their professional growth and integrating them more effectively into the school community (Bush & Oduro, 2006: 366).

Villani (2006:19) defines induction as "a multidimensional process that orients new principals to a school and school system while strengthening their knowledge, skills and dispositions to be an educational leader."

The above definition strikes the right chord by implying that principalship position is a leadership position. Therefore, a principal need not be viewed as just another teacher.

2.4 THE OBJECTIVES OF INDUCTION

The following serve as a summarised version of the objectives of induction:

- To make the employee feel welcome and secure;
- To help the employee become a member of the team;
- Acquainting the employee with new job procedures;
- Establishing relationships with co-workers, including subordinates and supervisors;
- Creating a sense of belonging among the employees by showing them how their jobs fit into the broader organisational objectives;
- Indicating the required behaviour patterns for effective job performance;
- To provide information about the community, school systems, school building, faculty and students (Rebore, 2001:151; Carrell et al., 1999:204).

2.5 THE IMPORTANCE OF INDUCTION

In the context of a school, induction plays a pivotal role in ensuring that novice teachers and principals are properly introduced into the school community. Fulton, Yoon and Lee (2005:6) have identified the following benefits of induction:

2.5.1 Improvement of teacher retention

- An effective induction programme produces a high return on investment (ROI) by improving the conditions of service of beginning teachers with the view to retaining them within the school system.
- It accelerates professional learning of new teachers
- It has been established that new teachers have the potential to learn new skills for teaching and class room management at a faster pace when there are professional support programmes in place; this creates a stronger teaching and learning environment for the learners.

2.5.2 Creation of learning communities of experienced and novice principals

- Experienced teachers have realised that when they assist new teachers, their skills and practice at the same time become sharpened. Teachers become active learners and practitioners when they work together to solve problems afflicting their learners.

2.5.3 Enhancement of relationships with local schools

By coupling research, practice and preparation helps a great deal in terms of improving the content of preparation for student teachers and this has good spin offs for providing higher education authorities with field-based research partners. This arrangement brings about the spirit of cooperation among all institutions of learning.

2.5.4 Changing the professional culture of the school.

When teachers and principals all work together, they are able to usher in a new positive culture for the school.

Relationships could be built among teachers; leadership and instructional practices could be developed for the benefit of the school.

The following benefits as summarised by human resource management specialists are more generic and can be observed from a variety of contexts both in the public service and the private sector:

- Higher job satisfaction
- Helps new employees to fit in easier and quickly.
- Makes policies and procedures to be clearer to employees.
- It reduces labour turnover
- New employees display greater commitment to organisational values and goals.
- Higher performance because of faster learning times.
- Fewer costly and time-consuming mistakes.
- Reduction in absenteeism
- Better client orientation and focus through heightened productivity.
- Improved manager/employee relationship (Nel et al. 2008:262; Carrell et al. 1999:208).

2.6 THE CHALLENGES OF INDUCTION

New principals assume duty at various schools without receiving a full training on what to expect on their roles. This poses a lot of challenges for principals and the authority as the new employee (principal) needs to adjust as quickly as possible to the school environment. The literature study has revealed that beginning principals experience a great amount of frustration, anxiety, confusion, and a sense of being inadequately prepared for what they actually encounter on the job. Waldron (2002:30) cited the

following problems as experiences typical of most beginning principals:

2.6.1 Role Clarification

Many beginning principals often have a bumpy start because their role and responsibilities are often times not clearly defined. They often feel as if they have been thrown in the deep end.

2.6.2 Technical Problems

In view of the fact that most principals are not adequately inducted and trained to deal with very technical challenges of managing a school, most of them find themselves doing the mundane school procedures. This frustrates a lot of principals because they have to figure out how to learn the roles and how to navigate around the administrative and procedural school matters (Waldron, 2002: 30).

2.6.3 Organizational Socialization

The political as well as the social set up especially at district level can pose an administrative nightmare for principals that have just been appointed into their positions. Much information in terms of what and how to go about running a school exists in an unwritten format i.e. it exists in the minds of seasoned principals. Therefore, novice principals have to rely on other people for survival at the school environment (Waldron, 2002: 30).

2.6.4 Isolation

Many beginning principals have previously worked in collaborative classroom environments as teachers. Now that they have been elevated, they find that the new position is lonely and

that they operate in isolation most of the time (Waldron, 2002: 30).

2.6.5 . Lack of Feedback

The system of performance evaluation as practiced on the new principals usually does **not provide** feedback that is immediate. If any feedback is provided, it is usually haphazard and intermittent. The other challenge is that most principals, upon assumption of principalship role, are often surprised by the amount of responsibility associated with the principal's position in terms of authority and leadership. Principals have concerns about the lack of technical expertise such as procedural issues and found challenges in the area of interpersonal relations. They also normally feel unsure of the behavioural expectations from their districts. Waldron, (2002:31) indicated the sources of stress for new principals as including role demands, task overload, communicating negative performance evaluation, external community and district politics and parental behaviour. As part of the process of socialization, the induction period for new principals must be considered an important area of consideration (Waldron, 2002:31). This study investigated the challenges facing the North West Department of Education with regard to its induction system.

2.7 DIFFERENT INDUCTION MODELS

2.7.1 Feldman Model of Induction

Feldman (Carrell et al. 1992: 206) proposed a three-phase model for the implementation of the induction process. The three phases are as follows:

- Phase 1 – Anticipatory socialisation

Anticipatory socialisation involves all learning about the new organisation that takes place before the incumbent can sign the final job offer to become a member of the institution. This phase deals with four aspects of the induction process namely:

- Realism about the organisation which involves getting to know what really the new institution entails.
- Realism about the job which involves getting into grips with what really the job entails.
- Congruence of skills and abilities which involves the skills and the abilities needed for the incumbent to carry out his duties.
- Congruence of needs and values which involves the incumbent internalising the values of the new institution and the latter also meeting the needs of the incumbent (Carrell et al. 1992: 206).

- Phase 11 - Encounter

The encounter phase encompasses the perception of the incumbent about his new institution. During the encounter phase, there is some shifting of values, skills and attitudes. This phase deals with the following aspects:

- Management of outside-life conflict, which involves some adjustments to make provision for personal and work life.
- Management of inter-group role conflicts, which involves the incumbent having to make adjustments in terms of the demands of the job and his own and those of the groups within his new environment.
- Role definition, which involves the incumbent having to clarify his own role within the broader institution and deciding on the tasks that need to be performed.
- Initiation to the task, which involves learning of the new tasks within the work environment.

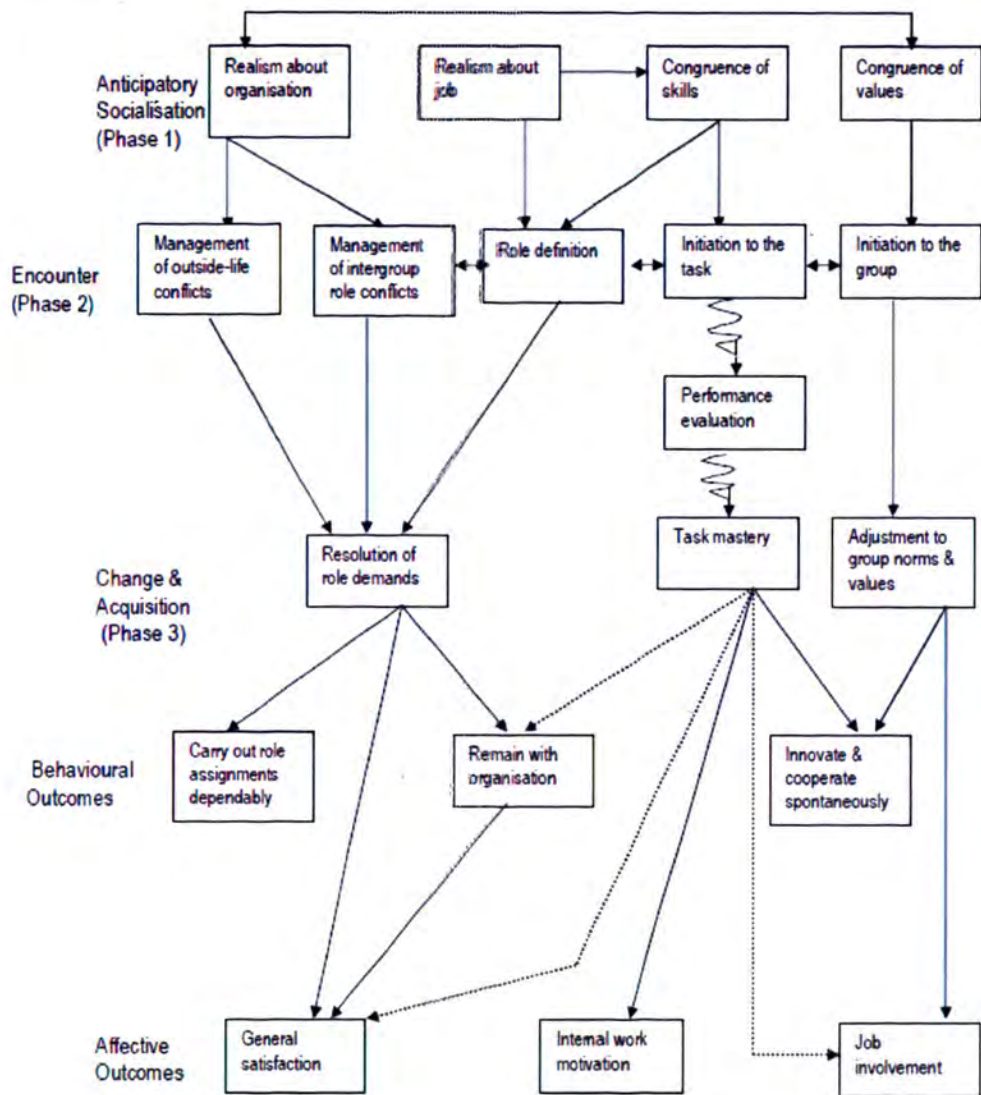
- Initiation to the group, which involves the incumbent having to establish interpersonal relationships and learning new group norms. (Carrell et al. 1992: 206)

- Phase 111 – Change and Acquisition

This phase involves **changes** that are both permanent and semi permanent taking place. This phase involves the following aspects:

- Resolution of role demands, which involves the incumbent making serious decisions around his work and prioritisation of certain tasks.
- Task mastery, which involves the incumbent displaying mastery of skills required in performing his new job successfully.
- Adjustment to group norms and values, which involves the incumbent effecting some changes to accommodate group norms and values. (Carrell et al. 1992: 206)

Figure 2.1: Feldman Model of Induction



Source: Carrell et al. (1992: 207)

2.7.2 Legotlo Model of Induction

The induction model of Legotlo (1994:50) represents the first model for beginning principals in the developing countries. The model encompasses five phases as outlined below:

- Phase 1: Pre-appointment

This phase involves recruitment and selection of principals. Before a vacancy could be filled, a position guide is compiled which outlines the job specification, which would provide direction, and guidelines during the selection exercise.

- Phase 2: Principal designate period

After the interviews have been conducted, an appointment letter should be dispatched to the recommended candidate. A mentor would be identified in consultation with the incumbent. The incumbent would normally during this phase commence with his official duties.

- Phase 3: Induction workshops, seminars and conferences

The needs of the incumbent are assessed in this phase and based on the outcome of this assessment of needs, seminars or conferences are organised to build capacity within the incumbent in the presence of the mentor. (Legotlo, 1994:50).

- Phase 4: Follow-up

The official designated by the Department of Education makes follow up visits and interviews after the appointment of the new principal to clarify roles and responsibilities. The information gathered during the follow up visits is filed and can be referred to later when the new principal is being appraised.

- Phase 5: Evaluation

In order to avert turnovers, an early appraisal exercise of the induction process is very crucial (Legotlo, 1994:50). The evaluation report would highlight the success factors as well as the shortcomings of the induction process.

2.7.3 Castetter Model of Induction

The model of induction as proposed by Castetter (1992:189) encompasses five steps which, if properly followed, will bring about the achievement of the induction objectives. The five steps (Figure 2.1) are closely aligned to the four pillars of management namely: planning, organising, leading and controlling.

Figure 2.2: Steps in organising induction

Step 1	Step 2	Step 3	Step 4	Step 5
Determine induction objectives 	Organise induction activities 	Order and coordinate induction sequence 	Follow up inductee adjustment 	Control induction process

Source: Castetter, 1992: 189

According to the model of Castetter, the induction process could be conceptualised in the following phases:

- Pre-appointment period:

This phase usually kicks in long before the initial contact between the job applicant and the prospective institution as the employer. Prior to the filling of the vacant post, a circular or guide is prepared spelling out the job specification and the profile of the candidate that the institution wants. The clarification of the requirements of the post is done at this level so that potential applicants can have a clear understanding of the job and its requirements.

During the initial interview, the conditions of employment are clarified to the applicant so that he/she can make informed decisions in terms of whether to accept the job offer or to decline it. The initial interview also is critical in the sense that the applicant gets to meet the officials at the institution as well as the broader school community (Castetter, 1992:199),

- Interim period:

Castetter (1992: 201) asserts that the process of formal appointment of a job applicant poses a problem to both the institution and the incumbent of the post. The induction plan also differs in terms of the various job categories and levels. The resolution of whatever challenges there are before the arrival of the incumbent communicates positive messages to the newly appointed individual that he/she did not make a mistake by choosing this particular institution.

- Initial service period:

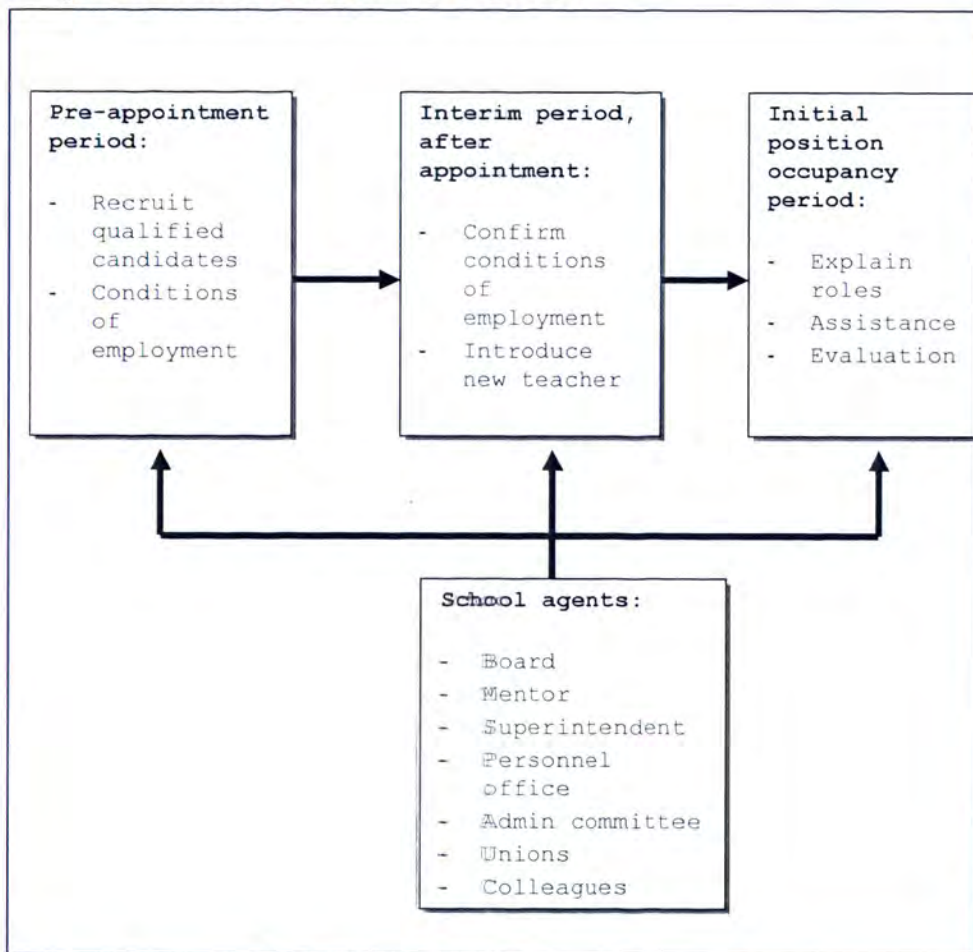
The induction exercise does not end with the arrival of the incumbent; it starts right during recruitment and into the entire period of employment (Castetter, 1992:203). The matching exercise between the applicant and the job requirement starts from recruitment and the institution needs to continuously verify information before a decision could be taken. This is the precise reason why probation is becoming increasingly critical to most institutions.

The assumption at this stage is that no candidate can be ready and completely skilled to discharge his/her as expected from day one of his/her appointment. Lastly, the induction process itself is fallible and therefore follow up visits are essential. During this phase, the applicant's job performance is appraised to distinguish properly between the competent and the incompetent probationer. It is at this stage that a decision can be taken whether to re-assign a probationer or expose him to some training interventions based on the outcome of his appraisal.

Appraisal at certain intervals is crucial to ensure that through recruitment, selection and induction, the right candidates with the requisite skills and competencies are attracted and retained

within the institution. Though it is true that much time, money and talent are invested in the recruitment, selection and placement of candidates, it is also true that person-position incompatibilities are very costly, time consuming and counter-productive (Castetter, 1992: 209).

Figure 2.3: Castetter Model of Induction



Source: Castetter, 1992: 199

The various models of induction were investigated in this research study to establish the various strategies that are employed in the induction of primary school principals. The models also relate to the study in terms of the research questions

that attempt to establish whether these strategies are effective or not. It has been established through the literature review that the induction process needs to be a structured exercise. This implies that a particular approach or model needs to be pursued in terms of its various components to design an induction process that can acclimatise the novice or even the seasoned principals into the school environment. This study investigated the strategies for the North West Department of Education with regard to the induction system.

2.8 INDUCTION AS A HUMAN RESOURCE MANAGEMENT PROCESS

2.8.1 Introduction

The Human Resource Management (HRM) process entails a very complex phenomenon in the hiring or staffing process. It comprises a series of steps in the employment practice, the employer-employee relation that ensues, the mechanisms that are put in place by the employer in consultation with the employee to optimise and maximise work output levels and this process moves until the termination of the relation. HRM process involves the following stages:

- Human resource planning
- Recruitment
- Selection
- Employment
- Induction

2.8.2 Recruitment

The process of recruitment is a sequel to the human resource planning process (Heystek, Nieman, Van Rooyen, Mosoge & Bipath, 2005:66). The recruitment exercise cannot be embarked

on without giving due attention to human resource planning which is a prerequisite to any recruitment and selection process. Once the post establishment needs of institutions have been assessed in accordance with the post provisioning of the department of education, a government gazette or a circular is published for all eligible applicants to make application (Heystek et al., 2005:66; Heystek et al., 2008:107). The main objective of recruitment is to influence the best available candidates to apply for the vacant posts. The whole recruitment process comprises seven steps:

2.8.2.1 Human resource planning

This marks the first step in the recruitment of people within an organisation. This process entails determining the human resource needs as well as ensuring that the right people are selected at the right time for the organisation. The planning part of human resources is necessitated by the constant movement of people as a consequence of death, retirement, resignations, poaching and transfers (Grobler et al., 2002:139.;Heystek et al., 2005:70, Carrell et al., 1992:).

2.8.2.2 Recruitment sources

According to Grobler et al (2002:144) and Heystek et al. (2005:71), schools are the first source of recruitment of teachers and principals in the sense that quite experienced and skilled candidates can be identified from within the schools themselves. The second source of recruitment is the tertiary institutions where potential candidates can be identified at the level of universities and colleges. Briefly, recruitment sources can either be internal or external to the school and the needs and situation of the school dictates whether to explore the internal or external

recruitment source (Grobler et al., 2002:139; Heystek et al., 2005:71).

2.8.2.3 Selecting the candidate

This step involves selecting the most suitable candidate out of a pool of applicants using approved instruments such as interview questions.

2.8.2.4 Welcoming the new member

The newly appointed member is formally introduced to the school. It is during this step that an induction programme is put together to familiarise the new employee with the school community and school system (Heystek et al, 2005:71).

2.8.2.5 Matching

Sometimes there is a match between the needs and expectation of both the school and the applicant. It is the responsibility of the school or any organisation to match the contribution of the incumbent or new employee with the contribution that the organisation or school can make towards the employee (Heystek et al, 2005:72).

2.8.2.6 Staff contribution/organisation need

The following are the examples of the contribution of the incumbent and the needs of the school:

- The ability to explain challenging tasks to learners.
- The skills and knowledge that the incumbent possesses.
- Creativity to be a productive person.
- Dedication to learning.
- Expertise in a particular area or field (Heystek et al., 2005:72).

2.8.2.7 Organisation contribution/staff need

This encompasses the kind of things or concessions that the organisation can offer to the incumbent, such as:

- Competitive salary and benefits.
- Meaningful tasks
- Promotion
- Training
- Challenges (Heystek et al., 2005:73).

2.8.3 Selection

The selection marks an important stage in the employment process and it flows directly from the recruitment process. The selection process, as the name suggests, refers to a decision or decisions that are made about candidates who seek employment. The process entails:

- Short listing of candidates
- Interviews
- The final choice of a suitable candidate
- The drafting of accurate job description and
- The formal employment of the successful candidate.

2.8.3.1 Task analysis

A job description is crafted after the completion of the task analysis. It contains the minimum qualifications needed to carry out a particular task. Task analysis eventually feeds into the final job description document and it is conducted through interviews, observations, questionnaires, consultation and dairies (Grobler et al., 2002:181; Heystek et al., 2005:74).

2.8.3.2 Selection criteria

This is a very critical step because the selection panel needs to explain by means of the set criteria why a particular candidate was preferred and why others were rejected. The verdict that the panel arrives at in terms of the suitable candidate is based on the job description and the selection criteria (Heystek et al., 2005:75).

2.8.3.3 Advertising the vacancy

The Department of Education uses a variety of media to advertise vacant posts. Advertisements are usually crafted on the basis of information pertaining to job description, responsibilities, minimum qualifications and experience.

2.8.3.4 Receiving applications

A designated official records all applications as they trickle in. This is to ensure that the process is transparent and that no late applications are sneaked into the file (Heystek et al., 2005:75).

2.8.3.5 Short-listing

The short-list is compiled on the basis of information attached by applicants, for example, copies of certificates, references, testimonials, etc. The candidates that meet the criteria are short-listed and allowed to proceed to the next step and those that did not make the grade are duly informed.

2.8.3.6 Final selection

Interviews are arranged for the short-listed candidates. However, it has been held that interviews have shortcomings if relied solely upon, hence competency tests and in-basket activities are also arranged especially for principals posts (Heystek et al., 2005:75).

2.8.3.7 Reference check

Referees provide **relevant information** about the candidate for purposes of selection. **Therefore**, it is always essential to put contact details of the referees on the application form.

2.8.3.8 Choosing the most suitable candidate

The panel should take into account applicable legislation when choosing the most suitable candidate. If there is a tie between candidates, the non-job specific criteria is applied to see which candidate fits the organisational culture (Rebore., 2001:125).

2.8.3.9 Notification for the selected candidate

It is critical that all candidates that were interviewed are informed of the outcome of the selection to avoid unnecessary litigations. Records of unsuccessful candidates are kept for future reference in the event of further vacancies (Rebore, 2001:126).

2.8.4 The induction process

2.8.4.1 Introduction

This section looks at the induction process as it relates to the context of a primary school. The following are the principles of the induction process:

- The encouragement and the fostering of good working practices
- Ensuring that all new employees have skills and competencies for application in the new working context.
- Creating a support system for the effective integration of new employees into their new working environment.
- The reduction of the risk of employee turnover in the early stages of employment.

- The creation of a positive and supportive working environment.
- The definition of performance expectations, maintenance of high motivation and the identification of training and development needs. (Baird & Lockwood, 2005:2)

2.8.4.2 The induction of school principals

According to Lashway (2003, para.4) and Castetter (1992:199), school principals are confronted by insurmountable problems of administration. For example, they have to grapple with intense, unrelenting stress of trying to adjust their textbook understanding of leadership to the world of reality. They are expected to master the technical skills, learn to handle a variety of constituencies and at the same time deal with issues of personal inadequacy. Principals have to battle to fit into the new culture and environment because, as Hacker (2004:89) and Kirkpatrick (2000:41) put it, the school environment is "fast-paced and it leaves little time for reflection and thoughtfulness."

More research studies (Lauder, 2000:24; Painter, 2001:44; Resnick, 2001:603) suggest that a very effective strategy of induction is mentoring. Through the mentoring programme, a more experienced principal is twinned with the novice principal for a determined period of time. During this mentoring period, there is skills and knowledge transfer in terms of critical administrative duties at the school (Garza & Wurzbach, 2002:44; Holloway, 2004:87; Daresh & Playko, 1992:147).

According to Anderson (1991:55) and Daresh (2001:169), the novice or the rookie principal, in learning the ropes, could face an uphill battle in terms of getting to grips with the school community and the school system. The mentoring system is not

synonymous with induction; it is only an induction strategy or method. There are problems emanating from the mentor protégé relationship such as when the pair fails to connect because of certain barriers that can either be real or artificial (Malone, 2001; Wong, 2005: 43; Wong & Premkumar, 2007).

2.8.5 Role players in the North West Education Department induction

According to Carrell et al (1999:209) and Nel et al (2008:263), the number of role players in the induction process depends on the size of the organisation. The following are the few that have been identified:

2.8.5.1 Department of Education

The legislation (South African Schools Act, 1996; Employment of Educators Act, 1998) places a huge mandate on the Department of Education to take care of the provision of all school personnel including the principals. The provisioning role that the Department of Education has to play encapsulates the provision of resources such as learning and teaching material, funding of school projects, recruitment and induction of principals and staff members (Nel et al., 2008:263).

2.8.5.2 The School Governing Body

The School Governing Body is primarily responsible for the school governance in terms of policy formulation and the monitoring of its implementation in terms of the South African Schools Act, 1996.

Therefore, it implies that the Governing Body has a role to play in the induction of the principals in the sense that policies governing the institutions are their responsibility to ensure that incumbents

to vacant posts are properly inducted on those policies and regulations (Nel et al., 2008:263).

2.8.5.3 The Mentor

As Wright et al. (2009:3) put it, the mentor is responsible to assist the new principal on all matters pertaining to the operation of basic equipment such as photocopiers, telephones and fax machines and the general handling of correspondence. The mentor may also provide guidance in terms of administration of the institution. The mentor may be an experienced principal or a seasoned school administrator who is appointed on short-term basis to coach and guide the novice principal. The novice principal is paired with the experienced one until at the end of the prescribed period and thereafter the mentor (experienced principal) leaves the school to pursue his/her other official duties. By the time he/she leaves the school, the newly appointed principal has acquired all the knowledge, skills and behavioural attributes to effectively manage and lead the school on his/her own (Nel et al., 2008:263).

2.8.5.4 The Human Resource Division

This is the centre for the administration of remuneration and benefits, the administration of contracts and the general conditions of service. The HR division is responsible for drafting the induction programme and the monitoring of the success and the effectiveness of the programme (Nel et al., 2008:264).

2.8.5.5 The New school principal

The newly appointed principal is responsible to participate fully in the induction programme and to ensure that he/she completes

the evaluation forms at the end of the programme (Eller, 2010:959; Nel et al., 2008:264).

The induction process of the North West Department of Education formed the focus for this research study. The function of the different role players were investigated to establish their effectiveness with regard to induction.

2.9 SUMMARY

This chapter looked at the benefits of induction, the role players involved in the induction of principals, the challenges of induction as well as the different induction models. The researcher established from the literature study that induction of principals needs to be a structured process that should be implemented in stages. The various models that have been studied justify the structured approach to induction of principals. The literature also highlighted major common challenges that normally befall novice principals. The literature discussions were very central in shaping the design of the data collection instrument (questionnaire) and the research design in that the researcher was able to make informed decisions around the population and its sampling.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The role of the North West Department of Education in the induction of primary school principals has been investigated. In this chapter, the methods and procedures used in this study are reviewed. The research setting research design, research method (quantitative research), study population, the sample, sampling techniques and data collection procedures are discussed. In addition, reliability and validity of the approach and the instrument used are also addressed. The chapter further highlights the ethical considerations in the course of the study.

3.2 RESEARCH SETTING

The primary schools context is chosen for this study because it represents the largest sector in terms of schooling in the North West Province. The primary schools are also chosen because the actual foundation of learning takes place within the context of the primary school. According to the National Qualifications Framework (NQF), the primary schools are categorised as the General Education and Training (GET) band and it (GET Band) starts from Grade R up to Grade 9.

The North West Department of Education is divided into four (4) districts as follows:

Table 3.1: Total number of primary schools

District	Town	No.
Ngaka Modiri Molema	Mafikeng	221
Bojanala	Rustenburg	264
Dr. Kenneth Kaunda	Potchefstroom	198
Dr.Ruth Segomotsi Mompati	Vryburg	188
TOTALS		871

Source: North West Department of Education (2009)

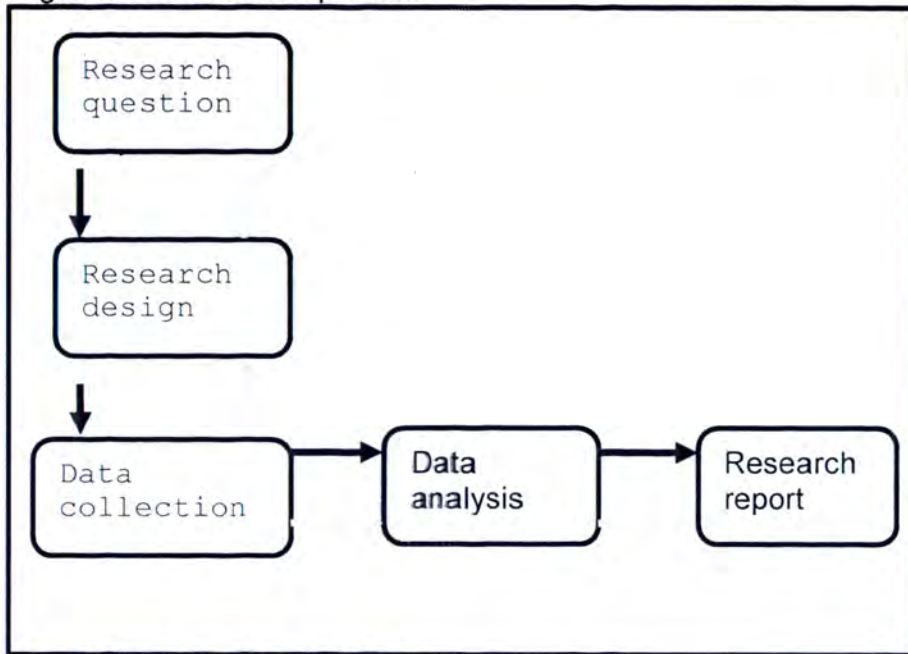
3.3 RESEARCH DESIGN AND METHODOLOGY

According to Huysamen (2001:20), research design is the plan which specifies how the research participants are selected and what is done to them with the view of reaching conclusions about the research problem (research hypothesis or research question). This implies that the research design has to specify and address the following issues:

- The number of groups that should be used,
- Whether these groups are to be drawn randomly from the population involved or whether they should be drawn randomly and randomly assigned to these groups,
- What exactly should be done to them? (Huyseman, 2001:20)

Terre Blanche, Durrheim & Painter (2006:34) describe research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research design is a plan that guides "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Terre Blanche et al., 2006:34). The following diagram succinctly attempts to capture the bridge between the research question and the execution of the research:

Fig.3.1: The research process



Source: Terre Blanche et al., 2006:35

For purposes of this study, a descriptive research design has been used. This is precisely because descriptive designs are designed to gain more information about a particular characteristic within a particular field of study. A descriptive research study is a type of research that uses numerical data to describe a particular research phenomenon. A descriptive study may be used to develop theory, identify problems with current practice, justify current practice, make judgements or identify what others in similar situations may be doing. There is no manipulation of variables and no attempt to establish causality (Bless, 2006:71; Goddard, 2001:35). The purpose of the descriptive study is to provide the opinions of the respondents regarding the phenomenon studied. It provides an accurate account of characteristics of a particular individual, event or group in real life situations. The advantages of using descriptive research were the following:

- It was flexible in that the researcher had the option of using multiple data collection instruments and methods. However, for purposes of this study, the researcher used only the questionnaire as a collection tool.
- It was useful for the discovery of new insights as well as for pointing out typical responses for example the different induction models and approaches that are being widely used.
- It could be applied to many people and in this study, it was possible to cover 200 primary school principals in the 4 districts of the North West Province.
- It provided data about the present, what people were thinking, doing and anticipating.

There were few challenges though to the descriptive research such as that it did not provide the causal relationship behind phenomena. It is however worth stating that the aforementioned challenge did not impact negatively on the research study.

3.4 QUANTITATIVE RESEARCH

According to Huysamen (2001:34) and Leedy and Ormrod (2001:191), quantitative research relates to research that manipulates and controls variables. It employs numbers (statistics) in order to describe the characteristics of the unit of analysis. It is further postulated that this research approach is grounded in the positivist social sciences paradigm, which primarily reflects the scientific method of the natural sciences. The design was quantitative in the sense that the researcher employed an approach that sought to collect data in a numerical form e.g. the Lickert scale ranked the responses in the following way:

- 1= Strongly Disagree
- 2= Agree

- 3= Uncertain
- 4= Agree
- 5= Strongly Agree

Basically, the quantitative research method begins with a theory or theories, hypotheses or research questions, gathers data from the real world situation and then analyses the data statistically to support or reject the hypotheses (Huysamen, 2001:34; Leedy and Ormrod, 2001:191).

3.4.1 The advantages of Quantitative Research

- Quantitative research design was a good way of finalizing results and proving or disproving a hypothesis because the responses from the questionnaire shed a lot of light on the research questions.
- It made it possible for a broader study to be conducted and the generalizations to be drawn, this was done through the responses from the participants.
- It provided room for objectivity and accuracy of results because the respondents were assured of strict confidentiality and that the final report would not be commercialized in any way.
- Using standards meant that the research could be replicated, and then analysed and compared with similar studies.
- Also quantitative methods allowed the researcher to summarize vast sources of information and facilitate comparisons across categories and over time. The aforementioned information summary was made and analysed through a computer package.
- Personal bias could be avoided by the researcher keeping a professional 'distance' from participating subjects by allowing them room to remain anonymous. (Shuttleworth, 2008: 76).

3.4.2 The disadvantages of Quantitative Research

- It collects a much narrower and sometimes superficial dataset
- The results are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception
- The research is often carried out in an unnatural, artificial environment so that a level of control can be applied to the exercise. This level of control might not normally be in place in the real world yielding laboratory results as opposed to real world results.
- In addition preset answers do not necessarily reflect how people really feel about a subject and in some cases might just be the closest match.
- The development of standard questions by researchers can lead to 'structural' bias and false representation, where the data actually reflects the view of them instead of the participating subject. (Shuttleworth, 2008: 76).

This study adopted the quantitative research approach in order to address the following research questions:

- What constitutes the nature and characteristics of induction?
- What are the induction strategies that the Department of Education employs in this exercise?
- How effective are the induction programmes in the North West Province?
- What are the challenges of induction in the North West Province?

The nature of data and the data collection method warrant that quantitative research be adopted for purposes of this study. Also, the quantitative research method is complementary to the

research questions as set out in the study. Lastly, the quantitative research method has been adopted in this particular study because the instrument that has been constructed for data collection (questionnaire) will be used statistically to support the hypothesis or research questions or reject this.

3.5 POPULATION AND SAMPLING

A population is any group that is the subject of research interest. It is almost impractical to study an entire population. Therefore, it becomes necessary to make general findings and conclusions based on the study of the subset of the population. The subset of the population is referred to as the sample (Goddard et al., 2001:34).

A sample must be representative of the population under study; otherwise no general observations about the population can be drawn from the study of the sample. The population for this study comprises primary school principals (n= 871 of which 200 serve as a sample) in the North West Province. There are 871 primary schools in the North West province spread over the four (4) districts as per the following table:

Table 3.2: Primary schools per District

District	Town	No. of principals	Sample
Ngaka Modiri Molema	Mafikeng	221	50
Dr Kenneth Kaunda	Potchefstroom	198	50
Dr. RS Mompoti	Vryburg	188	50
Bojanala	Rustenburg	264	50
Total		871	200

Source: Department of Education, 2009

The study focused on the primary schools because this is a category of schooling system that represents the majority of schools and learners in the province. The primary schools were

chosen because these serve as the basic foundation of the learning process of a child spanning a total of twelve (12) years of schooling. For a clear understanding of the geographical map and location of the 4 districts, please refer to Appendix B. The population was selected because it constituted the focus of the study.

3.5.1 Sampling frame

Before any sample is drawn from the population, it is prudent for the researcher to have clarity about the population. The sample should be representative of the sampling frame (a complete list on which each unit of analysis is listed). In this case a list of primary schools in the four (4) districts in the North West Province as per the demarcation of the Department of Education is the sampling frame, see Appendix C. A total of 200 Principals was drawn from the sampling frame (871 primary schools), which is representative enough to make general conclusions on the findings.

3.5.2 Sample size

A sample of 200 primary school principals in the 4 districts was drawn from a population of 871 primary schools. The districts include Ngaka Modiri Molema, Bojanala, Dr. Kenneth Kaunda and Dr. RS Mompoti.

The following diagram is a brief summary of the sample size guidelines:

Table. 3.3: Sample size guidelines

Population	Percentage Suggested	Number of Respondents
20	100%	20
30	80%	24
50	64%	32

100	45%	45
200	32%	64
500	20%	100
1000	14%	140
10 000	4.5%	450
100 000	2%	2000
200 000	1%	2000

Source: Terre Blanche et al., 2006: 134

3.5.3 Sampling techniques

There are two major types of sampling, probability and non-probability sampling. Probability sampling is set apart from non-probability on the basis that the researcher can specify in advance that each segment of the population is represented in the sample whereas with non-probability there is no guarantee that each segment of the population will be represented in the sample (Leedy & Ormrod, 2001: 211). It is against this context that this researcher confined himself to the probability sampling. The researcher adopted the stratified random sampling which refers to the kind of selection that ensured that each member of the population had an equal chance of being selected. When the sample was randomly selected, the researcher was in the position to assume that the characteristics of the sample were approximate to the characteristics of the total population (Leedy & Ormrod, 2001:211).

In the study, four strata were made depicting the four districts in the North West Province. The names of all primary schools per district (stratum) were printed and these were individually cut, folded and placed in 4 jars. The 4 jars were labelled in accordance with the names of the districts. Fifty (50) names were randomly drawn from each of the 4 jars and at the end, the researcher had a total sample of 200 primary schools. The data collection instruments were therefore sent to the principals of the

randomly selected primary schools. Therefore, the focus of the study was only on the primary school principals of the selected schools.

3.6 DATA COLLECTION

A data collection instrument (Appendix A), the questionnaire was constructed specifically for this purpose. A questionnaire is defined as an instrument used to collect data in order to assist the researcher to generalise the findings from a sample of responses to the population. The following criteria were adhered to in the construction of the questionnaire:

- Questions should be meaningful;
- Questions should be clear and
- Questions should be written in a simple language.

The questionnaire was designed on the basis of extensive interaction with the relevant literature and with the research questions in mind. The questionnaire was structured according to the 4 research questions as follows:

- The nature and characteristics of induction
- The challenges of induction
- The effectiveness of induction
- The strategies for induction.

The questionnaire (Annexure A) comprised close-ended questions based on a five (5) point structured pre-coded Lickert interval scale. The questionnaire contained 44 items and was distributed to 200 primary school principals in the North West Province.

The Lickert interval scale is as follows:

1	2	3	4	5
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- 1= Strongly Disagree
- 2= Agree
- 3= Uncertain
- 4= Agree
- 5= Strongly Agree

The advantage of this five point Lickert scale was that the researcher was in the position during data analysis to compile a group of respondents with the highest score of the total of items (strongly agree and agree) with the respondents with the lowest score (strongly disagree and disagree) while eliminating the uncertain group whose responses were unclear. This scale was adopted because of its extensive use over many years in measuring opinions, beliefs and attitudes and it made data analysis exercise simpler and faster.

3.6.1 Advantages of the questionnaire

- The responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews.
- The researcher was not present during the administration of the questionnaires and therefore this eliminated bias.
- Generally, it is relatively quick to collect information using a questionnaire. However in some situations they can take a long time not only to design but also to apply and analyse
- Questionnaires are more cost-effective to administer than conducting interviews.
- Potentially, information can be collected from a large portion of a group (Fox & Bayat, 2007:88).

3.6.2 Disadvantages of the questionnaire

- Questionnaires were standardised so it was not possible to explain any points in the questions that participants might misinterpret. This shortcoming was solved by piloting the questions on a small group of principals before it could be administered on large scale.
- Close-ended questions cannot generate large amounts of data that the researcher would need. In order to overcome this shortcoming, the researcher increased the number of questionnaire items (44 items) to cover a wider scope of data to be collected
- Respondents may answer superficially especially if the questionnaire takes a long time to complete. The researcher focused the questionnaire only on those issues that concerned the primary school principals.
- Respondents may not be willing to answer certain questions (Fox & Bayat, 2007:88).

3.7 DATA ANALYSIS

Data analysis was conducted in the following way:

3.7.1 Questionnaire inspection

Upon receipt of all completed questionnaires from the four districts, the researcher subjected all received questionnaires to an inspection exercise. The rationale behind the exercise was to look at the correctness and the usability of the completed questionnaires. Questionnaires that contained more than five (5) non-responses or blanks were eliminated as unusable for the study. Only three questionnaires were rejected as unusable and this constituted 1.7% of the returned questionnaires. The unusable percentage was deemed negligible and did not have any impact on the study.

3.7.2 The coding procedure

The coding of data was fairly done because the researcher used the Lickert scale and close-ended questions in the questionnaire. The Lickert scale comprised of 1 to 5 point scale.

3.7.3 Transferring of data

Data was captured on the computer using excel spreadsheet. The captured data was then later transferred to the SPSS software for analysis of both section A and B of the questionnaire. The frequency distribution was done using the SPSS which is a statistical analysis software package that is being used widely in the social sciences research analysis.

3.8 RELIABILITY AND VALIDITY

Validity and reliability are the major technical considerations in quantitative and qualitative research (De Vos, 2001:83). In the broadest sense, reliability and validity address issues concerning the quality of the data and appropriateness of the methods used in carrying out the research project. The quality of the data and the appropriateness of the methods employed are particularly important in social sciences, because of the different philosophical and methodological approaches to the study of human activity (De Vos, 2001:83). The following procedures were observed to enhance the validity and reliability of the study:

3.8.1 Validity

The validity was met by ensuring that the data collection instrument did exactly what it was intended to do, that is measuring what it was supposed to measure and yielding the scores whose differences reflected the true differences of the variables being measured (De Vos, 2001: 83). To ensure the

validity of the instrument, the questionnaire items were constructed on the basis of 'induction' only and this instrument was administered only to the primary school principals who were selected by stratified sampling. To further enhance validity of the instrument, the questionnaire was piloted to 10 primary school principals. The participants were selected through stratified random sampling. The instrument was refined slightly on the basis of verbal inputs that were received from this small group. The idea was to verify the time it would take to complete all the questionnaire items

3.8.2 Reliability

De Vos (2001: 85) defines reliability as the accuracy or precision of an instruction; as the degree of consistency or agreement between two independently derived sets of scores or the degree to which independent administration of the same instrument yields the same results under comparable conditions.

To ensure reliability, copies of the questionnaire were physically delivered to the sampled primary schools by the District Assessment Managers (DAM's) who assisted the researcher with distribution and collection, the questionnaire items were 100% based on the induction process and the designated departmental officials (DAM's) were present during the completion of the instrument to ensure that nothing untoward happened during the instrument administration.

3.8.3 Pilot study

A pilot study was carried out with 10 primary school principals based in Mafikeng on the 22 October 2010. The primary aim was to test the validity and reliability of the instrument. The instrument was further refined with the few inputs obtained during the pilot

session. The questionnaire took the 10 principals approximately 6 minutes to complete, which suggested that the items were more than enough. The responses from the principals further indicated the level of the validity and reliability of the instrument.

Lastly, the researcher had a meeting on the 20 October 2010 with the 4 District Assessment Managers (DAM's) from the 4 districts within the North West Province to explain how the questionnaire was to be distributed and what their roles entailed in terms of providing explanation to principals if there were questions during the completion of the instrument. This maximized the response rate of the questionnaire and further enhanced the reliability and validity of the questionnaire.

3.9 ETHICAL CONSIDERATIONS

The use and participation of human beings is inevitable when conducting a research in any discipline. Therefore, there are certain ethical issues that need to be complied with when using people in a study. According to Leedy and Ormrod (2005: 101), most ethical issues fall under four categories namely: protection from harm, informed consent, right to privacy and honesty with professional colleagues.

3.9.1 Protection from harm

Every effort was made by the researcher to refine the data collection instrument during the pilot study. Participants were observed during the pilot study to assess any instances of discomfort, uneasiness and anxiety when completing the questionnaire. The participants were given guarantee that the end product of the study would be the intellectual property of the researcher and the university and no distribution of the research

work was intended. The fact that participants were not allowed to write their names or those of their schools or even make a hint that would link the hint to a particular principal or a school also dispelled the fears and anxieties of the principals.

3.9.2 Informed consent

The participants were informed through a covering letter from the researcher that their participation in the study is voluntary and that they could choose to either continue with the study or withdraw if they felt prejudiced in any way during the data collection process or the administering of the questionnaire. The participants were assured that this study is purely academic and would remain confidential and that no commercial distribution of the research report was intended.

3.9.3 Right to privacy

The researcher made all efforts to assure the privacy of participants through the permission letter from the Department of Education and the covering letter accompanying the distribution of the questionnaire. The participants were also assured that the responses would be treated with the strictest confidentiality. Most participants were at ease particularly with the realisation that the questionnaire did not make any inference to an individual principal or the name of the school and its physical location.

3.9.4 Honesty with professional colleagues

The research study confined itself to the code of ethics as described by the North West University rules and regulations governing the conduct of research. Each questionnaire was accompanied by the research permission letter bearing the university official logo, from the Department of Education and the

covering letter from the researcher to the participants wherein the purpose of the study was explained.

3.10 . SUMMARY

In this chapter the research methodology and the design of the study were discussed. An attempt was made to provide reasons as to why a particular design and method were preferred for this particular study. The questionnaire construction was discussed together with the process that was followed in ensuring that this instrument conformed to the research principles of reliability and validity.

Lastly, the population, the representativity of the population as well as the sampling techniques were discussed.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

The chapter presents data obtained through the questionnaire administered to primary school principals in the North West Province. The data from the questionnaire is presented and analyzed in the order of the research questions presented earlier in chapter one.

4.2 DATA ANALYSIS

4.2.1 Biographical Data

This section relates to information collected from the respondents regarding their age, experience, gender and educational background.

Figure 4.1: Years of teaching experience

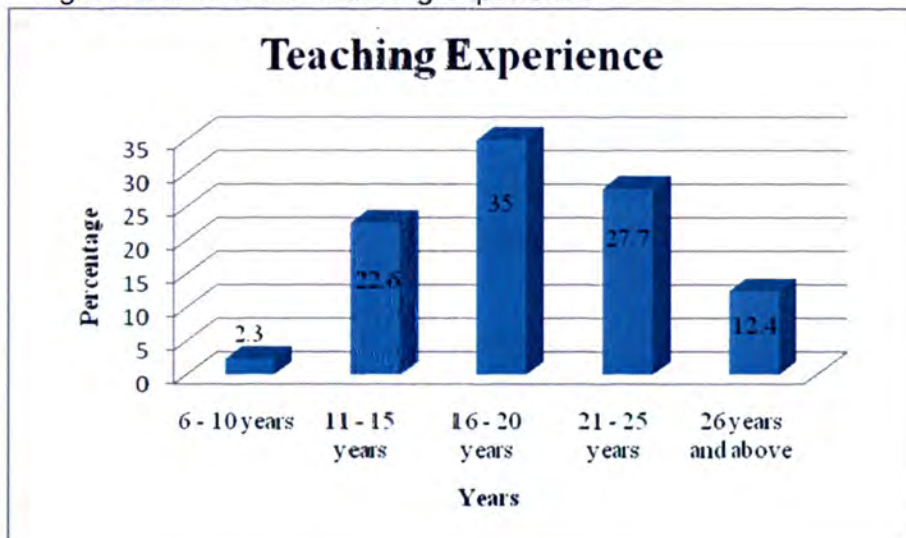


Figure 4.1 above shows that most (35%) of the respondents have teaching experience between 16 - 20 years.

Figure 4.2: Experience as a principal

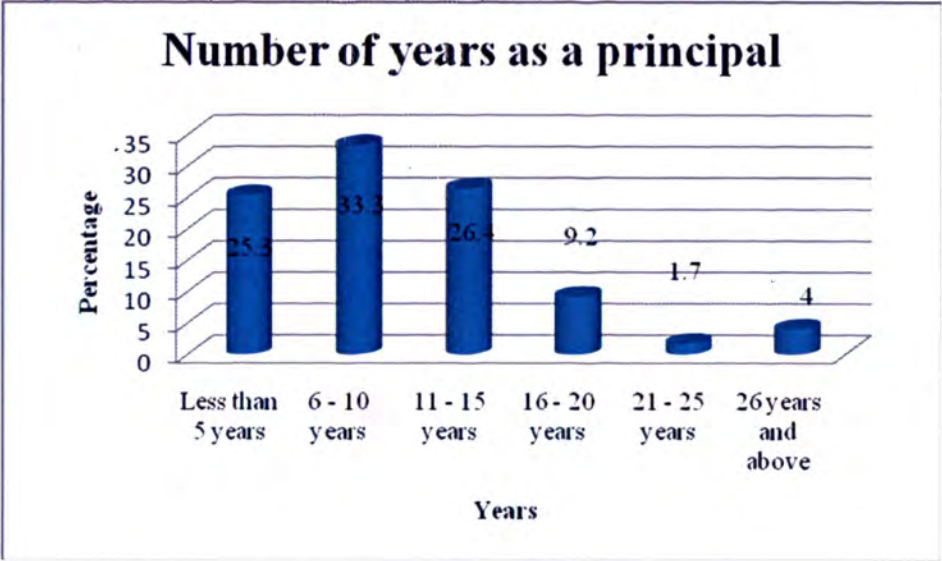
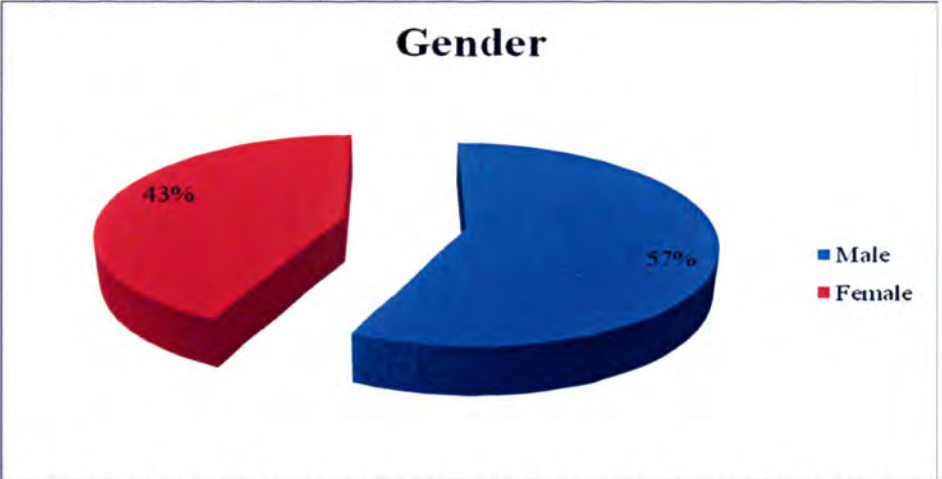


Figure 4.2 above shows that most (33.3%) of the respondents were principals with 6 - 10 years in that position. This indicates that most principals have acquired the necessary experience as primary school principals to be able to grapple with the day-to-day school administrative procedures.

Figure 4.3: Gender of principals



The majority (57%) of respondents (refer to Figure 4.3) were male and the remaining 43% were female. This is an indication that males dominate the field of academics.

Figure 4.4: Age of principals

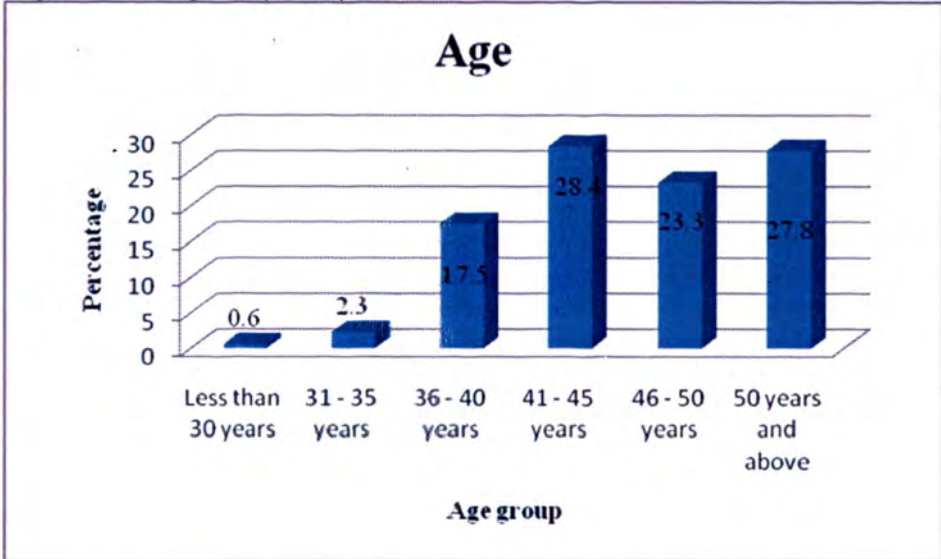


Figure 4.4 above shows that most (28.4%) of the respondents' age range between 41 - 45 years. This is indicative of the maturity of the majority of the respondents.

Figure 4.5: Highest Educational Qualification

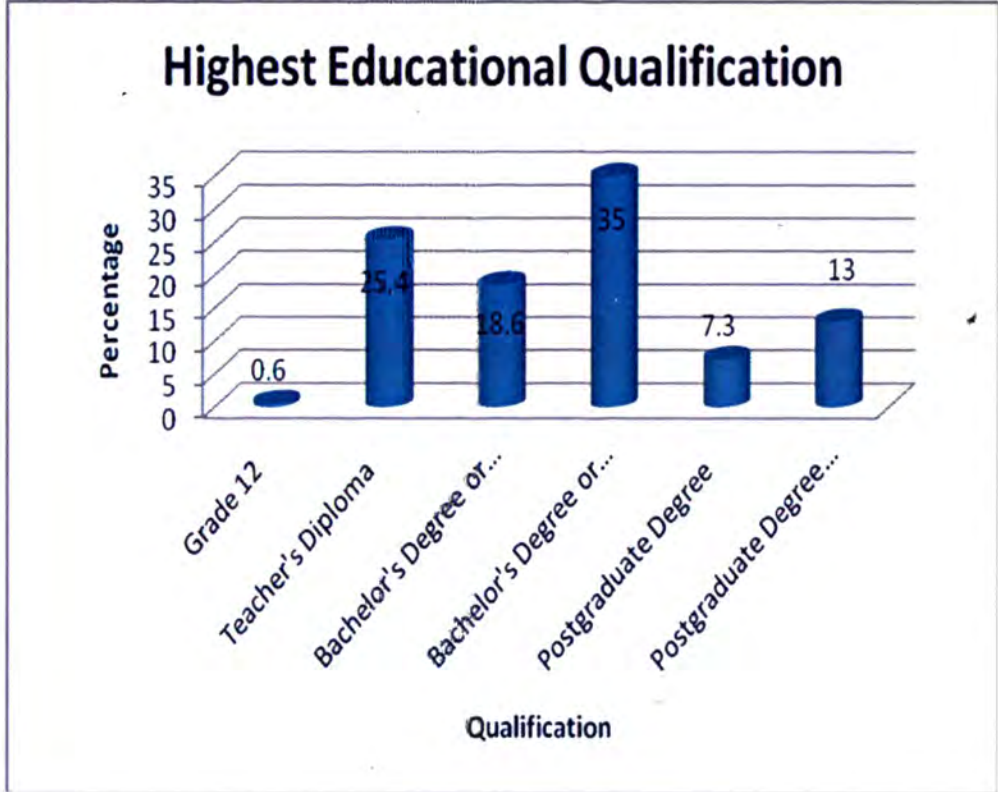


Figure 4.5 above shows that 35% of the respondents have attained the educational qualification of a Bachelor's Degree or an equivalent qualification.

4.3 NATURE AND CHARACTERISTICS OF INDUCTION

4.3.1 Introduction

This section relates to the analysis of data on the nature and characteristics of the induction process. This analysis covers areas which include school administration, instructional leadership, school finances, school governance and labour relations.

4.3.1.1 Induction on school administration

Table 4.1: Induction on school administration

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
General control of the usage of official resources.	5(2.8%)	17(9.6%)	9(5.1%)	95(53.7%)	51(28.8%)	177 (100)
Recording of all daily incidents within the official log book.	3(1.7%)	12(6.8%)	5(2.8%)	102(57.6%)	55(31.1%)	177 (100)
To monitor and control the daily work of educator	2(1.1%)	14(7.9%)	13(7.3%)	95(53.7%)	53(29.9%)	177 (100)

Table 4.1 presents the responses to the questions relating to the nature and characteristics of induction with a focus on school administration. The respondents were requested to respond to three statements. They were asked to rate each item on a scale of 1 to 5 (1=strongly agree; 2=agree; 3=unsure; 4=disagree and 5=strongly disagree). Accordingly, 82.5% (53.7% & 28.8%) of the respondents strongly agreed that they had the general control of the usage of official resources, 88.7% (57.6% & 31.1%) of the respondents disagreed with the statement that they had been trained on recording of all daily incidents within the official log book while 83.6% (53.7% & 29.9%) of the respondents disagreed with the statement that they had been trained to monitor and control the daily work of educators.

4.3.1.2 Induction on instructional leadership:

Table 4.2: Induction on instructional leadership

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
To monitor compliance with all assessment policies.	3(1.7%)	13(7.3%)	10(5.6%)	101(57.1%)	50(28.2%)	177 (100)
To monitor and control the notional time allocated for teaching and learning at my school	3(1.7%)	8(4.5%)	7(4%)	107(60.5%)	52(29.4%)	177 (100)
To guide educators in the implementation of outcomes based education.	5(2.8%)	22(12.4%)	14(7.9%)	91(51.4%)	45(25.4%)	177 (100)
To guide educator on the compilation of the learner and master portfolios of evidence.	4(2.3%)	11(6.2%)	10(5.6%)	105(59.3%)	47(26.6%)	177 (100)
To provide leadership in the interpretation of the progression requirements for learners in all grades	3(1.7%)	15(8.5%)	11(6.2%)	98(55.4%)	50(28.2%)	177 (100)

Table 4.2 presents the responses to the questions relating to induction on instructional leadership. The respondents were requested to respond to five statements under this sub-heading and they responded as follows: 85.3% (57.1% & 28.2%) of the respondents strongly agreed that they had been inducted to monitor compliance with all assessment policies, 89.9% (60.5% & 29.4 %) of the respondents agreed that they had been inducted to monitor and control the notional time allocated for teaching and learning at their schools, 76.8% (51.4% & 25.4%) of the respondents agreed that they had been inducted to guide educators in the implementation of outcomes based education, 85.9% (59.3% & 26.6%) of the respondents agreed they had been inducted to guide their educators on the compilation of the learner and master portfolios of evidence and 83.6% (55.4% & 28.2%) of the respondents agreed that they had been inducted

to provide leadership in the interpretation of the progression requirements for learners in all grades.

4.3.1.3 Induction on Finances:

Table 4.3: Induction on Finances

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
Trained on financial management from the department.	7(4%)	19(10.7%)	6(3.4%)	115(65%)	30(16.9%)	177 (100)
To draw the balance sheet and cash flow statement for my school	25(14.3%)	42(24%)	11(6.3%)	80(45.7%)	17(9.7%)	175 (100)
Financial reports to all stakeholders	9(5.1%)	32(18.1%)	7(4%)	94(53.4%)	34(19.3%)	176 (100)
Submission of books for audit purposes.	4(2.3%)	16(9.1%)	9(5.1%)	110(62.5%)	37(21%)	176 (100)
To comply with all accounting processes	21(11.9%)	27(15.3%)	15(8.5%)	94(53.4%)	19(10.8%)	176 (100)

Table 4.3 presents the responses to the questions relating to induction on finances. The respondents were requested to respond to five statements. Most respondents 81.9% (65% & 16.9%) strongly agreed that they had received training on financial management from the department, 55.4% (45.7% & 9.7%) of the respondents agreed that they had been inducted to draw the balance sheet and cash flow statement for their schools, 72.7% (53.4% & 19.3%) of the respondents agreed that they had been inducted to draw financial reports and present those to the stakeholders (parents, educators, learners), 83.5% (62.5% & 21%) of the respondents agreed that they had been inducted to submit financial books to an independent organization for audit purposes and 64.2% (53.4% & 10.8%) of the respondents agreed that they had been inducted to comply with all accounting processes and procedures.

4.3.1.4 Induction on school governance:

Table 4.4: Induction on school governance

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
Trained on the admission policy of the department.	1(0.6%)	7(4%)	16(9.1%)	118(67%)	34(19.3%)	176 (100)
Trained on the fund-raising strategies for public schools.	27(15.3%)	44(25%)	14(8%)	78(44.3%)	13(7.4%)	176 (100)
Trained on the norms and standards for school funding.	14(8%)	28(15.9%)	9(5.1%)	94(53.4%)	31(17.6%)	176 (100)
Trained on the recruitment and selection procedures for the school.	28(16.1%)	39(22.4%)	10(5.7%)	79(45.4%)	18(10.3%)	174(100)
Trained on the roles and responsibilities of the SGB	3(1.7%)	7(4%)	9(5.1%)	114(65.1%)	42(24%)	175 (100)

Table 4.4 presents the responses to the questions relating to the induction of principals on the governance of the school. Most respondents, 86.3% (67% & 19.3%) strongly agreed that they had been trained on the admission policy of the department, 51.7% (44.3% & 7.4 %) agreed that they had been trained on the fund-raising strategies for the public service, 55.7% (45.4% & 10.3%) agreed that they had been trained on the norms and standards for school funding, 55.7% (62.5% & 21%) agreed that they had been trained on the recruitment and selection procedures for the school. and 89.1% (65.1% & 24%) agreed that they had been trained on the roles and responsibilities of the School Governing Body (SGB).

4.3.1.5 Induction on labour relations

Table 4.5: Induction on labour relations

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
Trained on the handling of grievance and disciplinary problems	27(15.3%)	44(25%)	12(6.8%)	76(42.9%)	17(9.7%)	176 (100)
Trained on presiding over disciplinary hearings involving my educators.	29(16.5%)	52(29.5%)	20(11.4%)	63(35.8%)	12(6.8%)	176 (100)
Trained on how to interact with teacher unions and union representatives	19(10.8%)	41(23.3%)	13(7.4%)	78(44.3%)	25(14.2%)	176 (100)
Trained on the general policies governing labour relations in education.	13(7.4%)	43(24.6%)	16(9.1%)	80(45.7%)	23(13.1%)	175 (100)
Trained on strike management procedures and the contingency plans during industrial action.	34(19.3%)	41(23.3%)	16(9.1%)	74(42%)	11(6.3%)	176 (100)
Trained on the implementation of the (IQMS) at my school.	4(2.3%)	4(2.3%)	7(4%)	114(64.8%)	47(26%)	176(100)

Table 4.5 presents the responses to the questions relating to induction on labour relations. Accordingly, 52.6% (42.9% & 9.7%) agreed that they had been trained on the handling of grievance and disciplinary problems at their schools, 46% (29.5% & 16.5%) disagreed that they had been trained on presiding over disciplinary hearings involving educators at their schools, 58.5% (44.3% & 14.2%) agreed that they had been trained on how to interact with teacher unions and union representatives at their schools, 58.8% (45.7% & 13.1%) disagreed that they had been trained on the general policies governing labour relations in education, 48.3% (42% & 48.3%) agreed that they had been trained on strike management procedures and the contingency plans during industrial action, and 90.8% (64.8% & 26%) of the

respondents agreed that they had been trained on the implementation of the integrated quality management System (IQMS) at their schools. For further interpretation and discussion of the findings relating to the research question, refer to section 5.2 (chapter 5).

4.4 INDUCTION STRATEGIES

4.4.1 Introduction

This section relates to the analysis of data on the strategies of the induction process. This analysis covers areas which include workshops, formal training, seminars, on-the-job training and mentoring as strategies of induction.

Table 4.6: Induction strategies

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3		4	
Workshops are used as a strategy of induction.	6(3.4%)	14(7.9%)	10(5.6%)	67(37.9%)	80(45.6%)	177 (100)
Formal training is used as a strategy of induction	68(38.4%)	45(25.4%)	16(9%)	39(22%)	9(5.1%)	177 (100)
Induction exercise is run in the form of seminars	71(41%)	51(29.5%)	21(12.1%)	28(16.2%)	2(1.2%)	173 (100)
Induction is run in the form of conference	74(41.8%)	50(28.2%)	17(9.6%)	34(19.2%)	2(1.1%)	176 (100)
On-the-job training is used as a strategy of induction.	68(38.6%)	51(29%)	11(6.3%)	43(24.4%)	3(1.7%)	176 (100)
Mentoring is mostly preferred in induction.	66(37.3%)	50(28.2%)	22(12.4%)	34(19.2%)	5(2.8%)	177(100)

Table 4.6 presents the responses to the questions relating to induction strategies employed in the North West Department of Education. Accordingly, 83.5% (37.9% & 45.6%) agreed that workshops were used as a strategy to conduct induction for principals, 63.8% (38.4% & 25.4%) disagreed that formal training was used as a strategy of induction of principals, 70.5% (41% & 29.5%) disagreed that induction exercise was run in the form of

seminars, 70% (41.8% & 28.2%) disagreed that induction was run in the form of a conference, 67.6% (38.6% & 29%) disagreed that on-the-job training was used as a strategy of induction, and 65.5% (37.3% & 28.2%) disagreed that mentoring was the most preferred strategy of induction of principals. For further interpretation and discussion of the findings relating to the research question, refer to section 5.3 (chapter 5).

4.5 INDUCTION CHALLENGES

4.5.1 Introduction

This section relates to the analysis of data on the challenges of the induction process. The analysis in table 4.7 covers areas of challenges which include the theoretical approach, the turn-over rate of principals, public service strikes, and the changing curriculum landscape

Table 4.7: Challenges faced with induction

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3	4	5	
The theoretical approach to induction is a challenge	12(6.8%)	26(14.7%)	44(24.9%)	84(47.5%)	11(6.2%)	177 (100)
The turnover (resignation) rate of principals is having a negative impact on the induction process.	1(0.6%)	10(5.6%)	12(6.8%)	107(60.5%)	47(26.6%)	177 (100)
Public service strikes have an impact on the successful implementation of induction process.	3(1.7%)	13(7.3%)	7(4%)	82(46.3%)	72(40.7%)	177 (100)
The changing curriculum landscape brings about many challenges in the induction process.	1(0.6%)	3(10%)	10(5.6%)	83(46.9%)	80(45.2%)	176 (100)

Table 4.7 presents the responses to the questions relating to induction challenges. Accordingly, 53.7% (47.5% & 6.2%) agreed that the theoretical approach to induction poses a challenge in its implementation, 87.1% (60.5% & 26.6%) agreed that the turnover (resignation) rate of principals is having a negative impact on the induction process, 87% (46.3% & 40.7%) agreed that the public service strikes had an impact on the successful implementation of induction process, and 92.1% (46.9% & 45.2%) agreed that the changing curriculum landscape brings about many challenges in the induction process. For further interpretation and discussion of the findings relating to the research question, refer to section 5.4 (chapter 5).

4.6 EFFECTIVENESS OF INDUCTION

4.6.1 Introduction

This section relates to the analysis of data on the effectiveness of the induction process. This analysis covers areas which include proper time management, monitoring and evaluation, and the aspects relating to quality assurance of the induction process.

Table 4.8: The effectiveness of induction

STATEMENTS	STRONGLY DISAGREE	DISAGRE E	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3		4	
Proper time management of the process reinforces the effectiveness of the induction	3(1.7%)	9(5.1%)	14(7.9%)	110(62.1%)	41(23.2%)	177 (100)
The department conducts monitoring and evaluation exercise before the induction.	62(35%)	51(28.8%)	24(13.6%)	33(18.6%)	7(4%)	177 (100)
The department conducts monitoring and evaluation exercise during the induction.	68(38.4%)	48(27.1%)	22(12.4%)	37(20.9%)	2(1.1%)	177 (100)
The department conducts monitoring and evaluation exercise after the induction.	18(10.2%)	22(12.4%)	23(13.1%)	90(51.1%)	23(13.1%)	177 (100)
Quality assurance mechanism is built into the induction process to ensure its effectiveness.	4(2.3%)	44(24.9%)	64(36.2%)	59(33.3%)	6(3.4%)	177 (100)

Table 4.8 presents the responses to the questions relating to the effectiveness of induction. The respondents were requested to respond to five statements. Most respondents, 85.3% (62.1% & 23.2%) strongly agreed with the statement that proper time management of the process of induction reinforces the effectiveness of the induction, 63.8% (35% & 28.8%) disagreed with the statement that the department conducts monitoring and evaluation exercise before the induction, 65.5% (38.4% & 27.1%) disagreed that the department conducts monitoring and evaluation exercise during the induction., 64.2% (51.1% & 13.1%) disagreed that the department conducts monitoring and evaluation exercise after the induction., 64.2% (51.1% and 13.1%) agreed that the department conducts monitoring and evaluation exercise after the induction while 36.7% (33.3% & 3.4%) disagreed that quality assurance mechanism is built into the induction process to ensure its effectiveness. For further

interpretation and discussion of the findings relating to the research question, refer to section 5.5 (chapter 5).

4.6.1 Effectiveness of induction

Table 4.9: Induction effectiveness – quality assurance mechanism

STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE	TOTAL
	1	2	3		4	
Checklist is used as a quality assurance tool.	39(22%)	56(31.6%)	22(12.4%)	54(30.5%)	6(3.4%)	177 (100)
Regular visits by officials to quality assure induction.	45(25.6%)	58(33.0%)	11(6.3%)	58(33%)	4(2.3%)	176(100)
Inductees submit reports on specific dates	44(25.1%)	63(36%)	20(11.3%)	45(25.7%)	3(1.7%)	175 (100)
Evaluation is conducted at the end of the induction.	4(2.3%)	16(9%)	20(11.3%)	110(62.1%)	27(15.3%)	177 (100)
Incentives are offered to principals who cascade the induction	85(48%)	44(24.9%)	15(8.5%)	32(18.1%)	1(0.6%)	177 (100)

Table 4.9 presents the responses to the questions relating to induction effectiveness with a focus on quality assurance mechanisms. The respondents were requested to respond to five statements. Most respondents, 53.6% (22% & 31.6%) strongly disagreed that a checklist is used as a quality assurance tool, 63.8% (38.4% & 25.4%) disagreed that there are regular visits by officials to quality assure induction, 61.1% (25% & 36%) disagreed with the statement that inductees submit reports on specific dates, 77.4% (62.1% & 15.3%) disagreed that evaluation is conducted at the end of the induction, and 72.9% (48% & 24.9%) disagreed that incentives are offered to principals who cascade the induction to the rest of the school staff. For further interpretation and discussion of the findings relating to the research question, refer to section 5.5 (chapter 5).

4.6 SUMMARY

Chapter 4 presented empirical data which was cross-tabulated for ease of presentation and analysis. However, the raw data had been processed through the SPSS system, and the SPSS output was copied into the tables. The next chapter discusses the results and conclusions.

CHAPTER 5

INTERPRETATION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five presents and discusses findings from the study. The discussions are based on the results obtained from each of the research questions. Based on the discussions and the conclusions, recommendations are made. Finally, areas that need further research are proposed.

5.2 OBJECTIVE 1: To investigate the nature and characteristics of induction programmes

5.2.1 Induction on School Administration

The following summary and conclusions were derived from the data analysis:

The results (Table 4.1) indicated that 82.5% (53.7% & 28.8%) of the respondents strongly agreed that they were inducted on general control of the usage of official resources, 88.7% (57.6% & 31.1%) disagreed that they had been inducted on the recording of all daily incidents within the official log book, and 83.6% (53.7% & 29.9%) disagreed that they had been inducted on how to monitor and control the daily work of educators at their respective schools.

Majority of respondents, 82.5% (53.7% & 28.8%) concur that they were inducted on the general control of the usage of official resources. It is very clear that the primary school principals are in charge and are hands on with regard to the control of the usage of official resources. It is very clear that there are systems in place in how resources are allocated and utilised. It came out that the vast majority, 88.7% (57.6% & 31.1%) believe that they

were never inducted on how to do the recording of all daily incidents within the official logbook. The majority of respondents, 83.6% (53.7% & 29.9%) disagreed that they ever received induction or training on how to monitor and control the daily work of educators. The model proposed by Feldman in chapter 2 (Carrell et al., 1992:207), outlines all the steps that need to be followed when implementing an induction process. What is actually happening in the North West primary schools seems to be a hybrid type of model whereby appropriate and relevant aspects from existing models (Feldman, Castetter and Legotlo as discussed in chapter 2) have been fused together for the induction process. Though there is evidence from the analysis of data that there is induction in the primary schools in the North West Province, most principals expressed lack of adequate training in the area of school administration. The discussions and conclusions in this section centred around the research questions on the nature and characteristics of induction of primary school principals.

5.2.2 Induction on instructional leadership

Most respondents (Table 4.2), 85.3% (57.1% & 28.2%) strongly agreed that they were trained on how to monitor compliance with all assessment policies, 89.9% (60.5% & 29.4%) also agreed that they were inducted on how to monitor and control the notional time allocated for teaching and learning at their schools, 76.8% (51.4% & 25.4%) agreed that they were inducted on how to guide educators in the implementation of outcomes based education, 85.9% (59.3% & 26.6%) agreed that they were inducted on how to guide educators on the compilation of the learner and master portfolios of evidence, and 83.6% (55.4% & 28.2%) agreed that they were inducted on how to provide leadership in the

interpretation of the progression requirements for learners in all grades.

It is very clear that induction on instructional leadership was carried out effectively. The majority of respondents, 85.3% (57.1% & 28.2%) agreed with all the statements ranging from how to monitor compliance with all assessment policies up to how to provide leadership in the interpretation of the progression requirements for learners in all grades. The literature review and the various models studied on induction revealed that it is very important for principals to be taken through an induction process in order to avoid having to fend for themselves on how to run and address daily instructional leadership challenges and the overall administration and management of the school. The models have even gone to the extent of outlining the step-by-step approach to implementing an induction programme. Instructional leadership as a very key feature of any institution of learning seems to have received a lot of attention from the Department of Education in the North West Province.

5.2.3 Induction on Finances

The results (Table 4.3) indicate that majority of respondents, 81.9% (65% & 16.9%) strongly agreed that they had received training on financial management from the department, 55.4% (45.7% & 9.7 %) agreed that they had been inducted to draw the balance sheet and cash flow statement for their schools, 72.7% (53.4% & 19.3%) agreed that they had been inducted to draw financial reports and present those to the stakeholders (parents, educators, learners), 83.5% (62.5% & 21%) agreed that they had been inducted to submit financial books to an independent organization for audit purposes, 64.2% (53.4% & 10.8%) agreed

that they had been inducted to comply with all accounting processes and procedures.

Majority of respondents, (81.9%) agreed that they had received training on financial management from the department. The Department of Education offers training to their administrator on finance management. They also agreed to have an understanding of the basic accounting principles like the processes of balance sheets and cash flows, the preparation of financial reports and the presentation of those to the stakeholders, the submission of financial books to an independent organization for audit purposes, and the compliance with accounting processes and procedures. The result showed that induction on finance was an example of the nature of induction of primary school principals in the North West Province. This is in accordance with the provisions of the Public Finance Management Act of 1996.

5.2.4 Induction on school governance

Majority of respondents, 86.3% (67% & 19.3%) strongly agreed that they were trained on the admission policy of the department, 51.7% (44.3% & 7.4 %) agreed that they were trained on the fund-raising strategies for public schools, 55.7% (45.4% & 10.3%) agreed that they were trained on the norms and standards for school funding, 83.5% (62.5% & 21%) agreed that they were trained on the recruitment and selection procedures for the school. and 89.1% (65.1% & 24%) of the respondents agreed that they were trained on the roles and responsibilities of the School Governing Body (SGB).

Majority of respondents, 89.1% (65.1% & 24%) agreed to have received induction/training on school governance from the department. The Department of Education offers training to

administrators on school governance. They also agreed to understand the basic admission policy, fund-raising strategies, norms and standards for school funding, recruitment and selection procedures, and roles and responsibilities of school governing body (SGB).

5.2.5 Induction on labour relations

Most respondents, 52.6% (42.9% & 9.7%) agreed that they were trained on the handling of grievance and disciplinary problems at the school, 46% (29.5% & 16.5%) disagreed that they were trained on presiding over disciplinary hearings involving their educators, 58.5% (44.3% & 14.2%) agreed that they were trained on how to interact with teacher unions and union representatives at their schools, 58.8% (45.7% & 13.1%) agreed that they were trained on the general policies governing labour relations in education, 48.3% (42% & 48.3%) agreed that they were trained on strike management procedures and the contingency plans during industrial action, and 90.8% (64.8% & 26%) agreed that they were trained on the implementation of the Integrated Quality Management System (IQMS) at their schools.

Majority of respondents agreed to have received induction/training on labour relations matters from the department. The Department of Education offers training to the administrators and principals on how to handle grievances and disciplinary problems, on how to interact with teachers unions and union representatives, on the general policies governing labour relations in education, on the strike management procedures and contingency plans during industrial action, and finally on the implementation of Integrated Quality Management

Systems (IQMS) at schools. The only one area not covered as per the respondents was that they felt that they were not trained on presiding over disciplinary hearings involving their educators. According to the literature, principals should be trained in all areas pertaining to the day-to-day management of the school and this includes attending to labour relations issues. This finding points to a shortcoming in some areas of induction that need attention by the departmental authorities. This finding relates to the literature with regard to the nature and characteristics of the induction process which dictates that novice principals need to be inducted in all management and administration matters (Nel et al., 2006:263) e.g. ensuring that there is a harmonious labour relations environment within the school precincts.

5.3 OBJECTIVE 2: To investigate the strategies on induction programme for primary school principals in the Department of Education

5.3.1 Induction strategies

Table 4.6 reveals that 83.5% (37.9% & 45.6) of the respondents strongly agreed that workshops are used as a strategy of induction, 63.8% (38.4% & 25.4%) disagreed that formal training is used as a strategy of induction, 70.5% (41% & 29.5%) disagreed that induction exercise is run in the form of seminars, 70% (41.8% & 28.2%) disagreed that induction is run in the form of conferences, 67.6% (38.6% & 29%) disagreed that on-the-job training is used as a strategy of induction, and finally 65.5% (37.3% & 28.2%) disagreed that mentoring is the mostly preferred strategy for induction.

The majority of the respondents, 83.5% (37.9% & 45.6) agreed only to one statement that the department uses workshops as a strategy for induction. The rest of the statements were not

agreed to and this included mentoring, seminars, conferences and formal training. The practice is in contrast with what the literature study (Lauder, 2000:24; Painter, 2001:44; Resnick, 2001:603) indicated, that is seminars, formal training and mentoring are common strategies. Mentoring seems to be the strategy that is very commonly followed in the induction of principals according to the literature study (Lauder, 2000:24; Painter, 2001:44; Resnick, 2001:603).

5.4 OBJECTIVE 3: To investigate the challenges of induction in the North West Province.

5.4.1 Induction challenges

Table 4.7 indicated that 53.7% (47.5% & 6.2) of the respondents strongly agreed that the theoretical approach to induction is a challenge, 87.1% (60.5% & 26.6%) agreed that the turnover (resignation) rate of principals had a negative impact on the induction process, 87% (46.3% & 40.7%) agreed that public service strikes had an impact on the successful implementation of induction process and 92.1% (46.9% & 45.2%) agreed that the changing curriculum landscape brought about many challenges in the induction process.

According to Table 4.4 majority of respondents agreed that all the statements pointed out that there are serious challenges that beset the implementation of induction of primary school principals in the North West Province. These ranged from the theoretical approach of induction, resignation rate of principals, public service strikes, and changing curriculum landscapes. These challenges facing the department had a negative impact on the successful implementation of the induction process. The literature study has revealed that beginning principals experience a great amount of frustration, anxiety, confusion, and a sense of

being inadequately prepared for what they actually encounter on the job. Waldron (2002:30) has cited the following as serious challenges: role clarification, organizational socialization, isolation and technical problems.

5.5 OBJECTIVE 4: To investigate the effectiveness of the induction programme for primary school principals.

5.5.1 Induction effectiveness

The results of the study revealed the following on the effectiveness of the induction process:

Table 4.8 reveals that 53.6% (22% & 31.6%) of the respondents strongly disagreed that checklists were used as a quality assurance tool, 63.8% (38.4% & 25.4%) disagreed that there were regular visits by departmental officials to quality assure induction, 61.1% (25% & 36%) disagreed that inductees submitted reports on specific dates, 77.4% (62.1% & 15.3%) disagreed that induction was run in the form of conferences, 77.4% (62.1% & 15.3%) disagreed that evaluation was conducted at the end of the induction. and 72.9% (48% & 24.9%) disagreed that incentives were offered to principals who cascaded the induction to the rest of the school staff.

The findings revealed that no sufficient efforts are made on the part of the Department of Education to come up with quality assurance mechanisms to strengthen the effectiveness of the induction process. There were no checklists, no regular visits by the departmental officials to monitor and support the schools with induction and no incentives were provided to those principals who displayed commitment in the induction process. Both the models proposed by Castetter and Legotlo (as discussed in chapter 2) mention follow up visits and regular evaluation of the induction process to avert turn-overs. These measures further

bring in an element of continuous quality assurance and the reinforcement of what the novice principals need to know and practice.

5.6. CONCLUSION

It emerged from the study that the induction of principals is still riddled with insurmountable problems and challenges in the North West. The study sought to look at the nature and characteristics of induction, the challenges of induction, the strategies for induction and the effectiveness of induction. The following were the major issues that emanated from the study:

- Even though the department needs to be commended for being steadfast in the implementation of induction, there are still many areas that need a lot of improvement e.g. labour relations, school administration and school governance.
- The study revealed that there are many challenges that impact negatively on the implementation of induction. These include public service strikes, the ever-changing curriculum landscape for schools, the turn-over rate of principals and generally the time allocated to induction.
- The strategies for induction revealed many shortcomings within the system itself. Mentoring, which is globally being touted as the most effective strategy for induction, is not being followed and implemented in the North West. However, it was heartening to note that workshops are being predominantly used, and seminars and conferences are minimally used as strategies of induction.
- Lastly, the study revealed that quality assurance mechanisms are lacking in the quest to establish the effectiveness of the induction process.

5.7 RECOMMENDATIONS

Based on the findings the researcher recommends that the induction process must be considered an all inclusive process. The department needs to embark on a robust and radical effort to strengthen the current mode of induction as offered to principals. Strategies for induction need to be tested and reviewed regularly, and be monitored and evaluated on a regular basis. Induction has its own challenges that need to be addressed urgently in order to deal with the myriad of administrative and management challenges that confront principals. The high rate of turnover and public service strikes have been cited as having a negative impact on the successful implementation of the induction process. A study on the reduction of the high turnover rate needs to be undertaken to establish the relationship between the education environment and turnover rates. A further study on the relationship between the induction process and learner performance is also vital. A further study at the national level may also be conducted to establish how the province performs against the national benchmarks.

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Appendix A

QUESTIONNAIRE ON THE INDUCTION OF PRIMARY SCHOOL PRINCIPALS

SECTION A – PERSONAL INFORMATION

Please circle the appropriate block or complete your answer as provided for in the block.

1. Number of years teaching experience

Less than 5	6 – 10	11 – 15	16 – 20	21 - 25	26 and above
-------------	--------	---------	---------	---------	--------------

2. Number of years as a principal

Less than 5	6 – 10	11 – 15	16 – 20	21 - 25	26 and above
-------------	--------	---------	---------	---------	--------------

3. What is your gender?

M	F
---	---

4. How old are you?

Less than 30	31 – 35	36 – 40	41 – 45	46 - 50	51 and above
--------------	---------	---------	---------	---------	--------------

5. What is your highest educational qualification?

Please tick the appropriate one

Grade 12 and a few teaching courses	
Teacher's Diploma/Certificate	
Bachelor's Degree or equivalent	
Bachelor's Degree or equivalent and Teaching Diploma/Certificate	
Postgraduate Degree	
Postgraduate Degree and Teaching Diploma/Certificate	

SECTION B

State the extent to which you agree or disagree with the following statements by encircling the appropriate block.

e.g.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

NB: The following 5-point scale should be used as follows:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Unsure (UN)

4 = Agree (A)

5 = Strongly Agree (SA)

I. INDUCTION NATURE & CHARACTERISTICS

INDUCTION ON SCHOOL ADMINISTRATION:

I have received training/induction from the department on the following:

1. General control of the usage of official resources.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

2. Recording of all daily incidents within the official log book.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

3. To monitor and control the daily work of educators

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

INDUCTION ON INSTRUCTIONAL LEADERSHIP:

4. To monitor compliance with all assessment policies.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

5. To monitor and control the notional time allocated for teaching and learning at my school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

6. To guide educators in the implementation of outcomes based education.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

7. To guide educators on the compilation of the learner and master portfolios of evidence.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

8. To provide leadership in the interpretation of the progression requirements for learners in all grades.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

INDUCTION ON FINANCES:

9. I have received training on financial management from the department.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

10. To draw the balance sheet and cash flow statements for my school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

11. To draw financial reports and present these to the stakeholders (parents, educators, learners,).

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

12. To submit financial books to an independent organisation for audit purposes.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

13. To comply with all accounting processes and procedures.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

INDUCTION ON SCHOOL GOVERNANCE

14. Trained on the admission policy of the department.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

15. Trained on the fund-raising strategies for public schools.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

16. Trained on the norms and standards for school funding.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

17. Trained on the recruitment and selection procedures for the school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

18. Trained on the roles and responsibilities of the School Governing Body (SGB).

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

INDUCTION ON LABOUR RELATIONS:

19. Trained on the handling of grievance and disciplinary problems at the school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

20. Trained on presiding over disciplinary hearings involving my educators.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

21. Trained on how to interact with teacher unions and union representatives at my school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

22. Trained on the general policies governing labour relations in education.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

23. Trained on strike management procedures and the contingency plans during industrial action.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

24. Trained on the implementation of the Integrated Quality Management System (IQMS) at my school.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

II. INDUCTION STRATEGIES

25. Workshops are used as a strategy of induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

26. Formal training is used as a strategy of induction

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

27. Induction exercise is run in the form of Seminars.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

28. Induction is run in the form of conferences.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

29. On-the-job training is used as a strategy of induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

30. Mentoring is mostly preferred in induction

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

III. INDUCTION CHALLENGES

31. The theoretical approach to induction is a challenge.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

32. The turnover (resignation) rate of principals is having a negative impact on the induction process.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

33. Public service strikes have an impact on the successful implementation of the induction process.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

34. The changing curriculum landscape brings about many challenges in the induction process.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

IV. INDUCTION EFFECTIVENESS

35. Proper time management of the process reinforces the effectiveness of the induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

36. The department conducts monitoring and evaluation exercise before the induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

37. The department conducts monitoring and evaluation exercise during the induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

38. The department conducts monitoring and evaluation exercise after the induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

39. Quality assurance mechanism is built into the induction process to ensure its effectiveness.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

40. Checklist is used as a quality assurance tool.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

41. Regular visits by officials to quality assure induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

42. Inductees submit reports on specific dates.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

43. Evaluation is conducted at the end of the induction.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

44. Incentives are offered to principals who cascade the induction to the rest of the school staff.

SD 1	D 2	UN 3	A 4	SA 5
------	-----	------	-----	------

THANK YOU VERY MUCH FOR YOUR PATIENCE AND COOPERATION

Appendix B



Appendix C

NatEMIS	District	Institution Name
600100304	BOJANALA	DIRANG
600100443	BOJANALA	GOAKGANYA
600100650	BOJANALA	KEITUMETSE PRIMARY
600100667	BOJANALA	KGABALATSANE
600100925	BOJANALA	LORATO
600104250	BOJANALA	MADIBA UTLWA PRIMARY
600100974	BOJANALA	MADIDI PRIMARY
600101022	BOJANALA	MAKGABETLOANE
600101095	BOJANALA	MARANG
600101305	BOJANALA	MOILETSOANE PRIMARY
600101478	BOJANALA	MPYATILO
600101584	BOJANALA	OSKRAAL INTERMEDIATE
600101796	BOJANALA	REFENTSE PRIMARY
600101881	BOJANALA	SANDRIFT INTERMEDIATE
600101910	BOJANALA	SEFATANARE
600101990	BOJANALA	SHAKUNG
600102009	BOJANALA	SNYMANSDRIFT
600102148	BOJANALA	TLAPA-LA-THUTO PRIMARY SCHOOL
600100349	BOJANALA	EDWARD PRIMARY SCHOOL
600100581	BOJANALA	ITUMELENG PRIMARY
600100753	BOJANALA	KOMANE PRIMARY SCHOOL
600100886	BOJANALA	LETHABONG P.S
600100983	BOJANALA	MAFALE PRIMARY SCHOOL
600101070	BOJANALA	MANKGEKGETHE
600101342	BOJANALA	MOLELWANENG PRIMARY
600104038	BOJANALA	OSALETSENG PRIMARY
600101649	BOJANALA	PHUTHANANG PRIMARY
600105126	BOJANALA	RELEBOGILE
600101944	BOJANALA	SELAMODI COM
600102190	BOJANALA	TOLAMO PRIMARY
600102265	BOJANALA	TSOGWE PRIMARY
600102277	BOJANALA	TUMO PRIMARY
600105129	BOJANALA	B.K.GUMA
600100235	BOJANALA	CHARLES MAMOGALE PRIMARY
600100308	BOJANALA	DISIGWANE
600100710	BOJANALA	KHOTHALO PRIMARY
600100728	BOJANALA	KLEINFONTEIN C. SCHOOL
600100742	BOJANALA	KLIPVOOR PRIMARY
600100874	BOJANALA	LESEDI LE LEGOLO INTER SCHOOL
600100976	BOJANALA	MADINYANE P.

600101236	BOJANALA	MMATOPE PRIMARY SCHOOL
600101341	BOJANALA	MOLELWANE PRIMARY SCHOOL
600102173	BOJANALA	TLHOAFALO PRIMARY
600102225	BOJANALA	TSHENOLO PRIMARY
600100341	BOJANALA	EJM MAHLABE
600104246	BOJANALA	LOT PHALATSE PRIMARY
600101223	BOJANALA	MMAMONWANA
600101447	BOJANALA	MOTSILE III
600101648	BOJANALA	PHUTHA PRIMARY
600101924	BOJANALA	SEHIBIDU PRIMARY SCHOOL
600102003	BOJANALA	SJAMBOK PRIMARY
600102169	BOJANALA	TLHASEDI
600102210	BOJANALA	TSEWE PRIMARY
600100077	BOJANALA	BAPO
600100378	BOJANALA	FRIKKIE SMIDT
600100442	BOJANALA	GLENWOODS PRIMARY
600100702	BOJANALA	KGWANYAPE PRIMARY
600100351	BOJANALA	LAERSKOOL ELANDSKRAAL
600100803	BOJANALA	LAERSKOOL GENERAAL HENDRIK SCHOEMAN
600100809	BOJANALA	LAERSKOOL SANDDRIFT
600102004	BOJANALA	LAERSKOOL SKEERPOORT
600100811	BOJANALA	LAERSKOOL SONOP
600100863	BOJANALA	LEOKENG PRIMARY
600100964	BOJANALA	MACHADAM COMBINED
600101013	BOJANALA	MAJAKANENG PRIMARY
600101054	BOJANALA	MAMAGALIESKRAAL INTERMEDIATE
600101465	BOJANALA	MPHAME
600101513	BOJANALA	NKUKIME PRIMARY
600101201	BOJANALA	RE-E-LWELE PRIMARY
600101905	BOJANALA	SEDUPE PRIMARY
600101921	BOJANALA	SEGWAELENE PRIMARY
600101923	BOJANALA	SEGWETLHANE PRIMARY
600104033	BOJANALA	SEROOPHATA
600102019	BOJANALA	ST CATHERINE PRIMARY SCHOOL
600102174	BOJANALA	TLHOGOKGOLO PRIMARY
600100004	BOJANALA	AALWYN
600100010	BOJANALA	ACADEMY FOR CHRISTIAN EDU
600100802	BOJANALA	DE KROON PRIMARY
600105239	BOJANALA	DOXA DEO XANADU
600100357	BOJANALA	ENNIS THABONG
600100801	BOJANALA	LAERSKOOL BRITS

600100804	BOJANALA	LAERSKOOL OLIENPARK
600100806	BOJANALA	LAERSKOOL PANSDRIF
600103620	BOJANALA	LIGHTHOUSE CHRISTIAN COLLEGE
600100931	BOJANALA	LOSPERFONTEIN
600101117	BOJANALA	MARUATONA PRIMARY
600104074	BOJANALA	MOUNT COTTAGE
600105071	BOJANALA	PEACANWOOD COLLEGE
600104059	BOJANALA	RABBONI CHRISTIAN SCHOOL
600101758	BOJANALA	RAS PRIMARY
600101943	BOJANALA	SEKWATI PRIMARY
600102063	BOJANALA	TEBOGO INTERMEDIATE
600102104	BOJANALA	THORNHILL PRIMARY
600102357	BOJANALA	ZILKAATSNEK PRIMARY
600100225	BOJANALA	BULTFONTEINPRIMARYSCHOOL
600101253	BOJANALA	MODIEGI PRIMARY SCHOOL
600102221	BOJANALA	TSHEFOGE
600103619	BOJANALA	CENTRAL SECONDARY SCHOOL
600100521	BOJANALA	I.B.DAMONS COMBINED
600100554	BOJANALA	ISAAC MOKWENA
600100632	BOJANALA	KATAKANE PRIMARY
600100716	BOJANALA	KHULISA PRIMARY
600100782	BOJANALA	KUTLWANO PRIMARY SCHOOL
600100813	BOJANALA	LAERSKOOL VOORWAARTS
600101211	BOJANALA	MMAKAU MOEMISE PRIMARY SCHOOL
600101265	BOJANALA	MODISAKWANO PRIMARY
600101301	BOJANALA	MOHAJANE PRIMARY SCHOOL
600101377	BOJANALA	MOREKOLODI PRIMARY SCHOOL
600104066	BOJANALA	MOTLHAKE PRIMARY
600101555	BOJANALA	ODI PRIMARY
600101665	BOJANALA	POLONIA PRIMARY
600101752	BOJANALA	RANTSOU PRIMARY
600101855	BOJANALA	ROOIKOPPIES 44 INTERMEDIATE
600101995	BOJANALA	SEILING COMBINED
600102005	BOJANALA	SLAGKRAAL INTERMEDIATE SCHOOL
600102179	BOJANALA	TLHOPHANE PRIMARY
600100286	BOJANALA	DIKELEDI MAKAPAN
600100766	BOJANALA	KOSEA MOEKA PRIMARY
600101020	BOJANALA	MAKAPANSTAD PRIMARY
600101097	BOJANALA	MARAPO-A-THUTLWA
600101214	BOJANALA	MMAKUBA PRIMARY
600101220	BOJANALA	MMAMMUDU

600101227	BOJANALA	MMANJAAKGORA
600101351	BOJANALA	MOLOTLEGI MALEBYE
600101277	BOJANALA	MOREANE-SEFAKO PRIMARY
600101398	BOJANALA	MOSETLHA
600101421	BOJANALA	MOTHE PRIMARY
600101433	BOJANALA	MOTLHANA PRIMARY
600101644	BOJANALA	PHOLOKGOLO
600101740	BOJANALA	RAMOSHIE PRIMARY
600101824	BOJANALA	RELEBOGILE
600102045	BOJANALA	SWARATLHE-MATHIBE PRIMARY
600105128	BOJANALA	T.K. MOKONYANE PRIMARY
600102099	BOJANALA	THIPE PRIMARY
600102110	BOJANALA	THULWE PRIMARY
600102143	BOJANALA	TLADISTAD PRIMARY
600100172	BOJANALA	BOLLANTLOKWE
600100298	BOJANALA	DIPETLELWANE PRIMARY SCHOOL
600100787	BOJANALA	KWA- MOCHA PRIMARY SCHOOL
600100839	BOJANALA	LEHABE PRIMARY SCHOOL
600101021	BOJANALA	MAKEKENG PRIMARY
600101143	BOJANALA	MATHULE PRIMARY
600101216	BOJANALA	MMAMARUMO PRIMARY
600101233	BOJANALA	MMATLHAME PRIMARY
600101177	BOJANALA	MOEMISE PRIMARY SCHOOL
600101299	BOJANALA	MOGOTLHWANA PRIMARY
600101321	BOJANALA	MOKGOBOLA PRIMARY
600101370	BOJANALA	MOOKANE PRIMARY
600101499	BOJANALA	NGOBI PRIMARY
600101546	BOJANALA	NYAKALE PRIMARY
600101834	BOJANALA	RESEBONE PRIMARY SCHOOL
600101956	BOJANALA	SENGANA PRIMARY
600102042	BOJANALA	SWARISANANG PRIMARY
600102105	BOJANALA	THISETSO PRIMARY SCHOOL
600102160	BOJANALA	TLHAKADIWA PRIMARY
600100067	BOJANALA	BALESENG
600100133	BOJANALA	BOGOSI
600100616	BOJANALA	KALKBANK PRIMARY
600100711	BOJANALA	KHUBAMELO PRIMARY
600100786	BOJANALA	KUTSWANE PRIMARY
600100847	BOJANALA	LEKGOLO PRIMARY
600101023	BOJANALA	MAKGATLHANONG PRIMARY
600101129	BOJANALA	MASHILO-MATSHO

600101231	BOJANALA	MMASEMPANE PRIMARY
600101235	BOJANALA	MMATLHWAELA PRIMARY
600101384	BOJANALA	MOROKWA-DITLOU PRIMARY
600101516	BOJANALA	NKUTLWENG PRIMARY
600101548	BOJANALA	NYORWE
600101719	BOJANALA	RAMAIFALA PRIMARY
600101723	BOJANALA	RAMASHITA PRIMARY
600101750	BOJANALA	RANTEBENG
600101934	BOJANALA	SEKGOPI PRIMARY
600101983	BOJANALA	SETUMO SEPHETHE PRIMARY
600102177	BOJANALA	TLHOLOE PRIMARY SCHOOL
600100150	BOJANALA	BOITEMOGELO PRIMARY
600100277	BOJANALA	DIKGORWANENG
600100319	BOJANALA	DOOKA PRIMARY
600100636	BOJANALA	KAU PRIMARY
600100865	BOJANALA	LEPONO PRIMARY
600101303	BOJANALA	MAHOBOTLE
600101141	BOJANALA	MATHIBESTAD
600101237	BOJANALA	MMATSHEKO PRIMARY
600101258	BOJANALA	MODIMOKWANE
600101291	BOJANALA	MOGOGELO PRIMARY SCHOOL
600101466	BOJANALA	MPHE BATHO PRIMARY
600101724	BOJANALA	RAMATLA PRIMARY
600101840	BOJANALA	RETHUSITSWE COMBINED
600101959	BOJANALA	SENTENG PRIMARY SCHOOL
600102158	BOJANALA	TLHAGALE
600102164	BOJANALA	TLHALOGANYO PRIMARY
600100294	BOJANALA	DINKWE PRIMARY SCHOOL
600101543	BOJANALA	ISANG PRIMARY
600101031	BOJANALA	MAKGOPHANENG PRIMARY SCHOOL
600101058	BOJANALA	MAMODIMAKWANA PRIMARY
600101077	BOJANALA	MANTSERRE PRIMARY
600101149	BOJANALA	MATLAMETLO PRIMARY
600101183	BOJANALA	MELOTONG PRIMARY SCHOOL
600101260	BOJANALA	MODIMONG
600101316	BOJANALA	MOKGALWANA PRIMARY
600101361	BOJANALA	MONONONO
600101557	BOJANALA	OFENTSE PRIMARY
600101559	BOJANALA	OKOMELANG PRIMARY SCHOOL
600101615	BOJANALA	PHADI PRIMARY
600101721	BOJANALA	RAMALEBYA PRIMARY

600101746	BOJANALA	RANKAE PRIMARY
600101912	BOJANALA	SEFIKILE PRIMARY
600102151	BOJANALA	TLHALAPITSE PRIMARY
600100060	BOJANALA	BAKGATLA
600105070	BOJANALA	COMCY PARK PRIMARY
600100878	BOJANALA	LESETLHENG PRIMARY
600100966	BOJANALA	MACHAMA PRIMARY SCHOOL
600100975	BOJANALA	MADIMA PRIMARY
600101170	BOJANALA	MATUANA PRIMARY
600101219	BOJANALA	MMAMITLWA PRIMARY
600101326	BOJANALA	MOKHINE PRIMARY
600101477	BOJANALA	MPYANE PRIMARY
600101531	BOJANALA	NTHEBE PRIMARY
600101727	BOJANALA	RAMATSHABA
600101737	BOJANALA	RAMONOTWANA PRIMARY SCHOOL
600101895	BOJANALA	SEBELE MIDDLE
600100061	BOJANALA	BAKGOKA
600100063	BOJANALA	BAKUBUNG
600100075	BOJANALA	BAPHALANE
600100165	BOJANALA	BOJATING
600104039	BOJANALA	BORITE PRIMARY
600100285	BOJANALA	DIKWEIPI
600100511	BOJANALA	HOLY FAMILY
600101386	BOJANALA	MORONGWA
600101464	BOJANALA	MPEREBERE PRIMARY
600101474	BOJANALA	MPHUPHUTHE PRIMARY
600101733	BOJANALA	RAMOKOKA PRIMARY
600101762	BOJANALA	RATHEO INTERMEDIATE
600101917	BOJANALA	SEGAKWANA
600102249	BOJANALA	TSHOSE PRIMARY
600102252	BOJANALA	TSHWARA-O-DIRE PRIMARY
600100683	BOJANALA	KGOLANE PRIMARY
600101349	BOJANALA	MOLORWE
600101363	BOJANALA	MONTSAMAISA
600101364	BOJANALA	MONTSANA COMBINED SCHOOL
600101430	BOJANALA	MOTLHAJOE PRIMARY
600101452	BOJANALA	MOTSISI PRIMARY
600101512	BOJANALA	NKOGOLWE
600101774	BOJANALA	REAGILE PRIMARY
600101988	BOJANALA	S.G. NTUANE
600101904	BOJANALA	SEDUMEDI PRIMARY

600101965	BOJANALA	SEOLONG PRIMARY
600102091	BOJANALA	THEBENARE PRIMARY
600100084	BOJANALA	BASADI
600100212	BOJANALA	BOTMAN
600100258	BOJANALA	D.D. PILANE
600100313	BOJANALA	DITHOTENG
600100662	BOJANALA	KEORAPETSE PRIMARY
600100827	BOJANALA	LEEMA PRIMARY
600100994	BOJANALA	MAGONG
600101032	BOJANALA	MAKGOPHE PRIMARY
600101078	BOJANALA	MANTSHO INTERMEDIATE
600101081	BOJANALA	MAOLOGANE PRIMARY
600101083	BOJANALA	MAPAPUTLE PRIMARY SCHOOL
600101272	BOJANALA	MODULE PRIMARY
600101276	BOJANALA	MOENG PRIMARY
600101288	BOJANALA	MOGOBE PRIMARY
600101290	BOJANALA	MOGODITSHANE PRIMARY
600101429	BOJANALA	MOTLHABE PRIMARY
600100704	BOJANALA	KHAYAKHULU PRIMARY
600101106	BOJANALA	MARETLWANA PRIMARY
600101173	BOJANALA	MAUD ZIBI PRIMARY
600101271	BOJANALA	MODUBYANE PRIMARY SCHOOL
600101444	BOJANALA	MOTSHABAESI
600101484	BOJANALA	NALEDI YA MASA
600101518	BOJANALA	NONCEBA PRIMARY
600102087	BOJANALA	THARI PRIMARY SCHOOL
600102159	BOJANALA	TLHAGENG PRIMARY SCHOOL
600100093	BOJANALA	BATLHALERWA
600100444	BOJANALA	GOBAKWANG-BOGOSI
600100846	BOJANALA	LEKGATLE II PRIMARY SCHOOL
600100957	BOJANALA	MABESKRAAL
600101009	BOJANALA	MAIMANE PRIMARY
600101039	BOJANALA	MAKOSHONG PRIMARY
600101042	BOJANALA	MAKWELENG PRIMARY SCHOOL
600101279	BOJANALA	MOETLO PRIMARY
600101352	BOJANALA	MOLOTSI PRIMARY
600102100	BOJANALA	THOKO ZIBI PRIMARY
600104024	BOJANALA	ABANA PRIMARY
600100106	BOJANALA	BERSEBA PRIMARY SCHOOL
600100108	BOJANALA	BETHANIE PRIMARY SCHOOL
600100209	BOJANALA	BOTHIBELLO PRIMARY

600100288	BOJANALA	DIMAPO PRIMARY SCHOOL
600100625	BOJANALA	KANA PRIMARY
600100743	BOJANALA	KLOOFWATERS INTERMEDIATE
600100771	BOJANALA	KROONDAL INTERMEDIATE
600100798	BOJANALA	LAERSKOOL RUSTENBURG-NOORD
600100812	BOJANALA	LAERSKOOL VASTRAP
600100959	BOJANALA	MABITSE PRIMARY
600101059	BOJANALA	MAMOGALE SEGALE PRIMARY
600101110	BOJANALA	MARIKANA
600101111	BOJANALA	MARIKANA COMBINED SCHOOL
600101174	BOJANALA	MAUMONG PRIMARY
600101197	BOJANALA	MFIDIKWE PRIMARY SCHOOL
600101256	BOJANALA	MODIKWE PRIMARY
600101482	BOJANALA	NAAUWPOORT SECONDARY SCHOOL
600101647	BOJANALA	PHOTSANENG PRIMARY
600101747	BOJANALA	RANKELANYANE PRIMARY
600101841	BOJANALA	RETIEF INTERMEDIATE SCHOOL
600101952	BOJANALA	SELY PARK CONVENT PRIMARY SCHOOL
600101972	BOJANALA	SERUTUBE PRIMARY
600101096	BOJANALA	ST AUGUSTINE INDEPENDENT SCHOOL
600102023	BOJANALA	ST. MACHAEL'S PRIMARY
600102142	BOJANALA	TIRELONG INTERMEDIATE
600102147	BOJANALA	TLAPA PRIMARY
600102157	BOJANALA	TLHAGE PRIMARY
600102268	BOJANALA	TSUNYANE PRIMARY SCHOOL
600100260	BOJANALA	DE IHY PRIMARY
600104112	BOJANALA	DEO GLORIA CHRISTION ACADEMY
600105159	BOJANALA	HARMONY CHRISTIAN SCHOOL
600100653	BOJANALA	KELE SECONARY SCHOOL
600101142	BOJANALA	MATHOPESTAD
600101514	BOJANALA	NKUKISE PRIMARY SCHPOOL
600101744	BOJANALA	RAMPA PRIMARY SCHOOL
600101759	BOJANALA	RASIMONE INTERMEDIATE SCHOOL
600102046	BOJANALA	SYFERBULT PRIMARY SCHOOL
600102323	BOJANALA	VUKA PRIMARY FARM SCHOOL
600104103	BOJANALA	BANA PELE PRIMARY SCHOOL
600100082	BOJANALA	BARELWANEDI PRIMARY SCHOOL
600100184	BOJANALA	BOONS SEC
600100370	BOJANALA	FIELDS COLLEGE
600100709	BOJANALA	KHIBITSWANE
600105076	BOJANALA	KLOOF VIEW PRIMARY

600102203	BOJANALA	LERUTLHWARE PRIMARY
600101454	BOJANALA	MOTSITLE PRIMARY
600105073	BOJANALA	MOUNT SERA PRIMARY
600101517	BOJANALA	NOKA YA LORATO
600101659	BOJANALA	PLATINUM
600101863	BOJANALA	RUSKRAAL
600101868	BOJANALA	RUTANANG
600102054	BOJANALA	TANTANA PRIMARY SCHOOL
600102150	BOJANALA	TLASENG PRIMARY
600102180	BOJANALA	TLHOTLHELETSANG PRIMARY
600102262	BOJANALA	TSITSING PRIMARY SCHOOL
600102313	BOJANALA	VIVA
600100110	BOJANALA	B.F. MORAKE
600100807	BOJANALA	LAERSKOOL PROTEAPARK
600100835	BOJANALA	LEFARAGATLHE PRIMARY SCHOOL
600101008	BOJANALA	MAILE PRIMARY SCHOOL
600101309	BOJANALA	MONAKATO PRIMARY
600101355	BOJANALA	MONATO
600101383	BOJANALA	MOROGONG PRIMARY SCHOOL
600102224	BOJANALA	TSHEKAMI PRIMARY SCHOOL
600100015	BOJANALA	AGONKITSE
600100122	BOJANALA	BOBUANTSWA
600100182	BOJANALA	BONWAKGOGO PRIMARY SCHOOL
600100800	BOJANALA	BOSHOEK PRIMARY
600100234	BOJANALA	CHANENG PRIMARY
600100672	BOJANALA	KGALE
600101865	BOJANALA	LAERSKOOL RUSTENBURG
600104065	BOJANALA	LEBONE II
600100949	BOJANALA	LUKA PRIMARY SCHOOL
600100981	BOJANALA	MADUTLE PRIMARY SCHOOL
600101157	BOJANALA	MATLHWARE PRIMARY
600101188	BOJANALA	MERIDIAN COLLEGE RUSTENBURG
600101296	BOJANALA	MOGONO
600101378	BOJANALA	MOREMOGOLO PRIMARY
600101741	BOJANALA	RAMOTSE PRIMARY
600104040	BOJANALA	RUSTENBURG GEREFORMEERDE AKADEMIE
600101886	BOJANALA	SARON PRIMARY
600100064	BOJANALA	BAKUBUNG INTERMEDIATE
600105074	BOJANALA	BOIKAGONG PRIMARY
600100197	BOJANALA	BOSABOSELE
600100266	BOJANALA	DEUTSCHE SCHULE KROONDAL

600100365	BOJANALA	FAPHA
600100588	BOJANALA	J.D.MOSIAH
600100630	BOJANALA	KARLIEN
600100818	BOJANALA	L.D.MATSHOGO PRIMARY SCHOOL
600100257	BOJANALA	LAERSKOOL DAVID BRINK
600100852	BOJANALA	LEKWAKWA PRIMARY
600100880	BOJANALA	LETSIBOGO PRIMARY
600101544	BOJANALA	NUR-UL-IMAN MUSLIM SCHOOL
600101592	BOJANALA	PAARDEKRAAL PRIMARY SCHOOL
600101842	BOJANALA	RETLAKGONA PRIMARY
600101847	BOJANALA	REUBEN MONARENG PRIMARY
600102240	BOJANALA	TSHIROLOGANG PRIMARY
600104253	BOJANALA	VUKUZENZELE PRIMARY
600102359	BOJANALA	ZINNIIVILLE SECONDARY
600100281	Dr Kenneth Kaunda	BARETSE PRIMARY
600100143	Dr Kenneth Kaunda	BOINEELO PUBLIC
600100187	Dr Kenneth Kaunda	BOPHEPA PUBLIC
600100269	Dr Kenneth Kaunda	DIAMANTRIF PRIMARY
600100270	Dr Kenneth Kaunda	DIATLENG INTERMEDIATE
600100354	Dr Kenneth Kaunda	ELKORNIA PRIMARY
600104027	Dr Kenneth Kaunda	GONTSE PRIMARY
600100482	Dr Kenneth Kaunda	HALLOWAYS Rust PRIMARY
600102343	Dr Kenneth Kaunda	LAERSKOOL WOLMARANSSTAD
600101000	Dr Kenneth Kaunda	MAHLOMABEDI PRIMARY
600101171	Dr Kenneth Kaunda	MATUMELO
600101706	Dr Kenneth Kaunda	RAGOGANG PRIMARY SCHOOL
600101878	Dr Kenneth Kaunda	SAMUEL PHIRI PRIMARY
600101772	Dr Kenneth Kaunda	SKIETPAN OPENBARE SKOOL
600102318	Dr Kenneth Kaunda	VOLGELSTRUISKUIL PRIMARY
600100034	Dr Kenneth Kaunda	ATLARELANG PRIMARY
600100103	Dr Kenneth Kaunda	BAVIAANSKRANS PRIMARY
600100202	Dr Kenneth Kaunda	BOSKUIL COMBINED
600100323	Dr Kenneth Kaunda	DOORNPAN PRIMARY
600100473	Dr Kenneth Kaunda	GREYLINGSRUS PRIMARY
600105170	Dr Kenneth Kaunda	KOKETSO PRIMARY
600100829	Dr Kenneth Kaunda	LAERSKOOL LEEUDORINGSTAD
600101041	Dr Kenneth Kaunda	LAERSKOOL MAKWASSIE
600101252	Dr Kenneth Kaunda	MODDERKRAAL PRIMARY SCHOOL
600101534	Dr Kenneth Kaunda	NLTATSENG COMBINED SCHOOL
600101618	Dr Kenneth Kaunda	PHAKEDI PRIMARY
600101641	Dr Kenneth Kaunda	PHOGOLE

600101960	Dr Kenneth Kaunda	SENTLHAGA
600102048	Dr Kenneth Kaunda	SYFERGAT
600102082	Dr Kenneth Kaunda	THAKADU PRIMARY
600102114	Dr Kenneth Kaunda	THUSANG PRIMARY SCHOOL
600100014	Dr Kenneth Kaunda	AGISANANG PUBLIC SCHOOL
600100199	Dr Kenneth Kaunda	BOSCHPOORT COMBINED
600100320	Dr Kenneth Kaunda	DOORNBUILT INTERMEDIATE
600100594	Dr Kenneth Kaunda	JATHOLIMA
600100684	Dr Kenneth Kaunda	KGOLAGANYO INTERMEDIATE SCHOOL
600101586	Dr Kenneth Kaunda	LAERSKOOL OTTOSDAL
600101882	Dr Kenneth Kaunda	LAERSKOOL SANNIESHOF
600100902	Dr Kenneth Kaunda	LETSOPA PUBLIC SCHOOL
600101060	Dr Kenneth Kaunda	MAMORATWA COMBINED
600104095	Dr Kenneth Kaunda	NALEDI PRIMARY
600104109	Dr Kenneth Kaunda	NATANJA CHRISTIAN SCHOOL
600101599	Dr Kenneth Kaunda	PALMIETKUIL PRIMARY
600101731	Dr Kenneth Kaunda	RAMOGOPA PRIMARY
600102222	Dr Kenneth Kaunda	TSHEGOFATSO PRIMARY SCHOOL
600102276	Dr Kenneth Kaunda	TUMISANG PUBLIC
600102285	Dr Kenneth Kaunda	UITSCHOT PRIMARY
600102307	Dr Kenneth Kaunda	VERDIEND PRIMARY
600102362	Dr Kenneth Kaunda	ZOOIHUIS PRIMARY
600100025	Dr Kenneth Kaunda	ARE BOKENG PRIMARY
600100027	Dr Kenneth Kaunda	ARE FENYENG PRIMARY
600100032	Dr Kenneth Kaunda	ATAMELA PRIMARY SCHOOL
600100087	Dr Kenneth Kaunda	BATHABILE PRIMARY SCHOOL
600100162	Dr Kenneth Kaunda	BOITUMELO INTERMEDIATE
600100299	Dr Kenneth Kaunda	DIPHETOGO PRIMARY SCHOOL
600100546	Dr Kenneth Kaunda	INYATELO PRIMARY
600100730	Dr Kenneth Kaunda	KLERKSDORP CHRISTIAN ACADEMY
600104029	Dr Kenneth Kaunda	KLERKSDORP METHODIST PRIMARY SCHOOL
600100732	Dr Kenneth Kaunda	KLERKSDORP PRIMARY SCHOOL
600100465	Dr Kenneth Kaunda	LAERSKOOL GOUDKOP
600101126	Dr Kenneth Kaunda	MASEDI PUBLIC
600101527	Dr Kenneth Kaunda	NTATAISE PRIMARY SCHOOL
600101605	Dr Kenneth Kaunda	PELOKGALE PUBLIC SCHOOL
600101775	Dr Kenneth Kaunda	REAHOLA PRIMARY SCHOOL
600101902	Dr Kenneth Kaunda	SEDIKO PRIMARY
600101947	Dr Kenneth Kaunda	SELANG THUTO PUBLIC
600102020	Dr Kenneth Kaunda	STCONRAD 'S COLLEGE
600102289	Dr Kenneth Kaunda	UNITED PRIMARY SCHOOL

600102294	Dr Kenneth Kaunda	VAAL REEFS PRIMARY SCHOOL
600100009	Dr Kenneth Kaunda	ABONTLE PRIMARY SCHOOL
600100028	Dr Kenneth Kaunda	ARE IPELENG PRIMARY
600100491	Dr Kenneth Kaunda	HATA-BUTLE PRIMARY
600100643	Dr Kenneth Kaunda	KEDIEMETSE
600100717	Dr Kenneth Kaunda	KHUMA PRIMARY
600100328	Dr Kenneth Kaunda	LAERSKOOL DRIEFONTEIN
600101522	Dr Kenneth Kaunda	LAERSKOOL NOORDVAAL
600101581	Dr Kenneth Kaunda	LAERSKOOL ORKNEY
600100805	Dr Kenneth Kaunda	LAERSKOOL P.A. THERON
600102034	Dr Kenneth Kaunda	LAERSKOOL STILFONTEIN
600100897	Dr Kenneth Kaunda	LETSATSI PRIMARY
600100914	Dr Kenneth Kaunda	LOFDAL CHRISTIAN SCHOOL
600101002	Dr Kenneth Kaunda	MAHUBE INTERMEDIATE
600101515	Dr Kenneth Kaunda	NKULULEKWENI PRIMARY
600101526	Dr Kenneth Kaunda	NOZIZWE PRIMARY
600101607	Dr Kenneth Kaunda	PELONOMI INTERMEDIATE SCHOOL
600104104	Dr Kenneth Kaunda	PINNACLE
600102037	Dr Kenneth Kaunda	STRATHVAAL
600102274	Dr Kenneth Kaunda	TUKISANG PRIMARY
600102334	Dr Kenneth Kaunda	WESTERN REEFS PRIMARY
600100018	Dr Kenneth Kaunda	AKOFANG PRIMARY SCHOOL
600104089	Dr Kenneth Kaunda	AL HUDA MUSLIM
600100029	Dr Kenneth Kaunda	ARE-ITSHOKENG PRIMARY
600100205	Dr Kenneth Kaunda	BOSWORTH PRIMARY
600100318	Dr Kenneth Kaunda	DOMINION REEFS COMBINED SCHOOL
600100346	Dr Kenneth Kaunda	EDISANG PUBLIC SCHOOL
600100566	Dr Kenneth Kaunda	ITHUSENG PRIMARY SCHOOL
600100563	Dr Kenneth Kaunda	ITIRELE PUBLIC SCHOOL
600100614	Dr Kenneth Kaunda	KAKATLELA PRIMARY
600100705	Dr Kenneth Kaunda	KHAYALETU
600100731	Dr Kenneth Kaunda	KLERKSDORP SECONDARY
600100757	Dr Kenneth Kaunda	KONYAKONYANG COMBINED SCHHOL
600100795	Dr Kenneth Kaunda	LAERSKOOL LA HOFF
600101680	Dr Kenneth Kaunda	LAERSKOOL PRESIDENT
600101873	Dr Kenneth Kaunda	LAERSKOOL SAAMTREK
600101328	Dr Kenneth Kaunda	MOKOLOKOTOANE PUBLIC
600101507	Dr Kenneth Kaunda	NKAGISANG COMBINED SCHOOL
600104247	Dr Kenneth Kaunda	OVERVAAL PRIVATE SCHOOL
600101620	Dr Kenneth Kaunda	PHAKELA COMBINED
600100467	Dr Kenneth Kaunda	THEA MORAFE

600102351	Dr Kenneth Kaunda	ZAMUKULUNGA PRIMARY
600105078	Dr Kenneth Kaunda	ALABAMA COMBINED
600100019	Dr Kenneth Kaunda	ALABAMA PRIMARY
600100057	Dr Kenneth Kaunda	BAKANG PRIMARY SCHOOL
600100336	Dr Kenneth Kaunda	DUPPERSPOS PRIMARY
600100348	Dr Kenneth Kaunda	EDUCATORS HIGH
600100466	Dr Kenneth Kaunda	GOUE AREND PRIMARY SCHOOL
600104068	Dr Kenneth Kaunda	KABELANO PRIMARY
600100486	Dr Kenneth Kaunda	LAERSKOOL HARTBEESFONTEIN
600101180	Dr Kenneth Kaunda	LAERSKOOL MEIRINGSPARK
600101857	Dr Kenneth Kaunda	LAERSKOOL ROOSHEUWEL
600102288	Dr Kenneth Kaunda	LAERSKOOL UNIE
600100892	Dr Kenneth Kaunda	LETLHASEDI
600100998	Dr Kenneth Kaunda	MAHEELO INTERMEDIATE
600101234	Dr Kenneth Kaunda	MMATLHAPI INTERMEDIATE SCHOOL
600101945	Dr Kenneth Kaunda	SELAMOLELA
600102011	Dr Kenneth Kaunda	SOKOLOGANG FARM SCHOOL
600102132	Dr Kenneth Kaunda	TIANG INTERMEDIATE SCHOOL
600102136	Dr Kenneth Kaunda	TIGANE PRIMARY SCHOOL
600102358	Dr Kenneth Kaunda	ZIMELE-GEQE
600100224	Dr Kenneth Kaunda	BUFFELSVLEI INTERMEDIATE
600104267	Dr Kenneth Kaunda	DAN TLOOME PRIMARY SCHOOL
600100259	Dr Kenneth Kaunda	DE BEERSKRAAL PRIMARY SCHOOL
600100371	Dr Kenneth Kaunda	FIKADIBENG PRIMARY SCHOOL
600103609	Dr Kenneth Kaunda	JANE LETSAPA
600100638	Dr Kenneth Kaunda	KEAGILE INTERMEDIATE SCHOOL
600100938	Dr Kenneth Kaunda	LAERSKOOL BAILLIE PARK
600100943	Dr Kenneth Kaunda	LAERSKOOL MOOIRIVIER
600104260	Dr Kenneth Kaunda	MAYFLOWER
600101416	Dr Kenneth Kaunda	MOTAUNG PRIMARY SCHOOL
600101597	Dr Kenneth Kaunda	PADI INTERMEDIATE SCHOOL
600101676	Dr Kenneth Kaunda	POTCHEFSTROOM SECONDARY SCHOOL
600101685	Dr Kenneth Kaunda	PUDULOGO PRIMARY PUBLIC SCHOOL
600101892	Dr Kenneth Kaunda	SEBAGE PRIMARY FARM
600102002	Dr Kenneth Kaunda	SIZAMELE
600102067	Dr Kenneth Kaunda	TERRA PECCANA
600104244	Dr Kenneth Kaunda	TOTIUS AKADEMIE
600104008	Dr Kenneth Kaunda	TSWANA TSATSI PRIMARY SCHOOL
600100012	Dr Kenneth Kaunda	AGAPÉ CHRISTIAN SCHOOL
600100946	Dr Kenneth Kaunda	LAERSKOOL PRESIDENT PRETORIOUS
600100875	Dr Kenneth Kaunda	LESEGO PRIMARY SCHOOL

600100935	Dr Kenneth Kaunda	LOULA FOURIE PRIMARY
600100970	Dr Kenneth Kaunda	MADIBENG PRIMARY
600101622	Dr Kenneth Kaunda	PHALADI PRIMARY SCHOOL
600103621	Dr Kenneth Kaunda	POTCHEFSTROOM PRIMARY
600101671	Dr Kenneth Kaunda	POTCHEFSTROOMSE CHRISTENSKOOL
600101682	Dr Kenneth Kaunda	PROMOSA PRIMARY SCHOOL
600101773	Dr Kenneth Kaunda	REAGILE PRIMARY
600102047	Dr Kenneth Kaunda	SYFERFONTEIN
600102095	Dr Kenneth Kaunda	THEMBA'LIDANISI
600102107	Dr Kenneth Kaunda	THUKA INTERMEDIATE
600102229	Dr Kenneth Kaunda	TSHEPO PRIMARY SCHOOL
600100107	Dr Kenneth Kaunda	BERT'S BRICKS PRIMARY
600100154	Dr Kenneth Kaunda	BOITIRELO PUBLIC PRIMARY SCHOOL
600100167	Dr Kenneth Kaunda	BOKAMOSO INTERMEDIATE SCHOOL
600100310	Dr Kenneth Kaunda	DITAELONG P.P. SCHOOL
600104139	Dr Kenneth Kaunda	KEOTSHEPILE PRIMARY SCHOOL
600100941	Dr Kenneth Kaunda	LAERSKOOL ML FICK
600100907	Dr Kenneth Kaunda	LIGSTRAAL
600101476	Dr Kenneth Kaunda	MPONENG PRIMARY FARM SCHOOL
600101488	Dr Kenneth Kaunda	NANOGANG
600101530	Dr Kenneth Kaunda	NTHEBE PRIMARY
600101588	Dr Kenneth Kaunda	OURIEF PRIMARY SCHOOL
600101673	Dr Kenneth Kaunda	POTCHEFSTROOM CENTRAL SCHOOL
600101856	Dr Kenneth Kaunda	ROOIPAN PRIMARY
600104111	Dr Kenneth Kaunda	SAINTS CHRISTIAN SCHOOL
600102051	Dr Kenneth Kaunda	TAAIBOSCHBULT
600102156	Dr Kenneth Kaunda	TLHABOLOGO PRIMARY SCHOOL
600102251	Dr Kenneth Kaunda	TSHUPANE PUBLIC PRIMARY SCHOOL
600105123	Dr Kenneth Kaunda	WELGEVONDEN PRIMARY
600102325	Dr Kenneth Kaunda	VYFHOEK PRIMARY SCHOOL
600102341	Dr Kenneth Kaunda	WITPOORT PRIMARY SCHOOL
600100174	Dr Kenneth Kaunda	BOLOPAPELO INTERMEDIATE
600100232	Dr Kenneth Kaunda	CECILIA 'S HOME PRIMARY SCHOOL
600104141	Dr Kenneth Kaunda	CVO VENTERSDORP
600100538	Dr Kenneth Kaunda	IKHUTSENG INTERMEDIATE SCHOOL
600100685	Dr Kenneth Kaunda	KGOLOLOSEGO INTERMEDIATE SCHOOL
600100810	Dr Kenneth Kaunda	LAERSKOOL SCHOONSPRUIT
600102306	Dr Kenneth Kaunda	LAERSKOOL VENTERSDORP
600100899	Dr Kenneth Kaunda	LETSHELEMANE PRIMARY SCHOOL
600101206	Dr Kenneth Kaunda	MMABATHO PRIMARY SCHOOL
600101289	Dr Kenneth Kaunda	MOGODIRI INTERMEDIATE SCHOOL

600101575	Dr Kenneth Kaunda	OPANG-DIATLA I S
600101696	Dr Kenneth Kaunda	RABANA PRIMARY SCHOOL
600101804	Dr Kenneth Kaunda	REGOROGILE
600102033	Dr Kenneth Kaunda	STERKSTROOM WES
600102075	Dr Kenneth Kaunda	THABISO INTERMEDIATE SCHOOL
600102146	Dr Kenneth Kaunda	TLANG BOTLHE
600102189	Dr Kenneth Kaunda	TOEVLUG PRIMERE SKOOL
600102236	Dr Kenneth Kaunda	TSHING PRIMARY SCHOOL
600102239	Dr Kenneth Kaunda	TSHIROLOGO PRIMARY SCHOOL
600100052	Dr Ruth S Mompoti	BAILEY PRIMARY SCHOOL
600100192	Dr Ruth S Mompoti	BORESETSE PRIMARY
600100194	Dr Ruth S Mompoti	BORNEO PRIMARY SCHOOL
600100215	Dr Ruth S Mompoti	BOTSHELO PRIMARY SCHOOL
600100334	Dr Ruth S Mompoti	DUIKERBOS PRIMARY SCHOOL
600104283	Dr Ruth S Mompoti	GEORGE MADODA PRIMARY
600100584	Dr Ruth S Mompoti	J A SNYMAN PRIMARY SCHOOL
600100587	Dr Ruth S Mompoti	J.S MASISI PRIMARY SCHOOL
600100791	Dr Ruth S Mompoti	KWENA THAKADU PRIMARY SCHOOL
600100796	Dr Ruth S Mompoti	LABA PRIMARY
600100265	Dr Ruth S Mompoti	LAERSKOOL DELAREYVILLE
600101068	Dr Ruth S Mompoti	MANAMOLELA PRIMARY SCHOOL
600101116	Dr Ruth S Mompoti	MAROTSE PRIMARY
600101329	Dr Ruth S Mompoti	MOKOPE PRIMARY SCHOOL
600101381	Dr Ruth S Mompoti	MORGENSTER PRIMARY SCHOOL
600101612	Dr Ruth S Mompoti	PENDUKA PRIMARY
600101715	Dr Ruth S Mompoti	RAMADIANE PRIMARY SCHOOL
600100006	Dr Ruth S Mompoti	AARON LETSAPA PRIMARY
600100233	Dr Ruth S Mompoti	CHAENA PRIMARY
600100458	Dr Ruth S Mompoti	GOO-MOLEFI PRIMARY SCHOOL
600100459	Dr Ruth S Mompoti	GOO-SELEKA PRIMARY SCHOOL
600100781	Dr Ruth S Mompoti	KUNANA PRIMARY SCHOOL
600100896	Dr Ruth S Mompoti	LETSAPA PRIMARY
600101046	Dr Ruth S Mompoti	MALEBOGO PRIMARY SCHOOL
600101403	Dr Ruth S Mompoti	MOSHOETTE II PRIMARY
600101428	Dr Ruth S Mompoti	MOTLHABANE PRIMARY SCHOOL
600101765	Dr Ruth S Mompoti	RATLOU PRIMARY SCHOOL
600101961	Dr Ruth S Mompoti	SENWAMATSANA PRIMARY
600101977	Dr Ruth S Mompoti	SETLAGOLE PRIMARY SCHOOL
600102161	Dr Ruth S Mompoti	TLHAKAJENG PRIMARY
600100391	Dr Ruth S Mompoti	GAESEGWE PRIMARY SCHOOL
600100455	Dr Ruth S Mompoti	GOITSEONE

600100470	Dr Ruth S Mompoti	GREEN CENTRAL PRIMARY SCHOOL
600100609	Dr Ruth S Mompoti	KABELO PRIMARY SCHOOL
600101204	Dr Ruth S Mompoti	M.K MOETI PRIMARY
600100972	Dr Ruth S Mompoti	MADIBOGO BATLHAPING
600100973	Dr Ruth S Mompoti	MADIBOGOGO-PAN PRIMARY SCHOOL
600101209	Dr Ruth S Mompoti	MMADISEBO PRIMARY SCHOOL
600101312	Dr Ruth S Mompoti	MOKALA PRIMARY SCHOOL
600101453	Dr Ruth S Mompoti	MOTSITLANE PRIMARY SCHOOL
600101714	Dr Ruth S Mompoti	RAMABESA PRIMARY SCHOOL
600101916	Dr Ruth S Mompoti	SEGAKEG PRIMARY SCHOOL
600102121	Dr Ruth S Mompoti	THUTLWANE PRIMARY SCHOOL
600102263	Dr Ruth S Mompoti	TSOGANG PRIMARY
600102290	Dr Ruth S Mompoti	UPPER SETLAGOLE PRIMARY
600103614	Dr Ruth S Mompoti	BAHENTSWE
600100186	Dr Ruth S Mompoti	BOPANANG PRIMARY
600100297	Dr Ruth S Mompoti	DIPATI PRIMARY SCHOOL
600100312	Dr Ruth S Mompoti	DITHAKWANA PRIMARY SCHOOL
600100547	Dr Ruth S Mompoti	IPAACKANYENG PRIMARY
600100590	Dr Ruth S Mompoti	JACHTRAAL PRIMARY
600100654	Dr Ruth S Mompoti	KELEBOGILE INTERMEDIATE SCHOOL
600100762	Dr Ruth S Mompoti	KOPELA PRIMARY SCHOOL
600100915	Dr Ruth S Mompoti	LOGAGA PRIMARY
600101139	Dr Ruth S Mompoti	MATEANE PRIMARY SCHOOL
600101281	Dr Ruth S Mompoti	MOFUFUTSO PRIMARY
600101287	Dr Ruth S Mompoti	MOGAWANE MOSHOETTE PRIMARY
600101718	Dr Ruth S Mompoti	RAMADINGWANA PRIMARY
600101935	Dr Ruth S Mompoti	SEKGORO PRIMARY SCHOOL
600101970	Dr Ruth S Mompoti	SERITE PRIMARY SCHOOL
600102074	Dr Ruth S Mompoti	THABA-SIONE PRIMARY SCHOOL
600102092	Dr Ruth S Mompoti	THEBEYAME PRIMARY SCHOOL
600102098	Dr Ruth S Mompoti	THIPANYANE PRIMARY
600100033	Dr Ruth S Mompoti	ATAMELANG PRIMARY
600100490	Dr Ruth S Mompoti	HARTSRIVIER PRIMARY
600100758	Dr Ruth S Mompoti	KOPANANG PRIMARY
600100919	Dr Ruth S Mompoti	LOKGABENG PRIMARY
600101015	Dr Ruth S Mompoti	MAJEAKGORO PRIMARY SCHOOL
600101144	Dr Ruth S Mompoti	MATLHARE MOHOLO PRIMARY
600101232	Dr Ruth S Mompoti	MMATLAKITSO PRIMARY SCHOOL
600101314	Dr Ruth S Mompoti	MOKASA PRIMARY
600101324	Dr Ruth S Mompoti	MOKGOSI PRIMARY
600101561	Dr Ruth S Mompoti	OLEBILE PRIMARY SCHOOL

600100361	Dr Ruth S Mompoti	REBONE-SEDIBA INTERMEDIATE
600101788	Dr Ruth S Mompoti	REDUETSWE PRIMARY
600101899	Dr Ruth S Mompoti	SEDIBATHUTO PRIMARY
600101938	Dr Ruth S Mompoti	SEKHING PRIMARY SCHOOL
600100049	Dr Ruth S Mompoti	BAGA MAIDI PRIMARY
600100142	Dr Ruth S Mompoti	BOIKUTLO
600100399	Dr Ruth S Mompoti	GALESHEWE PRIMARY SCHOOL
600100445	Dr Ruth S Mompoti	GOBOPAMANG PRIMARY SCHOOL
600100644	Dr Ruth S Mompoti	KEEMEMANG PRIMARY
600100748	Dr Ruth S Mompoti	KOKOMENG PRIMARY
600101075	Dr Ruth S Mompoti	MANTHE PRIMARY SCHOOL
600101165	Dr Ruth S Mompoti	MATSHENG PRIMARY
600101340	Dr Ruth S Mompoti	MOLELEMA PRIMARY
600101404	Dr Ruth S Mompoti	MOSHOSHO PRIMARY
600101643	Dr Ruth S Mompoti	PHOLOHOLO PRIMARY SCHOOL
600101657	Dr Ruth S Mompoti	PITSONG PRIMARY SCHOOL
600101664	Dr Ruth S Mompoti	POLOKOETSILE PRIMARY
600101949	Dr Ruth S Mompoti	SELEKENG PRIMARY
600101968	Dr Ruth S Mompoti	SERASENGWE PRIMARY SCHOOL
600102259	Dr Ruth S Mompoti	TSHWARANGTHATA PRIMAY
600100058	Dr Ruth S Mompoti	BAKANG INTERMEDIATE
600100362	Dr Ruth S Mompoti	ETEBARE PRIMARY
600100409	Dr Ruth S Mompoti	GANOKE PRIMARY SCHOOL
600100427	Dr Ruth S Mompoti	GATAOTE PRIMARY SCHOOL
600100539	Dr Ruth S Mompoti	IKHUTSENG PRIMARY
600100853	Dr Ruth S Mompoti	LEKWENE PRIMARY SCHOOL
600100977	Dr Ruth S Mompoti	MADIPELESA PRIMARY
600100979	Dr Ruth S Mompoti	MADITHAMAGA PRIMARY
600101065	Dr Ruth S Mompoti	MAMMUTLA PRIMARY SCHOOL
600101560	Dr Ruth S Mompoti	OKETSANG PRIMARY SCHOOL
600101570	Dr Ruth S Mompoti	ONALERONA PRIMARY
600101606	Dr Ruth S Mompoti	PELONNGWE PRIMARY
600101819	Dr Ruth S Mompoti	REIVILO HIGH SCHOOL
600101846	Dr Ruth S Mompoti	RETSHEGEDITSE PRIMARY SCHOOL
600101992	Dr Ruth S Mompoti	SHALENG PRIMARY
600102125	Dr Ruth S Mompoti	THUTO-NEO PRIMARY
600102212	Dr Ruth S Mompoti	TSHABELANG PRIMARY
600105065	Dr Ruth S Mompoti	TSHEPANG-THUTO PRIMARY SCHOOL
600100053	Dr Ruth S Mompoti	BAISITSE PRIMARY SCHOOL
600100698	Dr Ruth S Mompoti	KGOSIKEEHE PRIMARY
600104016	Dr Ruth S Mompoti	LESANG KASIENYANE PRIMARY SCHOOL

600101088	Dr Ruth S Mompoti	MAPHOITSILE PRIMARY SCHOOL
600101093	Dr Ruth S Mompoti	MARANATHA PRIMARY
600101113	Dr Ruth S Mompoti	MAROPE PRIMARY SCHOOL
600101504	Dr Ruth S Mompoti	NHOLE PRIMARY SCHOOL
600101529	Dr Ruth S Mompoti	NTHAPELANG PRIMARY SCHOOL
600101629	Dr Ruth S Mompoti	PHATLHANYANE PRIMARY SCHOOL
600101698	Dr Ruth S Mompoti	RABODIGELO PRIMARY
600104078	Dr Ruth S Mompoti	SACRED HEARTS PRIMARY SCHOOL
600101927	Dr Ruth S Mompoti	SEILE PRIMARY
600102024	Dr Ruth S Mompoti	ST PAUL'S PRIMARY SCHOOL
600102238	Dr Ruth S Mompoti	TSHIPO MANGWEGAPE PRIMARY
600100431	Dr Ruth S Mompoti	BLOEMHOF GEKOMBINEERDE SKOOL
600100116	Dr Ruth S Mompoti	BLOEMHOF PRIMARY SCHOOL
600100239	Dr Ruth S Mompoti	GEKOMBINEERDE SKOOL CHRISTIANA
600100432	Dr Ruth S Mompoti	GELUKSOORD PRIMERE SKOOL
600100489	Dr Ruth S Mompoti	HARTSFONTEIN
600100770	Dr Ruth S Mompoti	KROMELLENBOOG COMBINED
600100789	Dr Ruth S Mompoti	KWALA-KITSO PRIMARY SCHOOL
600100797	Dr Ruth S Mompoti	LABOJANG
600101152	Dr Ruth S Mompoti	MATLHAJANENG PRIMARY SCHOOL
600101362	Dr Ruth S Mompoti	MONTHUSI PRIMARY
600102000	Dr Ruth S Mompoti	SINAI
600102085	Dr Ruth S Mompoti	THAMAGANE PRIMARY
600102226	Dr Ruth S Mompoti	TSHENOLO PRIMARY
600102298	Dr Ruth S Mompoti	VAALOEWER COMBINED SCHOOL
600102337	Dr Ruth S Mompoti	WILDEHOENDERKRAAL
600100301	Dr Ruth S Mompoti	DIPODI PRIMARY
600100390	Dr Ruth S Mompoti	GAEONALE PRIMARY
600100411	Dr Ruth S Mompoti	GANYESA PRIMARY SCHHOL
600100613	Dr Ruth S Mompoti	KAKANYO PRIMARY SCHOOL
600100624	Dr Ruth S Mompoti	KAMOGELO PRIMARY SCHOOL
600100681	Dr Ruth S Mompoti	KGOKGOLE PRIMARY SCHOOL
600100936	Dr Ruth S Mompoti	LOUWNA PRIMARY
600100988	Dr Ruth S Mompoti	MAGAABUE PRIMARY SCHOOL
600101250	Dr Ruth S Mompoti	MOCHWARE PRIMARY SCHOOL
600101248	Dr Ruth S Mompoti	MODISAEMANG PRIMARY
600101717	Dr Ruth S Mompoti	RAMADILE PRIMARY SCHOOL
600101926	Dr Ruth S Mompoti	SEICHOKELO PRIMARY SCHOOL
600102097	Dr Ruth S Mompoti	THIBOGANG PRIMARY SCHOOL
600102149	Dr Ruth S Mompoti	TLAPENG PRIMARY
600102215	Dr Ruth S Mompoti	TSHANENG PRIMARY

600100071	Dr Ruth S Mompoti	BANCHO PRIMARY
600100078	Dr Ruth S Mompoti	BARAKILE PRIMARY SCHOOL
600105079	Dr Ruth S Mompoti	BOTSALANO PRIMARY
600100219	Dr Ruth S Mompoti	BRAY INTERMEDIATE SCHOOL
600100342	Dr Ruth S Mompoti	EBENEZER CHRISTIAN
600100347	Dr Ruth S Mompoti	EDUCAR PRIMARY
600104017	Dr Ruth S Mompoti	GAMONCHONYANE PRIMARY
600100498	Dr Ruth S Mompoti	HIKANE PRIMARY SCHOOL
600100648	Dr Ruth S Mompoti	KEIPATILE PRIMARY SCHOOL
600104014	Dr Ruth S Mompoti	KGALALELO PRIMARY
600100723	Dr Ruth S Mompoti	KIBITWE PRIMARY SCHOOL
600100755	Dr Ruth S Mompoti	KONKE PRIMARY SCHOOL
600102197	Dr Ruth S Mompoti	LAERSKOOL TOSCA
600100920	Dr Ruth S Mompoti	LOKGENG PRIMARY
600100997	Dr Ruth S Mompoti	MAHAHAKGETLWA PRIMARY
600101385	Dr Ruth S Mompoti	MOROKWENG PRIMARY SCHOOL
600101978	Dr Ruth S Mompoti	SETLHABETSI PRIMARY
600102196	Dr Ruth S Mompoti	TOSCA PRIMARY
600102254	Dr Ruth S Mompoti	TSHWARAGANANG PRIMARY
600100013	Dr Ruth S Mompoti	AGELELANG THUTO PRIMARY
600100070	Dr Ruth S Mompoti	BANABOTLHE PRIMARY SCHOOL
600100176	Dr Ruth S Mompoti	BONABONA PRIMARY
600104046	Dr Ruth S Mompoti	DISIPI INTERMEDIATE
600100344	Dr Ruth S Mompoti	ECKRON PRIMARY
600100388	Dr Ruth S Mompoti	GAEGANE PRIMARY
600100635	Dr Ruth S Mompoti	KATLARELO PRIMARY SCHOOL
600100922	Dr Ruth S Mompoti	LONGANENG PRIMARY
600100960	Dr Ruth S Mompoti	MABONE PRIMARY SCHOOL
600101006	Dr Ruth S Mompoti	MAIKETSO PRIMARY
600101017	Dr Ruth S Mompoti	MAKALAATHUTLWA PRIMARY SCHOOL
600101089	Dr Ruth S Mompoti	MAPITIKI PRIMARY SCHOOL
600101151	Dr Ruth S Mompoti	MATLHABATLHABE PRIMARY SCHOOL
600101295	Dr Ruth S Mompoti	MOGOMOTSI PRIMARY
600101585	Dr Ruth S Mompoti	OTHAILE PRIMARY
600101679	Dr Ruth S Mompoti	POVAL
600102129	Dr Ruth S Mompoti	THUTO-LESEDI PRIMARY SCHOOL
600100645	Dr Ruth S Mompoti	KEGAKILWE PRIMARY SCHOOL
600100699	Dr Ruth S Mompoti	KGOSITHEBE COMBINED SCHOOL
600101652	Dr Ruth S Mompoti	KIRSTONIA PRIVATE SCHOOL
600100779	Dr Ruth S Mompoti	KUDUNKGWANE PRIMARY SCHOOL
600101651	Dr Ruth S Mompoti	LAERSKOOL PIET PLESSIS

600100954	Dr Ruth S Mompoti	MAAMOGWA PRIMARY SCHOOL
600101005	Dr Ruth S Mompoti	MAIKAO
600101244	Dr Ruth S Mompoti	MMUSI PRIMARY SCHOOOL
600101359	Dr Ruth S Mompoti	MONNAAPHANG SEBOGODI
600101412	Dr Ruth S Mompoti	MOSWANE INTERMEDIATE SCHOOL
600101538	Dr Ruth S Mompoti	NCHELANG PRIMARY
600101628	Dr Ruth S Mompoti	PHAPOSANE PRIMARY SCHOOL
600101814	Dr Ruth S Mompoti	REITSHOKILE COMBINED SCHOOL
600101929	Dr Ruth S Mompoti	SEITSANG PRIMARY SCHOOL
600105047	Dr Ruth S Mompoti	SHUPU PRIMARY SCHOOL
600102214	Dr Ruth S Mompoti	TSHANAKE PRIMARY
600100023	Dr Ruth S Mompoti	AMALIA PUBLIC PRIMARY
600100036	Dr Ruth S Mompoti	AVONDSTER PRIMARY
600100229	Dr Ruth S Mompoti	CALVYN PRIMARY SCHOOL
600101888	Dr Ruth S Mompoti	CHARON PRIMARY SCHOOL
600100324	Dr Ruth S Mompoti	DOORNPLAAT INTERMEDIATE
600100623	Dr Ruth S Mompoti	KAMOGELO PRIMARY
600100799	Dr Ruth S Mompoti	LAERSKOOL SCHWEIZER-RENEKE
600100950	Dr Ruth S Mompoti	LAERSKOOL WILDEHONDEPAN
600101889	Dr Ruth S Mompoti	ROSHUNVILLE PRIMARY SCHOOL
600102170	Dr Ruth S Mompoti	TLHATLHOGO PRIMARY SCHOOL
600100216	Dr Ruth S Mompoti	BOTSHELO PRIMARY
600100343	Dr Ruth S Mompoti	EBETSAMANG PRIMARY
600100570	Dr Ruth S Mompoti	ITLAMENG PRIMARY
600100647	Dr Ruth S Mompoti	KEIKANAMANG PRIMARY
600100844	Dr Ruth S Mompoti	LEKANG PRIMARY
600101297	Dr Ruth S Mompoti	MOGOPELA PRIMARY
600101331	Dr Ruth S Mompoti	MOLALE PRIMARY SCHOOL
600101392	Dr Ruth S Mompoti	MORWALELA PRIMARY
600101480	Dr Ruth S Mompoti	MYRA PRIMARY
600101509	Dr Ruth S Mompoti	NKHABANG PRIMARY
600101535	Dr Ruth S Mompoti	NTOKWE PRIMARY
600101704	Dr Ruth S Mompoti	RADITSHIDI PRIMARY
600101876	Dr Ruth S Mompoti	SAKU PRIMARY
600101979	Dr Ruth S Mompoti	SETSHWARAPELO PRIMARY SCHOOL
600102080	Dr Ruth S Mompoti	THAGAMOSO PRIMARY SCHOOL
600102118	Dr Ruth S Mompoti	THUSO PRIMARY
600102167	Dr Ruth S Mompoti	TLHARESENG PRIMARY SCHOOL
600100330	Dr Ruth S Mompoti	DRYHARTS PRIMARY
600100424	Dr Ruth S Mompoti	GASEONANE PRIMARY
600100855	Dr Ruth S Mompoti	LELIESPRUIT SCHOOL

600100929	Dr Ruth S Mompoti	LOSELONG PRIMARY
600101045	Dr Ruth S Mompoti	MALEBOGO PRIMARY SCHOOL
600104006	Dr Ruth S Mompoti	MODISAKOMA INTERMEDIATE SCHOOL
600101306	Dr Ruth S Mompoti	MOITSEMANG PRIMARY
600101344	Dr Ruth S Mompoti	MOLEMOENG PRIMARY
600101356	Dr Ruth S Mompoti	MONCHO PRIMARY SCHOOL
600101432	Dr Ruth S Mompoti	MOTLHAMARE PRIMARY
600104007	Dr Ruth S Mompoti	NTIKANG PRIMARY
600102128	Dr Ruth S Mompoti	THUTO LESEDI
600102137	Dr Ruth S Mompoti	TIGER KLOOF SECONDARY SCHOOL
600102258	Dr Ruth S Mompoti	TSHWARANANG PRIMARY
600100221	Dr Ruth S Mompoti	BROEDERSPUT PRIMARY
600100244	Dr Ruth S Mompoti	COLINDA PRIMARY SCHOOL
600100267	Dr Ruth S Mompoti	DEVONDALE INTERMEDIATE SCHOOL
600100372	Dr Ruth S Mompoti	FLORADENE PRIMARY
600102031	Dr Ruth S Mompoti	HOËRSKOOL STELLA
600100565	Dr Ruth S Mompoti	ITUMELENG PRIMARY
600100618	Dr Ruth S Mompoti	KAMEEL PRIMARY
600100700	Dr Ruth S Mompoti	KGOTLELELA
600100725	Dr Ruth S Mompoti	KISMET COMBINED SCHOOL
600100619	Dr Ruth S Mompoti	LAERSKOOL KAMEEL
600100951	Dr Ruth S Mompoti	LYKSO INTERMEDIATE SCHOOL
600101323	Dr Ruth S Mompoti	MOKGOSI PRIMARY
600101981	Dr Ruth S Mompoti	SETUMO INTERMEDIATE SCHOOL
600102286	Dr Ruth S Mompoti	UITSPAN INTERMEDIATE SCHOOL
600104108	Dr Ruth S Mompoti	VRYBURG JUNIOR UNIVERSITEIT
600100016	Ngaka Modiri Molema	AKADEMIE CVO DERBY
600100660	Ngaka Modiri Molema	KEOAGILE PRIMARY
600100670	Ngaka Modiri Molema	KGALAGATSANE PRIMARY
600100679	Ngaka Modiri Molema	KGETLENG PRIMARY SCHOOL
600100767	Ngaka Modiri Molema	KOSTER INTERMEDIATE SCHOOL
600100768	Ngaka Modiri Molema	KOSTER SKOOL GEKOMBINEERD
600101104	Ngaka Modiri Molema	MAREMA INTERMEDIATE SCHOOL
600101176	Ngaka Modiri Molema	MAZISTA INTERMEDIATE SCHOOL
600102388	Ngaka Modiri Molema	MOEDWIL COMBINED SCHOOL
600101307	Ngaka Modiri Molema	MOITSHOKI MOFENYI PUBLIC PRIMARY SCH
600101693	Ngaka Modiri Molema	PUSO PRIMARY SCHOOL
600101867	Ngaka Modiri Molema	RUTABANA PRIMARY
600102044	Ngaka Modiri Molema	SWARTRUGGENS INTERMEDIATE SCHOOL
600100430	Ngaka Modiri Molema	SWARTRUGGENS GEKOMBINEERDE SKOOL
600102219	Ngaka Modiri Molema	TSHEDIMOSONG P. PRIMARY

600100179	Ngaka Modiri Molema	BONOLO PRIMARY SCHOOL
600100278	Ngaka Modiri Molema	DIKGATHLONG PRIMARY SCHOOL
600104034	Ngaka Modiri Molema	DOORNLAAGTE
600100525	Ngaka Modiri Molema	IKAGISANO INTERMEDIATE SCHOOL
600104047	Ngaka Modiri Molema	MATIKI MOOKETSI PRIMARY SCHOOL
600101308	Ngaka Modiri Molema	MOJABENG PRIMARY SCHOOL
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600101460	Ngaka Modiri Molema	MOUBANA MOTSEI
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600102101	Ngaka Modiri Molema	THOLO PRIMARY SCHOOL
600100132	Ngaka Modiri Molema	BOGATSU PRIMARY
600100211	Ngaka Modiri Molema	BOTLHALE INTERMEDIATE SCHOOL
600100446	Ngaka Modiri Molema	GOBUSAMANG PRIMARY SCHOOL
600100475	Ngaka Modiri Molema	MARICO AKADEMIE
600101313	Ngaka Modiri Molema	MOKALAKE PRIMARY SCHOOL
600101410	Ngaka Modiri Molema	MOSOME PRIMARY
600101440	Ngaka Modiri Molema	MOTSATSI PRIMARY
600101623	Ngaka Modiri Molema	PHALALO PRIMARY SCHOOL
600101634	Ngaka Modiri Molema	PHENYO-BOTLHE PRIMARY SCHOOL
600102056	Ngaka Modiri Molema	TAPOS PRIMARY SCHOOL
600102083	Ngaka Modiri Molema	THAKADU PRIMARY SCHOOL
600102176	Ngaka Modiri Molema	TLHOGONTSHO PRIMARY SCHOOL
600100180	Ngaka Modiri Molema	BONTLE PRIMARY SCHOOL
600100340	Ngaka Modiri Molema	E. H. MOGASE PRIMARY SCHOOL
600101034	Ngaka Modiri Molema	MAKGWE PRIMARY SCHOOL
600101145	Ngaka Modiri Molema	MATLABA PRIMARY SCHOOL
600101243	Ngaka Modiri Molema	MMUAGABO PRIMARY SCHOOL
600101311	Ngaka Modiri Molema	MOKAKANA PRIMARY SCHOOL
600101339	Ngaka Modiri Molema	MOLEKANE PRIMARY
600101431	Ngaka Modiri Molema	MOTLHAKO PRIMARY SCHOOL
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600101861	Ngaka Modiri Molema	RRAPOO PRIMARY SCHOOL
600102246	Ngaka Modiri Molema	TSHOLOFELO PRIMARY SCHOOL
600100290	Ngaka Modiri Molema	DINARENG PRIMARY
600100434	Ngaka Modiri Molema	GERDAU LAERSKOOL
600100481	Ngaka Modiri Molema	HAKBOSLAAGTE PRIMARY SCHOOL
600100738	Ngaka Modiri Molema	KLIPPAN PRIMARY

600100242	Ngaka Modiri Molema	LAERSKOOL COLIGNY
600100883	Ngaka Modiri Molema	LETELANG PRIMARY
600101150	Ngaka Modiri Molema	MATLAPE PRIMARY SCHOOL
600101354	Ngaka Modiri Molema	MONAMALADI PRIMARY SCHOOL
600101393	Ngaka Modiri Molema	MORWENG PRIMARY SCHOOL
600101660	Ngaka Modiri Molema	PLATVLEI PRIMARY SCHOOL
600104088	Ngaka Modiri Molema	THUTO-MMELEGI PRIMARY SCHOOL
600102141	Ngaka Modiri Molema	TIRELO PRIMARY
600102163	Ngaka Modiri Molema	TLHALEFANG PRIMARY SCHOOL
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600100927	Ngaka Modiri Molema	LORE PRIMARY
600101080	Ngaka Modiri Molema	MAOKANENG PRIMARY
600101264	Ngaka Modiri Molema	MODISAKGOMO PRIMARY SCHOOL
600101436	Ngaka Modiri Molema	MOTLHATSWA PRIMARY SCHOOL
600101574	Ngaka Modiri Molema	OPADIATLA PRIMARY SCHOOL
600101667	Ngaka Modiri Molema	PONELOPELE PRIMARY SCHOOL
600101591	Ngaka Modiri Molema	PP PHALADI PRIMARY SCHOOL
600101817	Ngaka Modiri Molema	REITUMETSE PRIMARY
600104011	Ngaka Modiri Molema	TLAMELO PRIMARY
600102228	Ngaka Modiri Molema	TSHEPANG PRIMARY
600102361	Ngaka Modiri Molema	ZOETMELKSVALLEI INTERMEDIATE SCHOOL
600100118	Ngaka Modiri Molema	BLYDEVILLE INTERMEDIATE SCHOOL
600100231	Ngaka Modiri Molema	CARLISONIA PRIMARY SCHOOL
600100252	Ngaka Modiri Molema	CVO-SKOOL LICHTENBURG
600100322	Ngaka Modiri Molema	DOORNHOEK PRIMARY SCHOOL
600100331	Ngaka Modiri Molema	DUDFIELD PRIMARY SCHOOL
600100226	Ngaka Modiri Molema	LAERSKOOL BURGERSDORP
600100903	Ngaka Modiri Molema	LAERSKOOL L ICHTENBURG
600100906	Ngaka Modiri Molema	LICHTENBURG PRIMARY SCHOOL {ENGLISH}
600100996	Ngaka Modiri Molema	MAGWAPE PRIMARY
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600101756	Ngaka Modiri Molema	RAPOO PRIMARY SCHOOL
600101958	Ngaka Modiri Molema	SENSAKO PRIMARY
600101969	Ngaka Modiri Molema	SERITE PRIMARY SCHOOL
600100905	Ngaka Modiri Molema	SHUKRAN PRIMARY SCHOOL
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600102231	Ngaka Modiri Molema	TSHIAMELO PRIMARY
600102278	Ngaka Modiri Molema	TURFLAAGTE PRIMARY
600102299	Ngaka Modiri Molema	VAALPLAAS PRIMARY

600102316	Ngaka Modiri Molema	VLAKPAN PRIMARY
600105169	Ngaka Modiri Molema	YUSUF DADOO MEMORIAL PRIMARY SCHOOL
600100030	Ngaka Modiri Molema	AREAGANENG PRIMARY SCHOOL
600100141	Ngaka Modiri Molema	BOIKHUTSO PRIMARY
600105067	Ngaka Modiri Molema	GOLF-VIEW COMBINED SCHOOL
600100724	Ngaka Modiri Molema	KING'S WAY CHRISTIAN SCHOOL
600100939	Ngaka Modiri Molema	LAERSKOOL BUHRMANNSDRIF
600104100	Ngaka Modiri Molema	MAGGIES MILLENNIUM P SCHOOL
600100992	Ngaka Modiri Molema	MAGOKGWANE PRIMARY
600101182	Ngaka Modiri Molema	MELORANE PRIMARY SCHOOL
600104105	Ngaka Modiri Molema	MOLAPISI LEARNING SITE
600101569	Ngaka Modiri Molema	OMEGA PRIMARY SCHOOL
600104266	Ngaka Modiri Molema	ONKGOPOTSE TIRO COMPREHENSIVE
600101621	Ngaka Modiri Molema	PHAKISANG PRIMARY
600101635	Ngaka Modiri Molema	PHERA PRIMARY
600101748	Ngaka Modiri Molema	RANKUDU PRIMARY SCHOOL
600101822	Ngaka Modiri Molema	REKOPANE PRIMARY SCHOOL
600101996	Ngaka Modiri Molema	SIGNAL HILL PRIMARY
600102006	Ngaka Modiri Molema	SLURRY PRIMARY
600102012	Ngaka Modiri Molema	SOL PLAATJE PRIMARY
600104079	Ngaka Modiri Molema	THE INTERNATIONAL SCHOOL OF S. AFRICA
600100119	Ngaka Modiri Molema	BM MOKITIME PRIMARY SCHOOL
600100125	Ngaka Modiri Molema	BODIRI PRIMARY
600103259	Ngaka Modiri Molema	D. P. KGOTLENG PRIMARY SCHOOL
600100359	Ngaka Modiri Molema	E.P. LEKHELA PRIMARY SCHOOL
600100380	Ngaka Modiri Molema	G.J. PODILE PRIMARY
600100551	Ngaka Modiri Molema	IPELENG PRIMARY SCHOOL
600100562	Ngaka Modiri Molema	ITEKENG PRIMARY SCHOOL
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600100589	Ngaka Modiri Molema	J.M. MOSIANE PRIMARY SCHOOL
600100747	Ngaka Modiri Molema	KOI-KOI PRIMARY SCHOOL
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600101156	Ngaka Modiri Molema	MATLHONYANE PRIMARY SCHOOL
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600102131	Ngaka Modiri Molema	THUTONG PRIMARY SCHOOL
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600102059	Ngaka Modiri Molema	TAU PRIMARY
600100250	Ngaka Modiri Molema	THE CONNIE MINCHIN PRIMARY SCHOOL
600102094	Ngaka Modiri Molema	THELESHO PRIMARY
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600101611	Ngaka Modiri Molema	PEME PRIMARY SCHOOL
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600100282	Ngaka Modiri Molema	DIKHUDU PRIMARY SCHOOL
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600101103	Ngaka Modiri Molema	MAREKWA PRIMARY SCHOOL
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600101732	Ngaka Modiri Molema	RAMOKGETHWA PRIMARY
600102178	Ngaka Modiri Molema	TLHOMESO PRIMARY
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600100848	Ngaka Modiri Molema	LEKGOPHUNG PRIMARY SCHOOL
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600101877	Ngaka Modiri Molema	SAMENYANE PRIMARY SCHOOL
600102040	Ngaka Modiri Molema	SUPING PRIMARY SCHOOL
600102350	Ngaka Modiri Molema	ZAKHELENI INTERMEDIATE SCHOOL
600100040	Ngaka Modiri Molema	BABUSENG PRIMARY SCHOOL
600100069	Ngaka Modiri Molema	BANABAKAE PRIMARY SCHOOL
600100494	Ngaka Modiri Molema	HENRYVILLE PRIMARY SCHOOL

600102354	Ngaka Modiri Molema	LAERSKOOL ZEERUST
600101012	Ngaka Modiri Molema	MAJABE PRIMARY SCHOOL
600101044	Ngaka Modiri Molema	MALEBELELE PRIMARY SCHOOL
600101074	Ngaka Modiri Molema	MANOGELO PRIMARY SCHOOL
600101130	Ngaka Modiri Molema	MASHWELWA PRIMARY SCHOOL
600101191	Ngaka Modiri Molema	MESEGA
600101198	Ngaka Modiri Molema	MHAPHA PRIMARY SCHOOL
600101694	Ngaka Modiri Molema	R.B. DITHUPE INTERMEDIATE SCHOOL
600101911	Ngaka Modiri Molema	SEFATLHANE PRIMARY SCHOOL
600101973	Ngaka Modiri Molema	SESAMOTHO PRIMARY
600102036	Ngaka Modiri Molema	STINKHOUTBOOM PRIMARY SCHOOL
600102355	Ngaka Modiri Molema	ZEERUST PRIMARY SCHOOL



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

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**OFFICE OF THE CHIEF OPERATIONS OFFICER:
BRANCH: DISTRICT AND PROFESSIONAL OPERATIONAL SERVICES**

Enquiries: Ms M.J. Mogotsi
Telephone: 018-3873411
E-mail: mphoentle@nwpg.gov.za

07 June 2009

To: Mr O.B. Digoamaje
Student: North West University
Faculty of Education

From: Mr M.A. Seakamela
Chief Operations Officer
Districts and Professional Operational Services

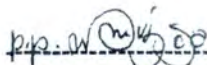
**SUBJECT: PERMISSION TO CONDUCT A RESEARCH ON THE ROLE OF NORTH
WEST DEPARTMENT OF EDUCATION IN THE INDUCTION OF
PRIMARY SCHOOL PRINCIPALS.**

Please be informed that permission has been granted for you to conduct research in schools within the province. Approval is therefore granted under the following conditions:

- That consultation with the schools or principals identified is done
- That any publication of information pertaining to the department should be done with the permission from the department
- That learning and teaching process is not compromised
- That the department be furnished with the outcomes of the research

Your input in contributing to the betterment of education will be appreciated

Best Regards



Mr M.A. Seakamela
Chief Operations Officer
Districts and Professional Operational Services

**Graduate School of Business and
Government Leadership (GSB&GL)**

Private Bag x 2946, Mmabatho
South Africa, 2735
Tel: 018-389 2437 Fax: 018-389 2335
Email: felicia.moruntshe@nwu.ac.za

25 October 2010

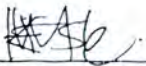
TO WHOM IT MAY CONCERN

Permission to conduct research- Mr O. Digwamaje -MBA student

This letter serves to introduce Mr O. Digwamaje, who is presently a registered student for Master in Business Administration (MBA) programme at the Graduate School of Business and Government Leadership of the North West University. He is conducting a research project on, **"The Role of North West department of Education in the Induction of Primary School Principals."** towards a partial fulfillment of his MBA programme.

In this regard, your office is requested to afford him full co-operation to conduct this research. In particular, Mr O. Digwamaje requires permission to access information, data or even to distribute questionnaires.

Your cooperation will be highly appreciated.



**Felicia Moruntshe
Research Officer**

