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## **ADDENDA**

- ADDENDUM A** Letter of permission of the Free State Department of Basic Education to undertake research.
- ADDENDUM B** Research questionnaire: Accompanying letter to participating principals.
- ADDENDUM C** Research questionnaire for principals.
- ADDENDUM D** Research questionnaire: Accompanying letter to participating female educators (Post level 1 and 2).
- ADDENDUM E** Research questionnaire for female educators (post levels 1 & 2).
- ADDENDUM F** Focus group discussions: Letter of invitation to participants.
- ADDENDUM G** Questions asked at focus group discussions.
- ADDENDUM H** Declaration certificate: Linguistics
- ADDENDUM I** Declaration certificate: Statistics

**ADDENDUM A Letter of permission of the Free State Department of Basic Education to undertake research.**



**EDUCATION**  
Department of  
Education,  
FREE STATE PROVINCE

Reference: 2010/04/03/00  
Reference: 154/015/2010

Tel: 051 401 9901  
Fax: 051 447 7318  
E-mail: [mail@ed.gov.za](mailto:mail@ed.gov.za)

2010 – 04 – 30

**Ms. AW FOURIE**  
**NORTH WEST UNIVERSITY, POTCHEFSTROOM**

Dear Ms Fourie

**REGISTRATION OF RESEARCH PROJECT**

- 1 This letter is in reply to your application for the registration of your research project
- 2 Research topic: **A management strategy for principals for the career development of female teachers in primary schools.**
- 3 Your research project has been registered with the Free State Education Department
- 4 Approval is granted under the following conditions:-
  - 4.1 Principals and educators participate voluntarily in the project
  - 4.2 The names of the participants and the schools involved remain confidential
  - 4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time
  - 4.4 This letter is shown to all participating persons
  - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education
  - 4.6 Findings and recommendations are presented to relevant officials in the Department
- 5 The costs relating to all the conditions mentioned above are your own responsibility
- 6 You are requested to confirm acceptance of the above conditions in writing to:

**The Head: Education, for attention: DIRECTOR : QUALITY ASSURANCE**  
**Room 401, Syfferts Building, Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research

Yours sincerely

  
R. BELLO  
DIRECTOR: QUALITY ASSURANCE

Director: Quality Assurance, Private Bag X20565 Bloemfontein 9301  
Syfferts Center, 55 Marland Street, Bloemfontein  
Tel: 051 401 8750 ; Fax: 051 447 7318 ; E-mail: [quality@ed.gov.za](mailto:quality@ed.gov.za)

## **ADDENDUM B: COVERING LETTER TO PRINCIPAL**

2010-05-03  
PO BOX 1040  
VIRGINIA  
PHONE: 057 9169150  
CELL: 0828256624

Dear Principal

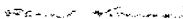
I am reading for my Ph D study at the North-West University, Potchefstroom campus. My research focuses on the role the school principal with relation to the career development of female educators in primary schools. The questionnaire forms an essential aspect of this research. Authorisation to undertake this research was given by the Free State department of Education. The project is also approved by the ethics committee of the North-West University (Reference: Ethics number: NWU-00054-07-S3). Your school was randomly selected to participate in this research. I therefore kindly request your assistance in completing the questionnaire. The completion of the questionnaire will take you approximately fifteen minutes.

Before completing the questionnaire, take note of the following:

- The questionnaire is completed on a voluntary basis.
- No harm can come to you as a respondent in completing the questionnaire.
- All information will be treated as confidential.
- The identity of all participants will not be revealed and every respondent (and school) will remain anonymous.
- Completion of this questionnaire indicates that your participation is based on an informed decision, is voluntary and that you were in agreement of participating in this research. By completing the questionnaire permission is given to the researcher to use the data gathered for research purposes.
- Return date: 29 May 2010.

Your co-operation is highly valued and appreciated. Your positive attitude will contribute to benefit our profession enhancing the professionalism of both educators and education managers.

Regards



(A. W. FOURIE)

**ADDENDUM C    Research questionnaire for principals.**

QUESTIONNAIRE TO **PRIMARY SCHOOL PRINCIPALS** REGARDING THEIR INVOLVEMENT IN THE CAREER DEVELOPMENT OF FEMALE EDUCATORS.

**SECTION A: BIOGRAPHICAL INFORMATION**

Please answer the following items by drawing a cross in the appropriate block relevant to you:

1.     **AGE**

30 years or younger	1
31 to 40 years	2
41 and older	3

**HIGHEST QUALIFICATION**

Teacher's certificate	1
Teacher's diploma	2
Degree	3
Degree plus postgraduate diploma	4
Other postgraduate qualification(s)	5

3.     **GENDER**

Male	1
Female	2

4.     **CURRENT POST LEVEL**

Post level 2	1
Post level 3	2
Post level 4	3

**YEARS OF EXPERIENCE AS PRINCIPAL**

0 – 1 years	1
2 - 9 years	2
10 years and more	3

**RACE**

African	1
White	2
Coloured	3
Indian	4

7.     **RACE GROUP OF MAJORITY OF FEMALE EDUCATORS AT THE SCHOOL**

African	1
White	2
Coloured	3
Indian	4

8.     **NUMBER OF FEMALE EDUCATORS AT THE SCHOOL**

5-9	1
10 and more	2

## **ADDENDUM C    Research questionnaire for principals.**

**SECTION B:** The following items refer to statements, regarding your role and involvement in the career development of female educators. Use the scale to indicate the level of your involvement as principal in the career development of female educators at your school.

### **PLEASE ANSWER ALL ITEMS IN THE QUESTIONNAIRE**

**SCALE: 1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)**

#### **HUMAN RESOURCE MANAGEMENT ON MICRO-LEVEL**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

1	Do you know the level of skills and knowledge currently displayed by female educators at your school?	1	2	3	4
2	Do you know what future skills and knowledge female educators will need to enhance their careers?	1	2	3	4
3	Is a comprehensive career development programme for female educators in place at your school?	1	2	3	4
4	Do you reconcile individual females' career development needs with the needs of the school?	1	2	3	4
5	Is it necessary to review the career development strategy of the school to accommodate the changing career development needs of female educators?	1	2	3	4
6	Do you emphasize the developmental value of IQMS (Integrated Quality Management System) rather than monetary gain?	1	2	3	4

## ADDENDUM C Research questionnaire for principals.

### AFFIRMATIVE ACTION, EQUITY AND EQUALITY

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

7	Are policies and procedures in place to enhance gender parity?	1	2	3	4
8	Are you able to enhance female educators' progression without alienating males?	1	2	3	4
9	Is affirmative action at the school aimed at gender equity?	1	2	3	4
10	Are you allocating tasks according to gender?	1	2	3	4
11	Are you consciously recruiting female educators as potential managers?	1	2	3	4
12	Are you consciously empowering female educators with management skills?	1	2	3	4
13	Are you actively striving to minimize role prejudice against women?	1	2	3	4

### CAREER DEVELOPMENT ON MICRO-LEVEL & INFLUENCE OF SYSTEMIC FACTORS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

14	Do you ensure that recruitment of staff is in accordance with the ethos and vision of the school?	1	2	3	4
15	Do you ensure that recruitment of staff is based on teaching ability only and not on hidden discrimination filters for example gender?	1	2	3	4
16	Are induction programmes in place for all newly appointed and newly promoted educators?	1	2	3	4
17	Do you ensure the availability of mentors and/or coaches for educators?	1	2	3	4
18	Do you personally act as coach and/or mentor for female educators when needed?	1	2	3	4
19	Do you hold SMT members responsible for the career development of educators in their departments?	1	2	3	4

## ADDENDUM C Research questionnaire for principals.

### CAREER DEVELOPMENT NEEDS OF FEMALE EDUCATORS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

20	Do you ensure that information regarding career development opportunities is communicated to all educators?	1	2	3	4
21	Do you ensure that information regarding available posts is communicated to all educators?	1	2	3	4
22	Do you ensure that information regarding different possible career paths is communicated to all educators?	1	2	3	4
23	Do you ensure that the career needs of female educators are accommodated in the school improvement plan (SIP)?	1	2	3	4
24	Do you ensure that resources are available for female educators to attend professional career development opportunities?	1	2	3	4
25	Are you able to identify the career weaknesses and strengths of individual female educators?	1	2	3	4
26	Are you familiar with the career needs of the female educator re-entering education?	1	2	3	4
27	Are you familiar with the career needs of female educators at different career - and life stages?	1	2	3	4
28	Are you able to facilitate teamwork, overseeing that females act as team leaders?	1	2	3	4

### IMPROVING THE SELF CONCEPT OF FEMALE EDUCATORS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

29	Do you give recognition to female educators for work done?	1	2	3	4
30	Do you consciously focus on work enrichment for female educators?	1	2	3	4
31	Do you guide female educators on how to build on their career strengths?	1	2	3	4
32	Do you act as coach for female educators to align their career development needs with the strategic goals of the school?	1	2	3	4
33	Do you act as coach for female educators to improve their level of assertiveness?	1	2	3	4
34	Do you understand what motivates female educators to take reliable and consistent career development actions?	1	2	3	4
35	Do you understand the interrelationship between job satisfaction and the quality of work life, for female educators?	1	2	3	4

**ADDENDUM C    Research questionnaire for principals.**

**DELEGATION**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

36	Do you delegate in such a way to expose women to all kinds of work experiences?	1	2	3	4
37	Do you delegate in such a way to prepare women for leadership roles?	1	2	3	4
38	Do you delegate in such a way that on-the-job-training will prepare female educators for leadership roles on the next post level?	1	2	3	4
39	Do you allow all educators on the same post level the same level of decision making i.e. to provide equal opportunities for all?	1	2	3	4
40	Do you delegate according to the competency level of the female educator?	1	2	3	4
41	Do you delegate according to the responsibility level of the female educator?	1	2	3	4
42	Do you delegate so that new skills and competencies can be acquired?	1	2	3	4
43	Do you delegate in such a way as to prevent boredom for female educators?	1	2	3	4

**NETWORKING**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

44	Do you treat female educators with respect?	1	2	3	4
45	Do you view female educators as human beings and not only as "teaching ability"?	1	2	3	4
46	Do you provide a social structure encouraging female educators to utilize networking opportunities?	1	2	3	4
47	Do you allow females to grow in reputation through networking/get recognition from parties both in-and outside the school?	1	2	3	4
48	Do you encourage mixed-networking (both sexes) over female networks?	1	2	3	4
49	Do you allow a flow of information to female educators regarding networking opportunities?	1	2	3	4
50	Do you allow 'old-boys' networks to colour perceptions regarding female educators?	1	2	3	4

**ADDENDUM C    Research questionnaire for principals.****ROLE CONFLICT AND ROLE MODELS**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

51	Do you assist female educators not to view assertiveness as unfeminine?	1	2	3	4
52	Do you recognize the importance for female educators to balance their different life roles (for example the work role and family role) effectively?	1	2	3	4
53	Do you act as a role model for female educators in portraying a balanced leadership style?	1	2	3	4
54	Do you act as a role model for female educators in portraying a balanced management style?	1	2	3	4
55	Do you accommodate the fact that the career paths of women are affected by different life roles?	1	2	3	4
56	Do you accommodate the fact that career paths of women are different from that of men?	1	2	3	4
57	Do you accept that for female educators' different career- and life cycles are linked with different career needs?	1	2	3	4
58	Do you understand that female educators view their work-and family roles as complementary?	1	2	3	4

**MENTORING**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

59	Do you act as a mentor to female educators in terms of career direction?	1	2	3	4
60	Do you provide mentoring and support to female educators on how to manage change?	1	2	3	4
61	Do you utilize mentoring as a tool to enhance a female educator's self esteem?	1	2	3	4
62	Do you view structured mentoring as a very important component of career development?	1	2	3	4
63	Does positive feedback given to female educators by you enhance their career planning to map out career paths?	1	2	3	4

**ADDENDUM C    Research questionnaire for principals.**

**CAREER DEVELOPMENT: PARTNERSHIP BETWEEN EDUCATOR AND PRINCIPAL**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

64	Are you co-responsible for female educators' professional development?	1	2	3	4
65	Do you give guidance to female educators regarding their career development plans?	1	2	3	4
66	Are you involved to assist female educators to adapt career development strategies during different career- and life cycles?	1	2	3	4
67	Do you value a career development interview between yourself and female educators?	1	2	3	4
68	Do you emphasize the importance of the keeping of and continuously updating a progress professional educator's portfolio?	1	2	3	4

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Number of questionnaire				
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Thank you for your time.

## **ADDENDUM D: COVERING LETTER TO FEMALE EDUCATORS**

2010-05-03  
PO BOX 1040  
VIRGINIA  
PHONE: 057 9169150  
CELL: 0828256624

Dear Female Educator (Post level 1 & 2)

I am reading for my Ph D study at the North-West University, Potchefstroom campus. My research focuses on the role the school principal with relation to the career development of female educators in primary schools. The questionnaire forms an essential aspect of this research. Authorisation to undertake this research was given by the Free State department of Education. The project is also approved by the ethics committee of the North-West University (Reference: Ethics number: NWU-00054-07-S3). Your school was randomly selected to participate in this research. I therefore kindly request your assistance in completing the questionnaire. The completion of the questionnaire will take you approximately fifteen minutes.

Before completing the questionnaire, take note of the following:

- The questionnaire is completed on a voluntary basis.
- No harm can come to you as a respondent in completing the questionnaire.
- All information will be treated as confidential.
- The identity of all participants will not be revealed and every respondent (and school) will remain anonymous.
- Completion of this questionnaire indicates that your participation is based on an informed decision, is voluntary and that you were in agreement of participating in this research. By completing the questionnaire permission is given to the researcher to use the data gathered for research purposes.
- Return date: 29 May 2010.

Your co-operation is highly valued and appreciated. Your positive attitude will contribute to benefit our profession enhancing the professionalism of both educators and education managers.

Regards



(A. W. FOURIE)

## ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS

QUESTIONNAIRE TO **PRIMARY SCHOOL FEMALE EDUCATORS (POST LEVELS 1 & 2)**  
REGARDING THE INVOLVEMENT OF PRINCIPALS IN THEIR CAREER DEVELOPMENT.

### SECTION A: BIOGRAPHICAL INFORMATION

#### AGE

30 years or younger	1
31 to 40 years	2
41 to 50 years	3
Older than 50 years	4

#### 2. HIGHEST QUALIFICATION

Teacher's certificate	1
Teacher's diploma	2
Degree	3
Degree and postgraduate diploma	4
Other postgraduate qualification (s).	5

#### CURRENT POST LEVEL

Post level 1	1
Post level 2	2

#### YEARS OF EXPERIENCE ON CURRENT POST LEVEL

0 - 7 years	1
8 - 15 years	2
16-23 years	3
24 years and more	4

#### 5. RACE

African	1
White	2
Coloured	3
Indian	4
Other/specify	5

#### MARITAL STATUS

Single	1
Married	2
Divorced	3
Widow	4
Co-habitant	5

#### NUMBER OF FEMALE EDUCATORS AT THE SCHOOL

5-9	1
10 and more	2

## ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS

### SECTION B: QUESTIONNAIRE TO PRIMARY SCHOOL FEMALE EDUCATORS.

The following items refer to statements, regarding the role and involvement of primary school principals in the career development of female educators. Use the scale to indicate the level of involvement of the principal in your career development:

**SCALE: 1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent**

PLEASE ANSWER ALL ITEMS IN THE QUESTIONNAIRE

#### HUMAN RESOURCE MANAGEMENT ON MICRO-LEVEL

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

1	Is the principal aware of the level of skills and knowledge currently displayed by you?	1	2	3	4
2	Does the principal know what future level of skills and knowledge you will need to enhance your career?	1	2	3	4
3	Is a comprehensive career development programme for female educators implemented at your school?	1	2	3	4
4	Does the principal reconcile your individual career development needs with the needs of the school?	1	2	3	4
5	Does the principal review the career development strategy of the school to accommodate your changing career needs?	1	2	3	4
6	Does the principal emphasize the developmental value of IQMS (Integrated Quality management System) rather than monetary gain?	1	2	3	4

## ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS

### AFFIRMATIVE ACTION, EQUITY AND EQUALITY

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

7	Are policies and procedures in place to enhance gender parity?	1	2	3	4
8	Are female educators' progression enhanced without alienating males?	1	2	3	4
9	Is affirmative action at school aimed at gender parity?	1	2	3	4
10	Is the allocation of tasks based on gender?	1	2	3	4
11	Does the principal consciously recruit females as potential managers?	1	2	3	4
12	Are females consciously empowered with management skills?	1	2	3	4
13	Is the principal actively striving to minimize role prejudice against women?	1	2	3	4

### CAREER DEVELOPMENT ON MICRO-LEVEL & INFLUENCE OF SYSTEMIC FACTORS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

14	Is staff recruited in accordance with the ethos and vision of the school?	1	2	3	4
15	Is the recruitment of staff based on teaching ability only and not on hidden discrimination filters for example gender?	1	2	3	4
16	Are induction programmes in place for all newly appointed- and newly promoted female educators?	1	2	3	4
17	Are mentors and/or coaches available to assist female educators?	1	2	3	4
18	Does the principal personally act as coach and/or mentor for female educators when needed?	1	2	3	4
19	Does the principal held SMT (School Management Team) members responsible for the career development of female educators in their departments?	1	2	3	4

**ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS**

**CAREER DEVELOPMENT NEEDS OF FEMALE EDUCATORS**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

20	Does the principal communicate information regarding career development opportunities to all educators?	1	2	3	4
21	Does the principal communicate information regarding available posts to all educators?	1	2	3	4
22	Does the principal communicate information regarding different possible career paths to all educators?	1	2	3	4
23	Are your career needs accommodated in the school improvement plan (SIP)?	1	2	3	4
24	Are resources available for you to attend professional career development opportunities?	1	2	3	4
25	Does the principal identify your career weaknesses and strengths?	1	2	3	4
26	Is the principal aware of the career development needs of female educators re-entering education?	1	2	3	4
27	Is the principal aware of your career development needs associated with your career - and life stage?	1	2	3	4
28	Does the principal facilitate teamwork in such a way to oversee females acting as team leaders?	1	2	3	4

## ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS

### IMPROVING THE SELF CONCEPT OF FEMALE EDUCATORS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

29	Does the principal give you recognition for work done?	1	2	3	4
30	Does the principal consciously focus on work enrichment for female educators?	1	2	3	4
31	Are you guided by the principal on how to build on your career strengths?	1	2	3	4
32	Does the principal act as coach to female educators to align their career development needs with the school's strategic goals?	1	2	3	4
33	Does the principal assist you to improve your level of assertiveness?	1	2	3	4
34	Does your principal focus on what motivates female educators to take consistent career development actions?	1	2	3	4
35	Does your principal recognize the interrelationship between your level of job satisfaction and the quality of your work life?	1	2	3	4

### DELEGATION

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

36	Does the principal by means of delegation expose you to all kinds of work experiences?	1	2	3	4
37	Does the principal delegate in such a way to prepare you for a leadership role?	1	2	3	4
38	Does on-the-job-training prepare you for a leadership role on the next post level?	1	2	3	4
39	Does the principal allow you the same potential level of decision making as other educators on the same post level?	1	2	3	4
40	Does the principal delegate according to your competency level?	1	2	3	4
41	Does the principal delegate according to your competency level?	1	2	3	4
42	Does the principal delegate in such a way that you can acquire new skills and competencies?	1	2	3	4
43	Does the principal delegate in such a way to prevent boredom for you?	1	2	3	4

## ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS

### NETWORKING

To what extent (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

44	Does the principal treat you with respect?	1	2	3	4
45	Does the principal view you as a human being and not only as "teaching ability"?	1	2	3	4
46	Does the principal allow you to utilize networking opportunities (for example to meet with educators from your own as well as other schools)?	1	2	3	4
47	Does the principal allow you to grow a reputation (for example to get recognition from colleagues/other parties within and outside your school) by means of networking?	1	2	3	4
48	Does the principal encourage mixed-networking (both sexes) over female networks?	1	2	3	4
49	Does the principal provide you with information regarding networking opportunities?	1	2	3	4
50	Does the principal allow 'old-boys' networks (traditionally male-dominated networks) colour perceptions regarding female educators?	1	2	3	4

### ROLE CONFLICT AND ROLE MODELS

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

51	Does the principal assist you not to view assertiveness as unfeminine?	1	2	3	4
52	Does the principal recognize how important it is for you to balance your different life roles effectively?	1	2	3	4
53	Does the principal act as a role model for female educators in portraying a balanced leadership style?	1	2	3	4
54	Does the principal act as a role model for female educators in portraying a balanced management style?	1	2	3	4
55	Does the principal accommodate the fact that your career path is affected by different life roles?	1	2	3	4
56	Does the principal accommodate the fact that career paths of women are different from that of men?	1	2	3	4
57	Does the principal accept that for you and female educators, different career- and life cycles are linked with different career needs?	1	2	3	4
58	Does the principal understand that female educators view their work-and family roles as complementary?	1	2	3	4

**ADDENDUM E: QUESTIONNAIRE TO FEMALE EDUCATORS**

**MENTORING**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

59	Does the principal act as a mentor to assist you in terms of career direction?	1	2	3	4
60	Does the principal support you on how to manage change?	1	2	3	4
61	Does proper mentoring enhance your self-esteem?	1	2	3	4
62	Does structured mentoring form an important component of your career development?	1	2	3	4
64	Does positive feedback from the principal, enhance your career planning to map out a career path?	1	2	3	4

**CAREER DEVELOPMENT: PARTNERSHIP BETWEEN EDUCATOR AND PRINCIPAL**

To what extent: (1 = to no extent; 2 = to a lesser extent; 3 = to an average extent; 4 = to a large extent)

64	Does the principal take co-responsible for your career development?	1	2	3	4
65	Does the principal give guidance to you regarding your career development plan?	1	2	3	4
66	Does the principal assist you to adapt your career development strategies as you move from one career- and/or life cycle to the next?	1	2	3	4
67	Is your career development enhanced by means of a career development interview between the principal and yourself?	1	2	3	4
68	Does the principal emphasize the importance for you to keep and continuously update a progress professional portfolio?	1	2	3	4

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Number of questionnaire					
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Thank you for your time.

## **ADDENDUM F: LETTER OF INVITATION TO FOCUS GROUP PARTICIPANTS**

2010-05-03  
PO BOX 1040  
VIRGINIA  
CELL: 0828256624

RE: INVITATION TO PARTICIPATE IN A FOCUS GROUP DISCUSSION

Dear Colleagues

I am reading for my Ph D study at the North-West University, Potchefstroom campus. My research focuses on the role the school principal with relation to the career development of female educators in primary schools. Focus group discussions form an essential aspect of this research. Authorisation to undertake this research was given by the Free State department of Education. The project is also approved by the ethics committee of the North-West University (Reference: Ethics number: NWU-00054-07-S3). I kindly request your assistance in partaking in focus group discussions with duration of approximately 50 minutes.

Before partaking in a focus group discussion take note of the following:

- Participation is on a voluntary basis.
- No harm can come to you as a respondent partaking in a focus group discussion.
- All information will be treated as confidential.
- The identity of participants will not be revealed whilst participants (and schools) will remain anonymous.
- Participating in a focus group discussion indicate that participation is based on an informed decision, is voluntary and that you were in agreement of participating in this research. By partaking in a focus group discussion permission is given to the researcher to use the data gathered for research purposes.
- Convenient dates and times to conduct focus group discussions will be communicated whenever teams are established.
- Reply date: 29 May 2010

Your co-operation is highly valued and appreciated

Regards

  
(A. W. FOURIE)

## **ADDENDUM G: QUESTIONS ASKED AT FOCUS GROUP DISCUSSIONS**

**THE MAIN QUESTIONS DISCUSSED IN FOCUS GROUPS IN THIS STUDY ARE THE FOLLOWING:**

:

- How do you understand the concepts career and career development?
- As you see it, what role does legislation play regarding equity and equality?
- In your opinion, what are the career development needs of female educators?
- How do you think the career development needs of female educators can be addressed?
- How does the partnership between principal and female educator affect her career development?

**ADDENDUM H: DECLARATION CERTIFICATE: LINGUISTICS**



23 June 2011

I, **Ms Cecilia van der Walt**, hereby confirm that I took care of the editing of the thesis of Ms AW Fourie titled ***A MANAGEMENT STRATEGY FOR THE CAREER DEVELOPMENT OF FEMALE EDUCATORS IN PRIMARY SCHOOLS.***

**MS CECILIA VAN DER WALT**

MED. BA  
Plus Language editing and translation at Hon level.  
Plus Accreditation with SATI for Afrikaans  
Registration number with SATI: 1000228

Email address: [cecilavdw@iamic.net](mailto:cecilavdw@iamic.net)

Cell phone number: 072 616 4943

## ADDENDUM I: DECLARATION CERTIFICATE: STATISTICS

Privaatsak X6001 Potchefstroom 2520  
Tel (018) 299 1111 Faks (018) 299 2799  
<http://www.puk.ac.za>

### Statistiese Konsultasiediens

Tel: (018) 299 2016

Faks: (018) 299 2557

23 Junie 2011



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
POTCHEFSTROOMKAMPUS

**Re: Proefskrif Me. A.W. Fourie, studentenommer 10755004**

Hiermee word bevestig dat Statistiese Konsultasiediens die data verwerk het en ook betrokke was by die interpretasie van die resultate.

Vriendelike groete

**Dr. S.M. Ellis (Pr. Sci. Nat.)  
Hoof Statistiese Konsultasiediens**