CHALLENGES FACING SECONDARY SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN CAPRICORN DISTRICT OF THE LIMPOPO PROVINCE

By

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DECLARATION

I, the undersigned declare that:

CHALLENGES FACING SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF THE NEW CURRICULUM IN CAPRICORN DISTRICT, LIMPOPO PROVINCE is my original work and the result of my investigation and research, and that it has not been submitted in any part or full for any degree at any other university. All sources used or quoted have been duly acknowledged.

Signature : _____ Date _____

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DEDICATION

This work is dedicated to my late father Khabe Malose Piet and my late mother Matsobane Raesibe Agnes Magongoa who inspired and encouraged me to learn and to reach where I am in education.

ABSTRACT

The recent changes in education in Capricorn Education District have placed new external pressures on secondary school principals. The implementation of the New Curriculum policy is fraught with challenges such as lack of physical resources, human resources, lack of proper co-ordination at meso-level, lack of clarity on policy guidelines and shortage of teaching and learning materials.

Lack of financial resources and appropriate venues to reach the secondary school principals are also additional challenges. One of the major challenges is caused by the principals who do not want to adhere to the principles of democratic values that involve all the stakeholders in their decision making.

To understand the total context of the challenges on the implementation of New Curriculum, an in-depth study of this problem was made by means of empirical study and variety of other suitable research techniques. Data were collected by means of questionnaires and structural interviews from secondary school principals in the area of the study.

The study has revealed that policy implementation is not determined by one factor. It emerged that there are various factors that prohibit secondary school principals to manage and implement the new curriculum policy in their sphere of operation, hence the recommendations stated in chapter five.

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Chapter one provides an orientation to the study on the challenges faced by school principals in the implementation of the new curriculum in Capricorn Education District of the Limpopo. The background information about the study will be presented. The purpose of the study, problem statement, significance of the study, method of research and delimitation of the study will also be outlined. Clarification and analysis of key concepts will also be defined.

1.2. BACKGROUND TO THE STUDY

Recent social changes in the country have brought a great deal of changes in the way in which public managers should implement new policies, secondary school principals in the Capricorn Education District are not excluded from the above mentioned challenge. One of the major challenges facing secondary schools principals in the Capricorn Education District is to implement the new curriculum introduced by the new democratic government after 1994. The new democratic South Africa has brought a new education system to eradicate the ills that have been created by the former Apartheid regime.

One of the challenges faced by secondary school principals is to move from the old apartheid education policies into the implementation of the new policies developed by the new regime within the democratic order. The change of an education system did not only bring equal education to all learners in South Africa, it also brought some challenges in the implementation of the new curriculum due to lack of resources at some of the secondary schools. Most of the secondary schools in the former “black” designated areas have no resources such as physical, qualified human resources, and

other related educational materials to assist the principals towards the implementation of the new education system.

Nkuna (2006:7) argues that research has shown that school principals are key persons in any educational change. He further argues that there is strong evidence in the world, which shows that principals play a direct active role in leading the process of change that influences the extent of implementation, more than those who carry out more of an administrative role. It is worth noting that an authority to establish programs and provide the materials and other resources required by innovation is lodged with management. It is also management's task to continuously motivate programme staff to extend the time and energy necessary for implementation of the new curriculum or program.

However, to assist the state, the secondary school principals can organize discussion sessions during school hours to discuss curriculum content and be willing to raise funds and resources to support the implementation of the curriculum. While appreciating the role of principals as leaders or facilitators of implementation, the researcher sees the lack of pre- or in-service training in preparing them for their role as curriculum change leaders; hence this study would like to consider closing the gap within the parameters of the implementation of the new curriculum.

In order to implement the new curriculum successfully, the secondary school principals should be aware of the importance of the pillars of implementation and management, namely, planning, organizing, leading and control. The government officials at the meso-level, as well as the secondary school principals at the micro-level must adhere to the principles of the above pillars. This process will help the officials and the principals to manage, co-ordinate and implement the new curriculum well in the area of the study. It is vital to note that broad participation in planning is important as a means of generating good delivery, and well-organized management of the implementation of the curriculum innovation. Planning will include training of the staff, teaching materials, human resources and encouraging school community to participate. This in turn will

help schools to be professionally managed and provided with the necessary administrative skills.

In 1994 when South Africa became a democratic country, there were many challenges faced by the state and among others, was to ensure that the whole South African labour force becomes competitive, skilful and marketable. The new democratic government aimed at developing qualified personnel to equip them to the real world of work. Thus this brought about the change of education in 1996, and Act 108 of 1996 was passed wherein an adoption of the Constitution of the Republic of South Africa provided a basis for curriculum transformation and development in South Africa. This was done in line with the Reconstruction and Development policy developed by the ruling party (African National Congress). Subsequently curriculum changes were made from Nated /Report 550; Curriculum 2005 (C: 2005); Revised National Curriculum Statement (RNCS) and finally National Curriculum Statement (NCS), (Department of Education 2001).The new education system moved away from the traditional approach to the new Outcome Based Education (OBE) which is based on skills, knowledge, attitude and values.

Chauke (2008: 9) attests that "… a common phenomenon in the South African education prior 1994 was that an educator was a custodian of knowledge, using guides and policies given by the department of education. Education was centred on the subject matter rather than on the child. The child had no say except reproducing what was given to them, which implies that there was a minimal cognitive activity of the child. The principal, as the manager of the school would always use the guides and principles given by those in power to control those imparting the subject matter. But with the new approach, new curriculum, (National Curriculum Statement), the child becomes the centre in education, which poses a big challenge to educators and worse still, to the principals who are to manage the whole system of implementation. For example, the new curriculum has its emphasis on Learning Outcomes and the Assessment Standards". Contemporarily educators and principals of schools, it would seem they are not properly trained to implement the curriculum.

Principals play a major role in curriculum improvement and implementation. The principal's leadership is critical to the success of any curriculum development and implementation. They determine organizational climate and they support those persons involved in change. If a principal creates an atmosphere in which good working relationships exist among teachers and teachers are willing to take the risk necessary to create and deliver new programmes, then it is more likely that programme changes will be implemented (Ornstein and Hunkins, 2004: 4).

From the researcher's observation, the aim of the department appears to be excellent, but the question remaining is whether principals at the secondary schools in Capricorn District understand the approach provided by new curriculum. From the above challenges facing secondary school principals the following questions arise:

- Did the department of education adhere to the principles of the four pillars of management?
- Which model did the department follow when it descent the curriculum to the (micro-level) schools?
- Did the department of education align the new Curriculum with the resources which are found at the schools?

1.3. STATEMENT OF THE PROBLEM

Since the introduction of the new Curriculum, the availability of good resources is needed to enable the school principals to manage and implement the new system of education stated above in the Department of Education in the Capricorn District, particularly in the Polokwane cluster. Recent changes in the education system have placed new external pressures, and challenges on school principals to acquire good human and physical resources in order to manage and implement the new education system. Most of the principals in Polokwane cluster are still faced with the challenges such as a lack of qualified staff, libraries, laboratories, stationary, study materials, good governance and other related problems to manage and implement the new education

system.

Principals are curriculum leaders in the implementation of a curriculum in a school setting. Therefore, it appears that if curriculum planning is to be successful in a school or a school system, principals must have some form of involvement and exhibit some degree of knowledge in the curriculum. It appears further, that many school principals are sorely lacking in curricular expertise, as well as instructional expertise and this is the reason why the researcher wants to investigate the challenges faced by principals in implementing the curriculum in schools.

1.4. AIM OF THE STUDY

The aim of this study is to investigate the challenges faced by principals in managing the implementation of the new curriculum National Curriculum Statement (NCS) in Polokwane Education Cluster in Capricorn District.

1.5. OBJECTIVES OF THE STUDY

In order to achieve the above aim, the following objectives were pursued:

- To identify challenges faced by principals in the implementation of the National Curriculum Statement (NCS).
- To find out about training programmes which are provided by the Department of Education to enhance the implementation of the new curriculum NCS in Polokwane Secondary Schools.
- To identify strategies which are used by the principals to improve the implementation of the NCS in Polokwane.
- To identify factors which prevent principals to manage and implement the new curriculum in Polokwane.

1.6. SIGNIFICANCE OF THE SUDY

The researcher believes that the study on the challenges faced by the principals on the management and implementation of the curriculum will assist in the following ways:

- The study will assist the policy makers of the department officials to develop relevant programmes that will assist school principals with the management and implementation of the curriculum.
- It will assist school principals to identify strategies that will motivate the educators to implement the curriculum.
- The implementation of the recommendations stated in this study, will assist the principals in particular to provide quality education and smooth implementation of the new curriculum programmes in Polokwane, Capricorn Education District and the entire province.

1.7. RESEARCH QUESTIONS

With the above mentioned challenges, the following research questions arise:

1.7.1. The Main Question

What are the challenges faced by school principals towards the implementation of the National Curriculum Statement in secondary schools?

1.7.2. Sub-Questions

- What kind of the challenges are faced by principals in the implementation of the National Curriculum Statement in secondary schools?
- What kind of training does the department of education provide towards management of the implementation of the NCS?
- Which strategies are used by school principals to improve the management and implementation of curriculum?

1.8. RESEARCH DESIGN AND METHODOLOGY

Fullan, Fox and Bayat (2007) cited in Chauke (2008: 13) state that research is a study or investigation in order to discover facts or gain information. It is a universal activity by which a specific phenomenon in reality is studied objectively in order to create a valid concept of that phenomenon. There are many methods that can be employed to investigate the problem stated in this chapter. In a broader context, research methodology refers to design whereby the researcher selects data collection and analysis procedure to investigate the research problem.

According to Leedy and Ormrod (2005:85), a research design provides the overall structure for the procedures the research follows. This implies that the research design provides a plan for colleting and utilizing data so that desired information can be obtained as precise as possible to test the hypothesis properly. In support of this view, Milondzo (2003: 8) argues that, "…research design involves the process of planning, what and how data will be collected. It is the blue print for collection, measurement and analysis of data". Milondzo (2003: 11) further argues that there is no single, perfect method of obtaining data. For this reason, he maintains that, collecting data by more than one method is a prudent procedure (Milondzo, 2003:18).

In a broader context, research methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate the research problem (McMillan and Schumacher, 1993:9). To support this statement, Matiwane (2010:55) defines research methodology as the specific means and techniques the researcher follows for conducting research.

Due to the nature of this study, the researcher has used qualitative approach. The study is discussed as descriptive and constitutes interactive dialogue. White (2004:17) argues that, the product of qualitative research is richly descriptive. Words and pictures rather than numbers are used to convey what a researcher has learnt about a phenomenon.

In addition, data in the form of the participants' own words, direct citations from documents and excerpts of videotapes are likely to be included to support the findings of the study.

1.8.1. Demarcation and Population

The study focuses its attention on principals who are operating within Polokwane Education Cluster, Maraba and Maune Circuits as a focal point.

1.8.2. Population and Sampling

According to McMillan and Schumacher (1997:164) the term population refers to "a group of elements or cases that conform to specific criteria, and are intended to generalize the results of the research. This research consists of a population of twenty-three (23) school principals and a simple random sample of eight (8) respondents; that is, four (4) male and four (4) female principals.

To support the above idea, Jacobs and Razavieh (1990: 163) define sample as "a subset of a population. Thus it is a small proportion of a population selected for observation and analysis. Sidhu (1995: 253) further defines sampling as "the process of selecting a sample, the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study". It can be people or documents that have one or more in common and are of interest to the researcher.

1.9. ETHICAL CONSIDERATIONS

The information in this study will be treated with confidentially; therefore, the names of the respondents and their schools will not be mentioned in the study. The information will solely be used for the research project in which the researcher is involved with the University of Limpopo.

1.10. ANALYSIS AND CLARIFICATION OF CONCEPTS

Concepts are primary instruments, which the researcher employs to understand reality and the essence of meaning. The clarification of concepts:

1.10.1 Principal

Milondzo (2003:11) defines the principal as the head of a school given authority by either the national or the provincial ministry of education to run a public school with the help of a school management team as well as the governing body. Milondzo (2003:12) further defines the principal as the administrative head and professional leader of a school division or unit such as a high school, junior high school or elementary school, a highly specialised full-time administrative officer in large public school systems, but usually carrying a teaching load in some schools. Even if principals are the heads of schools, they remain the subordinates of the superintendents and the circuit managers of the department of education.

1.10.2 Management

Although there are different connotative meaning to the word “management”, it generally means “to lead”, with certain objectives and guidelines in mind. Van der Westhuyzen (1991) regards management as a way of “…*getting things done through and with people”.*

1.10.3 Curriculum

According to Frazer, Loubser and Van Rooy (1990: 92), curriculum is defined as “the interrelated totality of particular aims, selected and organized learning, appropriate evaluation procedures and meaningful teaching and learning opportunities, experiences and activities as didactic guidelines and minimum requirements for the implementation of the didactic activities, as far as they relate to a particular subject, course or year of study.

1.10.4. Education

Walters (1999: 5) explains education as a personal learning process by which values, attitudes, information and skills are acquired and integrated. Milondzo (2003: 9) explains education as an activity, which is concerned with the norms, and the contents of these norms are unquestionably rooted in the view of life and the world of the adults who have to perform the education tasks.

1.10.5. Staff Development

Cuttance (1993) cited in Madikizela (2006: 18) defines staff development as a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous responsible self-renewal for educators and school.

11. PLAN OF THE STUDY

11.1. Chapter 1.

Background of the problem, purpose of the study, significance, demarcation and conclusions.

11.2. Chapter 2

Literature Review on Curriculum Change

11.3. Chapter 3

Research Design and Methodology

11.4. Chapter 4

Data collection, analysis, and implementation

11.5. Chapter 5

Findings, recommendations and conclusion

12. CONCLUSION.

In this chapter the background of the new curriculum was discussed in detail. The statement of the problem, the purpose of the study and the significance were also discussed. In the next chapter, a review of the selected relevant literature on curriculum change will be discussed.

CHAPTER 2

LITERATURE REVIEW ON CURRICULUM CHANGE

2.1. INTRODUCTION

In this chapter a review of literature related to the implementation of the new curriculum will be presented. The main purpose of reviewing literature is to locate the present or current study within the existing body of knowledge.

McMillan and Schumacher (2006:474) describe literature review as an outline and analysis of related literature that is conducted to provide insights into a study. In addition, Matiwane (2010:57) concurs that literature review is a narrative essay that integrates, synthesizes, and analyses the important thinking and research on a particular topic. It is concerned with a summary and analysis of the relevant documents about a research problem. According to Ornstein and Hunkins (2004:291) literature documents include periodicals, abstracts, reviews, books, and other research materials.

Milondzo (2003: 5) concurs with the above statement when he says that, the review of literature shares the light to the body of knowledge that is available, as well as theories that supported the researcher in concluding the current study. The understanding of theory and concept helped the researcher to understand the impact of the challenges on the management and the implementation of the new curriculum.

2.2. LITERATURE REVIEW

A literature review was undertaken to get a clearer understanding of the nature of the problem that has been identified, help to focus and shape the research question and to show a path of prior research and how the current research is linked to the previous research (Matiwane, 2010: 16). This study is therefore based on a literature study, which includes primary and secondary sources to outline accumulated knowledge in the

mentioned field of interest, which in this study, is the nature of the implementation of the curriculum.

In order to develop a conceptual framework for the study, the researcher conducted a literature review as follows: The researcher collated the views of writers into a common understanding of the implementation of the curriculum through the new curriculum at the entry level of the school. This chapter also explores in detail the definition, description and common discussions on curriculum implementation. Another aspect of great interest is that of defining, describing and discussing curriculum change. Furthermore different types of curriculum such as the NCS and their implications for their implementation by principals were also explored. The key concepts below were analysed in order to help the researcher to collect and search for appropriate data.

2.3. CURRICULUM AS A CONCEPT

2.3.1. Curriculum

Different definitions are given by different scholars to define what curriculum means. Some define curriculum as a broad concept which includes all planned activities that take place in a school (Carl, 2002: 223). It includes the subject courses which are taught during the normal hours of the school day. Carl (2009: 21) further sees curriculum as "…*the sum total of the means of which a student is guided in attaining the intellectual and moral discipline requisite of the role of an intelligent citizen in a free society. It is not merely a course of study, nor is it a listing of goals or objectives, rather, it encompasses all of the learning experience that students have under the direction of the school. The curriculum is thus a broad concept that embraces all planned activities, and thus also subject courses that take place during ordinary school day. It also includes all after school planned activities such as social sports".*

Wiles (2009: 2) argues that, curriculum is larger than what is simply "subject", and includes that school people refer to as extracurricular activities, lunch plays, sports and other non-academic activities qualify as a part of the curriculum. A third and more

modern, definition of the curriculum is a plan tied to goals and related objectives. This definition suggests a process of choosing from among the many possible activities those that are preferred and, thus, value-laden. The same scholar further states that curriculum is purposeful and defined. Finally, argues that curriculum is drawn from outcomes or results. This position sees curriculum leadership as targeting specific knowledge, behaviour, and attitudes for students and engineering a school program to achieve those ends. This is a highly active definition that accepts change in schools as a normal variable in planning.

According to Marsh (1997: 4) curriculum is defined as a product, a document which includes details about goals, objectives, context, teaching techniques, evaluation, assessment, and resources. A scholar, Fullan (2001:40) refers to it as the taught curriculum (implicit, delivered, and operational) where a teacher begins altering the curriculum teaching style. This scholar argues further that this relates to Hidden curriculum as well as Received curriculum. Hidden curriculum refers to unintended learning curriculum while Received curriculum refers to things that students actually take out of classroom, those concepts and content that are truly learned and remembered. Cuban cited in Majozi (2009: 12) further calls it the learned curriculum; the gap between what is taught and what is learned, “intended and unintended**”** (Fullan, 2001:133). Motsiri (2008: 19) concurs and defines curriculum as ‘fixed courses of study’ terminology.

Nkuna (2006:7) defines what curriculum is all about; he finds it imperative to note that it will make management and implementation easier; and thus helping the reader to understand the concept curriculum as used in this research. It will further close the gap between what has been researched and the new findings.

The Department of Education (DoE) provides the curriculum documents and prescribes ‘why’; “how’ and ‘what is to be taught**;** learning and experiences which a learner will encounter as well as conceptual process and progress that should be made in the

implementation of new curriculum. In order to have a profound understanding of the curriculum in South Africa, one has to link the curriculum theories at the micro-level. Some of these theories will be briefly discussed in the next section.

2.3.2 Curriculum and Learning Theories

A didactic theory can be described as a system of ideas, opinions and conclusions concerning educative teaching. It involves scientific thought about the interrelationship between the origins, nature and meaning of teaching and learning. The main aim of the theory is not to describe, explain, understand and organize teaching and learning, but to yield results and conclusions that will have meaningful practical relevance for teaching and learning (Fraser, Loubser and Van Rooy, 1990: 18).

In order to achieve the intended aim of teaching and learning, the didactic theory should encompass the curriculum that has clear goals, values and relevant learning experiences. Wiles (2009: 2) argue that, the good curriculum represents a "set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students". To clarify the above mentioned process, the researcher has discussed deferent types of didactic models.

Fraser *et al.* (1990: 23) classify didactic theories into four categories. These theories are briefly discussed in the next section below:

- **Hermenuetic theory**:

  This theory is based on theory of Klafki. The theory concentrates on formative content. It concentrates on the significance of the learning content, criteria for selecting content, the structuring and organizing of content and the correspondence between school subjects. It focuses on practical aspects in the formative theories. This involves an analysis of the learning content on the basis of the following basic questions:

- What particular meanings are basic to the learning content of the subject?
- What is the significance of the learning content with regard to the acquisition of knowledge, skills, proficiency and experience by the child?
- What is the significance of the learning content with regard to the child's future?
- What is the structure of the learning content?
- How can the child be motivated to be interested in the learning content, and how the structure of the content can be explained to the child?

Having asked these questions about the learning content, the principal can decide on how to structure and organize the management and the implementation of the new curriculum.

- **Cybernetic and Information Theory Models**

Both of these theories are based on the science of Cybernetics, which compares the automatic control systems formed by the brain and nervous system with the control systems of mechanical communication systems and apparatus such as computers and thermostats.

- **Systems theory Models**

A system is "a whole consisting of characteristic elements". These elements have a dynamic interrelationship. The function of the system is characterized by the particular interaction between the elements of the system. To analyze the object as a system means that the function of the object has to be determined through analysis of the elements and the interaction between the elements of the object. Therefore, the function of the system is the operation of the learner, while the elements of the system consist of the learner, the operational object (learning content), the selection element and the ought-value (aim).

- **Learning theory Models**

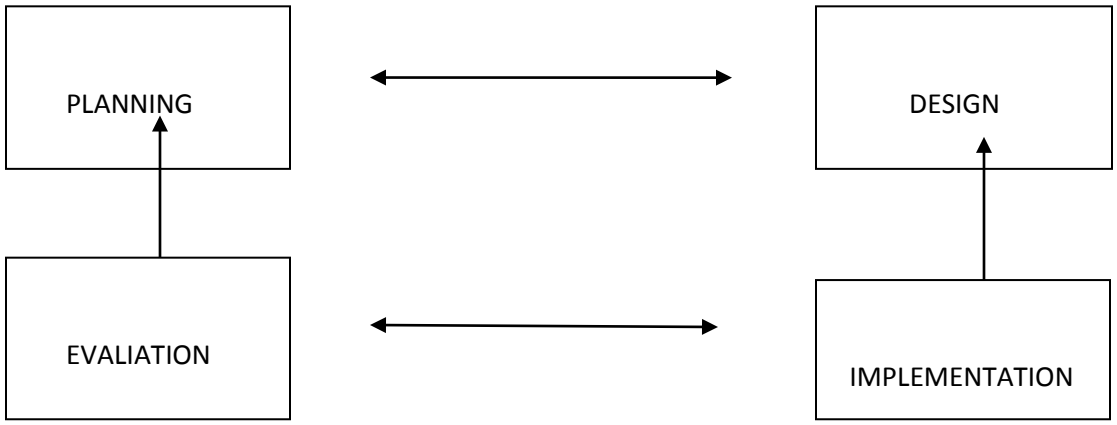
This theory describes that behaviourism regards man as an organism who interacts continuously with his environment. This interaction is characterized and controlled by a stimulus which causes behaviour, the behaviour itself, which is the response, and the results of the behaviour, which in turn reinforces the behaviour.

From the preceding brief discussion, it is obvious that there is a radical difference, in this respect, between the formative theories and the other theories discussed. Formative didactic theories take a human science or normative approach, which concentrates on man as a cultural being, using mainly phenomenological and hermeneutic methods. It is only in consideration of this process that teachers and principals can be able to smoothly help the student to achieve his intended goal and outcomes above, it is clear that, the four theories approach learning in different perspectives; but all of them support the three curriculum approaches, namely: curriculum as a process, as a learning content, and as an outcome.

2.3.3 Models of Curriculum Development

Curriculum Models can be used to support the management and the implementation of the new curriculum in South Africa. Due to the nature of the study, the researcher will briefly discuss a few of them.

Figure 2.1. Curriculum as a Process



Source: Chauke (2008: 9).

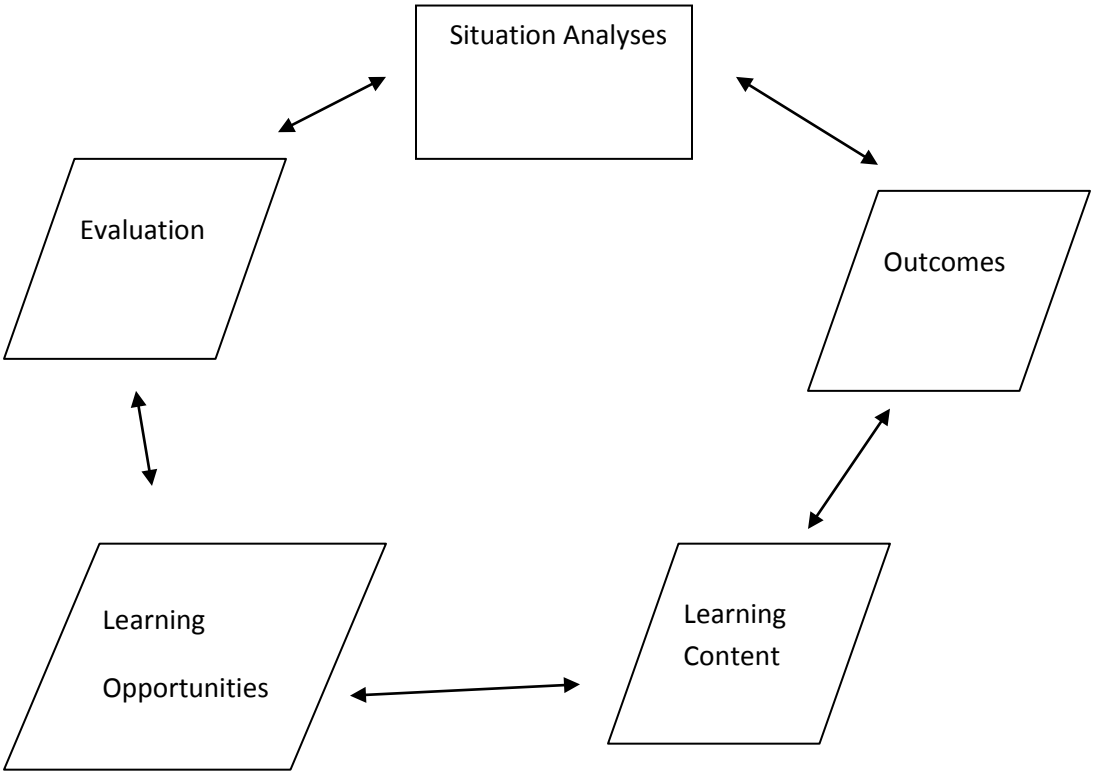
Applying the elements of the process of curriculum development to the implementation of the new curriculum implies:

- Planning: to determine future activities aimed at achieving outcomes of the new curriculum.
- Designing: to determine the researcher's plans as to how he will carry out the learner towards specific outcomes from the curriculum.
- Implementation: it is to determine if there are suitable human and physical resources that support the principal towards the implementation of the new curriculum evaluation to determine the effectiveness and shortcomings of the new curriculum during implementation.

As a curriculum leader defines the vision, his or her tasks transition from analysis to designing a comprehensive plan, implementing the curriculum, and, finally, implementing the results (Wiles, 2009: 3).

For any curriculum process to succeed, it needs to be linked with the suitable models at the micro-level. This model should involve the situation, aim, content, learning opportunities and evaluation, and this is called curriculum content.

Figure 2.2. Curriculum as a Content



Source: Milondzo (2006: 4)

Curriculum circle: Implication to curriculum as a content and implementation of the new curriculum in South Africa.

- Situation analysis: to determine whether or not the situation in the area of the study is conducive to the implementation of the new curriculum.
- Aim: to check whether the outcome stated in the new curriculum is achievable or not.
- Learning content: to determine the quality of content that will be imparted in a particular standard or grade.
- Learning opportunity: to determine whether they are relevant resources that will support teaching and learning in micro-level.

- Evaluation: to determine whether the different assessments stated in the new curriculum (NCS) are relevant and suitable to various grades in the secondary schools (Milondzo, 2006: 4).

These two curriculum models stated above, are trying to move away from the traditional way of implementing and managing curriculum, but they do not show how the outcome will be achieved at the micro-level in the schools; hence the new South African government came up with the Outcome-Based Education which eventually was modified into a new Curriculum Statement. How to manage this new system needs clarification and understanding of the above models, that is, Curriculum Outcome-Based model.

To understand this curriculum model, the following table below will help to elucidate the aims and the objectives of the Outcome-Based model.

Table 2.1. DIFFERENCES BETWEEN CONVENTIONAL AND OUTCOME- BASED CURRICULUM MODEL

CONVENTIONAL	OUTCOME- BASED
➢ Subject focuses on planning ➢ Defines the content to be covered. ➢ Passive learners often engage in rote learning without necessarily understanding. ➢ Emphasis on knowledge. ➢ Focus on what the teacher will do; he/she is responsible for delivery of information and knowledge. ➢ Fixed time results in a single opportunity. ➢ Syllabus and content are rigid, non-negotiable and independent of student's experiences, thus focusing on content acquisition.	➢ Future focused planning ➢ Defines the learning outcomes or the results to be achieved. ➢ Active learners involved in critical thinking, reasoning reflection and action. ➢ Emphasis on applied knowledge. ➢ Focuses on what the learner will do; learners engage in groups. ➢ Flexible time allows multiple opportunity. ➢ A wide variety of expectant outcomes ensure acquisition of knowledge, understanding, skills attitudes values and dispositions, thus enabling the teacher to be innovative and creative in designing programs to facilitate competence development.

Source: Staat (2005: 34)

2.3.4. Implications of the implementation of the New Curriculum

It is clear from the above table that Outcome-Based Curriculum can only be successful if there is availability of resources that can support the management and the implementation of the new curriculum by the secondary school principals in the area of the study.

The department of education‘s publication on OBE (DoE 2005) rightfully acknowledges the fact that adequate learning support materials are essential for the effective running of an education system. The publication further assets that, these materials are an integral part of curriculum development and they are a means of promoting both teaching and learning (Staat, 2005: 24). Even though a great number of secondary school principals are willing to manage and implement the new curriculum, they are confronted with the following challenges; to name but a few:

- Lack of profound understanding of curriculum theory and policy guidelines.
- Lack of requisite and expertise in terms of staff, skills and coordination at meso-level.
- Lack of physical resources.
- Lack of learning and teaching materials.
- Lack of clear assessment guidelines (Nkuna, 2006: 8).

In order to elucidate some of the challenges stated above, the researcher should come up with the managerial models that will help the secondary school principals to manage and implement the new curriculum well. There are many managerial models that can be used to implement any policy.

The nature of the study compels the researcher to discuss three levels of curriculum development. These three levels will help the secondary school principals to understand how policies are formulated and implemented at various levels; these levels are described as follows: Macro-level Curriculum Development, Meso-level Curriculum Development and Micro-level Curriculum Development.

2.3.5. Levels of Curriculum Development

Curriculum development can be carried out at three levels, namely:

Micro-level

Macro-level and

Meso-level.

- **Micro-level Curriculum Development**

Dickson (2001: 43) cited in Mawila (2007: 14) argues that the school manager, who is the leader, must lead people to perform according to vision and standards that are determined outside the school by people of higher hierarchy.

From the above information, it is clear that educators and members of the School Management Team (SMT) cannot manage and implement curriculum alone. The implementation of the new curriculum is influenced by other stakeholders outside the micro-level such as the labour market, prominent members of the community and other concerned people and organisations.

It is therefore imperative to state that, only if these levels are properly followed and well facilitated by the people with profound knowledge of curriculum development, the implementation of the new curriculum will be handled with ease by the school principals. Therefore, the three levels are important to influence the secondary school principals to understand the different stages of curriculum change.

- ***Macro-level Curriculum Development***

Education at the macro-level is managed by the Department of Education. In South Africa it is managed by the National Department of Education and nine different provincial departments. Staff allocations per school are planned at the macro-level and sometimes have personal and interpersonal impact. (Grobler, Warnich, Carrel, Ebert and Hartsfield, 2006: 34).

Fraser, Loubser and Van Rooy (1990: 104) attest that, “macro-level curriculum development is at issue with the general and all the inclusive education policy, to educational aims and provision of education in a particular country, province or school are discussed or when the totality of educational activities of a particular didactic environment are scrutinized”.

Education at the macro-level is managed by the department of education. In South Africa it is managed by both the National Department of Education and the different provincial departments in all the nine provinces. A staff allocation per school is planned at the macro-level and sometimes has personal and interpersonal impact. (Gobler, Warnich, Carrel, Elbert and Hartsfield, 2006: 34).

- ***Meso- level Curriculum Development***

Curriculum at school is co-ordinated and supervised at the meso-level. This level is managed by District offices, Regional offices, Circuit offices, Clusters and other offices assigned by the national or provincial offices of education.

The above offices disseminate policies developed at the macro-level by the political system. To support this statement Hartle (2006: 5) states that schools are public organizations that are controlled by government departments, which are in turn controlled by politicians.

Benedict, (2003: 83) argues that in schools, political change has had an influence on staff management. For example, the appointment of staff has to comply with non-discriminatory legislation, redness, equity and new curriculum. Political factors influence decision-making; school managers have to comply with political demands when managing their staff.

2.4. LEADERSHIP AND CURRICULUM CHANGE

2.4.1 The Principal as an Agent of Change

The principal is the main agent of curriculum change. In all cases in the school curriculum, the attitude of the principal is of decisive importance in the successful implementation of the models and in the ultimate complete curriculum development. In order to achieve good leadership in curriculum change and proper management that will ease curriculum implementation, principals of secondary schools should be given enough time in their training so as to acquire skills to lead, guide and direct their subordinates in the implementation of curriculum (Khoza, 2009: 30).

Principals have the authority to approve or to disapprove, to promote or retard, to encourage or discourage renewal actions in the school, therefore they need to be developed and trained so as to execute their duties According to Nkuna (2006: 13). This process is not easy and that cannot be accepted by anyone. There is always tension between what is regarded as ‘fundamentals’ of the systems, and the drive for flexibility or innovation; change is always driven by products of the ‘old’; it is a response to what is no longer relevant or desirable. He further argues that the new is always seen in relation to the old, and often evokes in people nostalgia and a sense of loss, and thus resistance to the new ideas since people feel insecure (Nkuna, 2006: 14).

In order to overcome resistance stated above, the principals should be trained to motivate, lead and encourage educators to be active participants in curriculum change. It is only through their participation that they will feel as part of the change, and thus resistance will be minimized.

It is however important that the principal handles renewal in such a way that the staff will not regard it as something that has been forced upon them. The principal should rather be seen as a member of the group that has a goal towards effective teaching and learning. By working objectively with the staff, the principal will discover each teacher’s talent and use it to the maximum. Because the implementation of a model system

demands great adjustment in work methods and approach to teaching by the teacher, it is necessary that the principals know their staff's attitude towards renewal and their skills and critical thinking. Should there be signs of possible positive reaction, the can change their minds towards the implementation of the model system.

According to Coleman, Graham-Jolly and Middlewood (2003: 86), management of curriculum implementation relates to the various role players' involvement in the implementation plans. The key players in this case are the school principals, heads of department, parents, teachers and learners. These people need to be led, monitored, as well as evaluated. Principals should review the realization of the established objectives of the implementation. Doll (1996: 396) attests further that curriculum users also require support in a form of peer-networking, direct coaching, as well as mentoring.

This kind of reinforcement needs to be well managed. Support strategies should make provision for the training of implementation, observation of peers' classroom teaching and scheduling of regular meetings for reflective discussions (Milondzo, 2006: 13). Furthermore, principals must develop and manage implementation systems that will promote good teaching, effective learning and high standard of learner achievement. Such systems can further include, for example, learning area committees and departmental committees. Earley and Bubb (2004: 53) thus recommend interdependent and interrelated activities to address professional development needs and performance of teachers. During departmental meetings, aspects like lesson plans, clarifications, procedures in classroom observations, feedback on curriculum experiences should be discussed.

Khoza (2009: 9) argues that transformation of subjective realities is the essence of change, and therefore defines curriculum change as a psychological process people go through to come to terms with the new situation. This then means that whatever cause, the meaning of change is rarely clear at its beginning and ambivalence reigns until the

change is absorbed and made part of our thinking. Mawila (2007:5) states that change is external to people and is situational.

The researcher, therefore, aligns himself with these scholars that curriculum change in schools should address socio-economic needs of its society so that the implementation becomes easier. It is further imperative to note that, unlike change, transition is internal. Announcement of new curriculum can happen quickly but inward transitions take place much slower because facts such as inner struggles, the sense of being in limbo, discarding comfort zone practices and venturing into the new and unknown brings about uncertainty and discomfort.

Matiwane (2010:19) argues that the neutral zone produces fright and confusion for principals and teachers. Teachers either assimilate or abandon changes they were initially willing to try, fight, or ignore imposed change.

2.4.2. Characteristics of Curriculum Change

Nkuna (2006:12) characterizes curriculum change as multidimensional. For example, dimensions such as the following are involved in curriculum implementation:

- The possible use of new or revised materials (direct instructional resources such as curriculum materials or technologies).
- The possible use of new teaching approaches surface (that is., new teaching strategies or activities).
- The possible alteration of beliefs (for example, pedagogical assumptions and theories underlying particular new policies or programs).

Unless modifications occur in each dimension, the true implementation does not take place. A new curriculum also requires new teaching skills and new ways of thinking about education. Many feel inadequately prepared for the new curriculum implementation and change. While efforts are made to train people, not everyone

benefit from it. Furthermore, new materials which would have helped new teaching are often not available.

Since in any change process, principals are faced with a dilemma of doing new things with old mindsets and old materials. This process has failed to change the philosophy and the beliefs that they have inherited before the new democratic dispensation; hence this difficulty in the management and the implementation of new curriculum in the secondary schools.

Mostly, change of Government can lead into curriculum change; South Africa is not excluded from the process in which an existing curriculum is regarded as representing a small minority of the population, an illegitimate ideology. The next sub-section will deal with the factors contributing to curriculum change.

2.4.3 A Need for Curriculum Change

Curriculum change may be caused by phenomena such as politics, pedagogical and didactic situational needs. Things such as subjects taught; content of learning areas; forms of assessment and learning accreditation; school timetables; hours of schooling and others, may be changed. This is done in order to suite the new change. In order to achieve the needs for change; universities are used as basic knowledge production institutions, processes and development in education.

The state education bureaucracy produces a package of knowledge in a form of policy documents, guidelines, and syllabuses that will be managed and implemented in schools. On the other hand, universities and other academic institutions become places where professional associations make forums for discussions on important educational matters for change such as managing the implementation of the curriculum and the contemporary needs to be achieved. Teacher unions and teachers in various schools develop lists of prescribed textbooks, and work plans that will be distributed to schools. The implementers will therefore feel comfortable as their contributions are valued in

curriculum innovation, thus, reducing resistance to change. Apart from the above factors there are also challenges that are imbedded into the implementation of the new curriculum.

2.4.4. Curriculum Change and Challenges

Milondzo (2006: 16) suggests that most curriculum changes are implemented piecemeal, and, in fact, without a deep understanding about what collegiate learning really means, and the specific circumstances as well as strategies that are likely to promote it. According to Madikizela (2006:12)**,** curriculum change is managed in a logical five-step process namely: an analysis of the current offerings and context; the expression of key program aims in a mission prioritization of resources and development strategies; the implementation of the targeted curricula change; and the establishment of monitoring tools and processes. From this statement, it is evident that curriculum change needs physical resources, qualified personnel and well-planned strategies that will support the implementation.

Jansen (2003:20) indicates that for any new curriculum (OBE and NCS included) to succeed even in moderate terms, a number of interdependent innovations must strike the new educational system simultaneously. It requires trained and retrained principals and educators to secure implementation as required; radically new forms of assessment (such as performance assessment or competency-based assessment and others), classroom organization which facilitates monitoring and assessment, additional time for managing this complex process, constant monitoring and evaluation of the implementation process, parental support and involvement, new forms of learning resources (textbooks and other aides) which is similar to an Outcomes-Based orientation and opportunities for teacher dialogue and exchange as teachers co-learn in the process of implementation. In other words, an entire re-engineering of the education system is required to support the innovation. Along this, the researcher finds it crucial that time factor should be one of the major aspects that should be given priority.

Principals should be given enough time for training and retraining for dissemination of the new content to be implemented.

Apart from the above requirements and processes there are also conditions that need to be taken into consideration to influence curriculum change. According to Jones (2002: 30), there are five conditions that promote and sustain changes in the curriculum, namely, mutual trust amongst stake-holders; committed and consistent leadership; proceeding with a non-threatening, incremental pace of change; professional development for academic staff and the use of purposeful incentives.

2.5. CURRICULUM IMPLEMENTATION

Challenges facing principals in the implementation of new curriculum require adjustment of personal habits, ways of behaving, programme emphases, learning space of the new existing curriculum and schedules. It requires principals and teachers to shift from the current programme to the new; and this is a modification that can be met with great resistance. The ease with which a curriculum leader can trigger such behavioural changes in staff depends, in part on the quality of the initial planning and the precision with which the steps of curriculum development have been carried out. The rapid changes in education require quick and effective communication. Hierarchical management in government makes the implementation of the new curriculum difficult because messages have to pass through many levels. Bottom-up communication is hindered (Harber, 2003:50).

Most of the educational reforms fail because those in charge of the efforts have little or distorted understanding of the culture of schools. Many innovative programs are designed by experts outside the school environment. However, this ignorance of not involving principals and teachers place an enormous challenge in retarding progress of the new curriculum implementation.

Furthermore, some of the principals are failing due to hesitant implementation of the new curriculum by the principals and teachers. This is caused by the quick fixed approach which is intended to please the power that be. The long term solution in the implementation of the curriculum is to implement it step by step to avoid poor implementation. This will help them to comprehend the structure of the organization, sacred traditions, power relationship, and to assist members to define themselves and their roles.

For implementation to occur or enactment to emerge, principals have to address the behaviours of all players in the curriculum change. Curriculum creators, administrators, teachers, and supervisors must be clear about the purpose or intent, the nature, the real, and the potential benefits of the innovation. According to Mashele (2005:9) implementation takes time; it needs the attention of the people to be won in order to influence their attitudes sufficiently so that they alter their present ways. If individuals feel involved and their views valued, they will contribute their best to the curriculum implementation.

Leaders in their schools (principals, deputy principals, head of departments and subject masters) should put into practice the key aspects of the new curriculum that they would like to see in place across their schools, and letting others see what is occurring in their classrooms. This will help teachers not only in their development but also their willingness to receive and implement these new ideas, and develop their own teaching strategies (Khoza, 2009: 21).

Principals as leaders should look for opportunities to enhance the profile of their curriculum area to offer ideas for colleagues to make initiatives. In this sense, a positive atmosphere for the development and implementation of the curriculum will be real. The following could go a long way towards smooth curriculum implementation.

Nkuna(2006:13) describes the factors below as contributory factors towards curriculum implementation.

2.5.1 In-service Training

In-service training in the implementation of the new curriculum is vital. It will familiarize principals and teachers with innovations of the curriculum implementation. The department of education should train and retrain principals to become effective in managing the implementation of the new curriculum. These trainings should be given enough time to allow proper dissemination of the new curriculum. Further, it is the wish of the researcher that it should be facilitated by well trained facilitators with a profound knowledge of the new curriculum to be envisaged.

2.5.2 Paper Documentation

To be effective in the implementation of the new curriculum in schools, paper documentation is significant in understanding existing thinking and philosophies within the school. Reflections are critical as part of dissemination process from the distributed documents. Documents such as policy guidelines, circulars related to the new curriculum and other related information should be properly distributed and properly documented (Motaung, 2007:8).

2.5.3 Application of the SWOT analysis

Apply the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis because it is critical in the successful implementation of any curriculum that is initiated. Principals as agents of change should take an advantage of the strength that a teacher has and build on it by motivating such a teacher in order to strive to contribute and want to know more about the envisaged change. Motivation in any form will close the gap in the weaknesses of principals or teachers, thus encouraging them to participate and work hard in order to overcome the weaknesses they have. The opportunities and threats will be identified and attended in time; thus making the implementation of the curriculum easier to principals.

Finally, the principal needs to ensure that other leaders (in this regard, deputy principals heads of departments and master teachers) are given chance to have regular in-service training and retraining through workshops, newsletters, and encouraged to furthering their studies. By so doing dissemination will be effective and good output will be achieved, hence, resulting in an effective management and implementation. This process depends on how the principals use their managerial task to achieve their intended objectives.

2.5.4. The Management Task of the Principal and Curriculum

According to Earley and Bubb (2004:192), curriculum implementation plans are a task required to assist both teachers and principals to obtain a common understanding of the required practice in curriculum implementation. The task of planning by principals serves as instruments for identifying ways of minimising problems related to the implementation. An appropriate plan from a secondary school principal clarifies the focal points of the implementation process and reduces the risks of non-delivery.

Form the above statement it is clear that plans keep the principals relevant to the tasks or contexts and help in facilitating the integration of tasks without overloading principals and educators with work. Furthermore, Earley and Bubb (2004) in Motaung (2007: 16) see curriculum implementation plans as descriptors of the envisaged curriculum improvement; while on the other hand, Glatthorn, Boschee & Whitehead (2005:144) defines curriculum implementation plans as a school's record of implementation.

To support this view, Fullan (2001:74) argues that curriculum management and implementation plans provide a clear guidance to the principals and teachers in the curriculum innovation. In this regard, it is clear that management and implementation plans will always dictate relevancy in what is to be done or envisaged in the new curriculum; thus reducing problems to be encountered. Apart from the above, the principals need to take into cognisance that aspects that contribute towards the successful implementation of the new curriculum in schools.

2.5.5. Aspects that contribute towards Curriculum Implementation Plans

Scholars such as Coleman, Graham, Jolly and Middlewood (2003:85) attest that implementation plans should positively affect the implementation process. Good plans should always address all aspects related to curriculum management and implementation. Fleisch (2002:133) further asserts that good management and implementation plans should provide clarity on how teachers and principals should do their task as well as what; why; how; when and who must be responsible for a particular task to be implemented. Supervision therefore by the principals in managing the implementation of the new curriculum will be made easier since implementation plans specify the duties and responsibilities of various role players involved in the implementation process. It is imperative therefore, to note that implementation should be carried out in a sequential and integrated manner by well-trained principals.

Glatthorn, Boschee and Whitehead (2005: 144) regards an implementation plan as a form of a directional pressure, as it needs to accommodate all the set expectations that are required for effective curriculum implementation.

Implementation plans should not only specify the process of curriculum implementation, but should also refer to the management of the process in a sequential and integrated way. Motaung (2007:18) argues that implementation plans should include specific components which constitute the characteristics of change.

The rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly. The implementation plans also need to describe the specific programmes, activities, tasks, resources, time schedules, responsible persons, inside collaborating structures, outside collaborating structures, and duties of supervisors. Implementers should closely be supervised by knowledgeable supervisors (principals) in the new curriculum (Nkuna, 2006:15).

Hargreaves (2000: 288) emphasises that activities included in curriculum implementation plans need to be realistic in order to enable effective management. Appropriate implementation plans should be context-responsive by acknowledging the situational factors of the setting in which it is to be implemented. In this regard, principals must ensure that their plans towards the implementation are planned in consideration of their schools communities as they play a major role in the influence of the education of their learners. It is also imperative to note that effective curriculum implementation plans also include staff development strategies, as teachers need to be equipped to adjust their classroom instruction according to the requirements of the new curriculum. In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills to be implemented. Furthermore, this will include equipping educators with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set home-works and assignments. Educators will also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Hargreaves, 2000:289).

For management and implementation plans to be successful, the principals as major agents of the implementation process should include all stakeholders of the school community. They should always ascertain that their roles are clarified in order to avoid unnecessary misunderstanding and subsequent conflicts during implementation process. One may in this regard conclude by saying that it becomes a common course that curriculum implementation needs to be properly planned.

2.5.6. The Need for Proper Curriculum Implementation

From the above information, it is evident that proper communication and implementation reduces the unnecessary conflicts among the stakeholders. Mawila (2007: 15) argues that, a proper implementation is the only way that can efficiently manage curriculum implementation process well and promote curriculum alignment by linking curriculum implementation to proper planning, or vice versa. This view concurs with Hargreaves

(2000:291) who argues that properly managed curriculum implementation limits potential conflicts among the implementers. It is further argued that proper management encourages partnerships or interactions between implementers; thus making implementation process easier for the principals. Earley and Bubb (2004:192) see appropriate management of implementation plans as crucial to successful curriculum implementation because it determines the process of implementation. These scholars further see appropriate curriculum plans as crucial to successful curriculum management and implementation.

2.5.7. A Strategy of Effective Leadership Management and Implementation

Good implementation depends on the realistic strategies that the implementer wants to use to attain an intended goal. Marsh (1997: 40) emphasizes that implementation strategies should be realistic and responsive to the unique context of a particular school. In this regard, needs assessment ought to be done in order to determine specific knowledge, skills and values relevant to the school's unique situation. The identified needs or requirements should be infused in the management of the implementation of any curriculum. This process will lead towards continuous monitoring and retraining of the principals in the implementation.

2.6 CURRICULUM DISSEMINATION

According Carl (2002:143) argues that, curriculum dissemination comprises of the presentation of curriculum utilization through the distribution or promulgation of information, thoughts and concepts in order to make them aware of the envisaged curriculum. To support this statement, Mc Beath (1999: 23) sees curriculum dissemination as the process of ensuring that a curriculum reaches the target population, that is, the deliberate intention to inform clients of an innovation. The process includes such aspects as training those who will present the material, sensitizing those who will monitor it, and other goal-oriented activities to facilitate the adoption of the innovation. Curriculum dissemination is defined in this study as a

process of informing principals about new or revised curriculum ideas, documents or materials, so that they can understand and accept the reality derived from the process.

According to Mawila (2007:17) there are certain curriculum dissemination strategies and tactics that are critical and should be considered if dissemination is to bear the required fruits. The following strategies will be discussed in full, namely: distribution of curriculum materials; meetings; newsletters; networking; questionnaires; material development and face-to-face contact.

2.6.1 Distribution of Curriculum Materials

It is considered important to distribute the syllabus documents and other related materials directly to individuals who would be involved in teaching the new course, rather than expecting that these materials would reach them automatically through the system. The newly accredited syllabi are distributed to those identified as most likely to be teaching the new course. The Assessment Package materials, developed at the meetings, are sent to the same people. A general Lecturers' Guide about the new course is sent to senior staff and to those who are already teaching in the pilot programme. This tactic served to inform those who were likely to be involved in innovation and to raise their awareness that there was to be a new course requiring new approaches, new development, and implementation (Matiwane, 2010:13).

2.6.2 Meetings

These consist of a series of broad-based principal’s developmental meetings, which all principals are involved in the new course so as to familiarize themselves with the requirements of the management and the implementation of the new curriculum. Principals should be able to define their own roles and jointly develop plans that will help to implement the new curriculum. The travelling and principals’ course attendance of the workshops should be funded by their own institutions. Facilitators should always be encouraged to establish an acceptable level of two-way communication in the workshop or project.

2.6.3 Newsletters

At the end of the meeting the principals should establish the newsletter that will accommodate the records of the lessons taught. Newsletters should be seen as a way of keeping a record of discussions and consolidating decisions made at the meetings as well and to spreading information and ownership to anyone who could not attend. The Newsletters are envisaged also as a method of informing those who were not involved in the new course, its innovative features and about the aims and intentions of the project. Newsletters should be designed for maximum impact and printed on coloured paper if possible to show how best information can reach all its intended audience (Khoza, 2009: 35).

2.6.4 The Networking

The concept of shared responsibility and ownership should be encouraged and developed by setting up a network of those involved in preparing for the new curriculum to be implemented. Networking should be envisaged as an extension of face-to-face contact established at the meetings and a method of keeping principals in distant schools in touch with the rest of the innovators for the successful implementation of the new curriculum.

Networking consists of all the innovating principals becoming excited about the new ideas; thus picking up a telephone and talking openly and generously with each other, exchanging and sharing ideas and reaching mutually acceptable decisions for implementing change become crucial. It is meant to achieve on-going information and giving support. In this process there are also many advantages associated with disseminating information through networking, but technology can come in as a hindrance to the effectiveness and some participants can drag their feet which negatively affect the whole programme. The effect of the Network concept is hard to gauge, and is probably only gathering momentum when participants are encouraged to participate (Motaung, 2007: 14).

Networking should be an on-going strategy and a way of improving and consolidating what principals already believed. Milondzo (2006:9) argues that a well-established networking system is imperative as it will establish a good foundation for the next meetings. This will in turn create a desire among principals that networking should be continued in their autonomous school systems, that is, reaching out to 'grass roots level', meaning in this case, all the educators in their teaching areas (Mawila, 2007:19).

2.6.5 Materials Development

This process can be achieved if relevant materials that support the didactic situation can be properly developed. The most important deficiency in the curriculum change process which had been identified by the earlier survey was that educators had to develop teaching materials in isolation as they began implementing new curriculum. This tactic was to ensure joint development of well-planned teaching materials, with every educator taking a share of responsibility. Fair quality materials were to be produced before they began the new course and a mechanism put in place for monitoring and reviewing them for further development in future. The reality proved far from the ideal (Khoza, 2009:16).

The possibility of collaborative development was obviated almost from the beginning when a limited number of people attended the project meetings. Educators who did not have time to attend meetings were not likely to have time for materials development. Eventually, the pilot educators made their teaching materials available for distribution throughout the study area. The funds which had not been used for travel and release time were distributed equally among the developers.

2.6.6. Face-to-face Contact

This face-to-face approach will eliminate some of the perceptions that some of the facilitators have about principals. This will help the secondary school principals to develop dissemination model that will help them to implement the new curriculum in the field of the study (Schurink, 2000: 342).

In this process the facilitator should develop questionnaires that should be handed to the principals. The answers given by the respondents will reveal the level of understanding and the need of individual principal.

The views above are supported by UNAIDS (2006: 17) which posits that one of the most effective ways in enhancing participation is through talking to people directly, that is, face-to-face in order to gain verbal and non verbal suggestions. This can help in identifying the obstacles to effective participation.

2.7. CURRICULUM IMPLEMENTATION

When the agent of curriculum has developed the dissemination model, they should develop an implementation strategy that will cater for all the consumers of the new curriculum.

Curriculum implementation is traditionally seen as the delivery process; the implementation of the planned activities in a purposeful way; therefore the successful implementation of a new curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change, and whether they are also prepared to associate themselves with it (Carl, 2002: 172). According to Mawila (2007:10) curriculum implementation can be considered as a system of engineering that takes design specifications through various channels to the principals in their management and implementation of the new curriculum. Before curriculum design reaches the principals at the micro-level, it should move within the three levels of curriculum management and co-ordination.

The above statement is supported by Jordaan and Mostert (1989: 392**)** when they described the various levels of implementation; they refer to this as macro- and micro-implementation. They refer to macro-implementation as an application of policy and curriculum initiatives determined at national level by curriculum authorities; and micro-implementation as that process during which local decisions are taken. This leads to

implementation in practice and the eventual institutionalization. In practice, it means the core syllabi must be implemented at school level by subject teachers managed and guided by principals. Principals and teachers` participation and initiative are normally high at this level. It is at this level that they make their own mark on the development and implementation of the new curriculum.

Fullan and Pomfred (1997: 335) argue that, implementation refers to the 'actual use' of a curriculum / syllabus, or what it "consists of practice". Marsh argues further, that in education systems where teachers and principals have the opportunity to choose among competing curriculum packages (that is. acting as 'selectors') then attitudinal dispositions are clearly important. For example, if a teacher perceives that the current curriculum he/she is using is deficient in certain areas, then an alternative will be sought which overcomes these problems. Marsh (1997) cited in Chauke (2008: 11) maintains that teachers will only become involved in implementing new curricula if they perceive a dysfunction because they have a desire to reduce the gap between current and preferred practices, with reference to their teaching in a particular subject.

Mashele (2005:7) argues that the implementation of any new curriculum will take a principal or a teacher a considerable period of time to become competent and confident in its use. The competency of principals depends on the favourable climate that is found within and those that are found from the external milieu. This is caused by various factors that emanate from a particular society. Motaung (2007:10) describes the following factors to explain how and why certain implementation practices have occurred over the decades.

2.7.1. Factors Affecting Successful Implementation

a). Continuous contact with consumers to give advice and help to encourage mutual connection between consumers and to effect cultural contact with learners and parents.

b). Clear communication to illustrate roles, to explain technology, to illustrate possible means of evaluation and to supply answers to the well-known queries of 'who?', 'what?', 'when?', 'where?', 'how?', and 'why?"

c). Provision of support service through, for example , spelling out time scheduling, supplying materials, setting one's own example, creating a climate within which trust, security from policy makers, and encouragement of principals should be provided by the policy-makers; and

d). Compensation through, for example, the financial, praise, acknowledgement and, also, intrinsic aspects of compensation. Teachers often find their reward merely in acceptance of new curriculum and not so much in the implementation of it. In the following discussion, a brief description of curriculum evaluation will be given.

2.8. CURRICULUM EVALUATION

Collins (1995: 41) states that evaluation involves assessing the effectiveness of the curriculum as well as the results and outcome for the learner. This assessment of value can take place either throughout or at the end of the process, or can even be a combination of the two approaches. The distinction between evaluation and measurement is of relevance here, that is, evaluation involves a qualitative, broad assessment of value, while measurement is more concern with the quantitative aspect of test and examination results, the interpretation of the test and examination results. It also deals with the results of the test and examination outcomes which is more related to evaluation.

2.9. IMPLICATIONS OF CURRICULUM CHANGE AND IMPLEMENTATION

According to Majozi (2009: 7) secondary school principals should take cognisance of the following, if they want to implement the new curriculum successfully:

- Curriculum activities should involve people's thinking and acting.
- Leaders of curriculum development should take human equation into consideration and understand how people react to change.
- Often people say they are willing to change, but act as though they are unwilling to adjust.
- A successful change agent knows how people react to change and how to encourage them to be receptive to change.
- Principals need to approach change with caution in order to avoid unnecessary commotion and destructive ideas.
- People are willing to change but they should be informed about the benefits of that particular change.

To support the above view, Chauke (2008: 5) argues that, *'…curriculum innovation and implementation requires face-to-face interaction or person to person contact. Those persons charged with implementation must understand the interpersonal dimensions of leadership. Curriculum innovation and implementation is a group process involving individuals working together. Not only does the group enable certain actions to occur; it also serves to change its individual members. The ideas and values the group expresses must be acceptable to the individuals within the group. This is why curriculum leaders need to make sure that the members of the group are clear about the platform upon which they are to build the curriculum. As the groups that talk about the need to change and the strategies for implementation, the pressure for change within the educational system will be created. Creating a clear mission amongst the well-informed groups brings about confidence in the change agents. This process is one way to make individuals receptive to the notion of change".*

This idea is supported by Coleman, Graham-Jolly and Middlewood (2003: 76) who state that, *"…Curriculum leaders can also increase educators' willingness to change by linking the needs and expectations of the individuals with those of the organization. Each person has certain needs and expectations that he or she expects to fulfil within the school organization. Rarely, however, are institutional expectations absolutely compatible with individual needs. Every individual who comes into a system plays a multitude of roles; each professional brings his or her role and his or her personality as well. Each person has certain needs he or she expects to fulfil within the system in the discussion in a school".*

The above information implies that principals managing the implementation of the curriculum should always dare to create a positive atmosphere that will motivate and encourage educators to accept change. Once a teacher is motivated and find that he/she is valued in the process of change, the challenges faced by principals in managing the implementation of the new curriculum will be minimized.

Apart from the above interaction, the curriculum agents should link the ability to change with the need and expectations of the stakeholders within their sphere of operation.

2.10. CONCLUSION

The purpose of this chapter was to review literature on the implementation of the new curriculum. The implementation of the new curriculum needs an analysis description and interpretation of the concepts. The theoretical framework of the concept curriculum should be related to practice and school environment in which the secondary school principals are working.

The South African society, of which the department of education form a part, is undergoing rapid social and economical changes, despite the resistance of some principals in their sphere of operation.

Secondary schools in South Africa including those that are in Capricorn Education District are becoming more complex, and then the principals must be aware of some of the processes that will assist them to manage and implement the new curriculum; hence implementation of the National Curriculum Statement in Capricorn Education District.

This chapter discussed the role of the principals in curriculum change and implementation in the area of the study. Secondary school principals are expected to change from being traditional administrators to educational leaders. This will help them to use their management team and other stakeholders to implement the new curriculum (NCS). They should take all the managerial functions, strategies, factors and other related issues into consideration stated in this chapter.

In chapter three, some of the research approaches, methods and techniques that will be used to collect, assess, and analyse data in chapter four will be discussed in full.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter focuses on research design, approaches and methods, that the researcher used to collect, analyze and interpret data in chapter four. These approaches and methods were supplemented by empirical investigation, that is, questionnaires, interviews, and observation. Lancaster (2005:78) defines research methodology as “the general category of research approach used in research study and which relates particularly to the approach of data collection”. The research methodology employed in this study was used to identify and to investigate the factors that hamper the implementation of the new curriculum in Polokwane Education Cluster.

3.2. RESEARCH DESIGN AND METHODOLOGY

Research design is defined as the “blueprint” for fulfilling objectives and answering questions that pertain to a problem or phenomena that is being investigated (Cooper & Schindler, 2001: 75). Nieuwenhuis (2007: 70) described a research design as “an overall plan or strategy to conduct the research and incorporates a specific methodology to address the question of how the research was performed in relation to the primary problem statement by specifying amongst other things the selection of perfect for collecting data. Dumisa (2010: 35) maintains that collecting data by more than one method is often a prudent procedure. For this study, the researcher used various research techniques that are appropriate and relevant to collect and assess data from the area of the study. To augment the above research methodology, the researcher has also used different research approaches to collect and analyse data in the area of the study.

3.3. RESEARCH APPROACHES

In this section the researcher discussed some of the research approaches that are appropriate or relevant to this study. The researcher has the following approaches, namely:

- Positivism
- Phenomenology and
- Hermeneutics

3.3.1. Positivism Approach

Positivism approach paradigm is an attempt by social and human sciences to use the research methodology, normally applied to the Natural Science. This paradigm basically focuses on mathematical calculations. Milondzo (2006: 19) states that the researcher adopts the position of objective analyst and accept the result based on precise, quantitative data and that the researcher uses the survey, experiment and statistics. This position is based on the fact that the truth revealed, the method of the research must be valid and reliable and that the research must be independent and not affected by the outcome of the findings.

3.3.2. Phenomenology Approach

Imenda and Muyangwa (2000: 26) postulate that meanings about the world are determined in the eyes of the beholder. They further argued that, that which appears to the researcher could be different from that which appears to the people constituting a given research sample. What is the out most important is that which appears in the conscious of the researcher. This demands universe of power relations between the researcher and the research sample. This means that the researcher should engage in an investigation which truly seeks to find out how a given phenomenon appears and is construed to be by the research sample. The purpose of the phenomenological approach is to establish the essential characteristics of a given phenomenon, idea, or object without which in the eyes of the beholder, such phenomenon, idea or object

would cease to be known as such (Imenda & Muyangwa, 2000: 26).

The researcher engaged in observations with an attempt to explain how the secondary school principals in the Polokwane education cluster, in Limpopo can overcome some of the challenges that hamper the management and the implementation of the new curriculum. This approach assisted in the observation and assessment of the situation, while taking into account the previous situations in the event of constructing knowledge. Interacting with secondary school principals was crucial for the dialogue between the researcher and the participants.

3.3.3. The Hermeneutic Approach

The hermeneutic approach is concerned with studying some historical and literary content, understanding the dialogue, and cultural traditions of people as stated by Madikizela (2006: 27). The historical research tries to come up with an understanding of the past by taking into consideration the dynamic vitality of events being investigated, in order to get some meaningful outcome from the investigation. Nyathi (2003:31) argues that this approach seeks to give the researcher an opportunity to experience a living relationship with human beings who were present when the event took place. In this way the research is placed in a position to overcome the barriers of the time and cultural difference that exist.

The shortcomings of the hermeneutic method are that: it can be highly subjective, it can be based on personal history and it can be based on the intuition of the researcher (Imenda and Muyangwa, 2000:28). In this process the researcher was conscious of political influences and other factors in interpreting events and disciplines so as to avoid the subjectivity and influence of the past experiences on the findings. In this study, the researcher will not make the secondary school principals aware that physical resources were being observed so that the researcher could get a true reflection of their behaviour related to their day to day operations. Due to the nature of the study, the researcher employed two important research approaches or methods, namely, Qualitative and Quantitative to collect and interpret data accurately.

3.4. QUALITATIVE APPROACH

According to Partington (2003: 109), qualitative method refers to the “design where data is collected in the form of words and observations as opposed to numbers, and analyses is based on the interpretation to data collected as opposed to statistical analyses”. Qualitative method is a method of collection in which the procedures are not strictly formalized, the scope is likely to be undefined, and a more philosophy mode of operation is adopted (Madikizela, 2006: 28). Dumisa (2010: 36) argues that it can be applied to the study of current and past events. When applied to the past it is called the historical research and when applied to current events is qualitative research. This method gives the research an in-depth understanding of the first hand information and phenomenon. This kind of approach gives an investigation a definite shape during the research process. Since the researcher will analyse and interpret data by the use of statistics therefore quantitative approach is also appropriate in this study.

3.5. QUANTITATVE APPROACH

Ary, Jacobs and Razavich (1990: 565) describe quantitative as enquiries that use operation definitions to generate numerical data to answer set questions of the study. A quantitative method may rely on descriptive and influential statistics for the analysis of the data. To support this idea, Steyn, Smit, Du Toit and Strasheim (2003: 5) define descriptive and inferential statistics as “entailing the ordinary and summarizing of the data by means of tabulations and graphical representations and the calculation of descriptive measures. While inferential statistics refer to the drawing of conclusions about populations from which a sample was drawn by using descriptive measures that have been calculated”.

In this study, the researcher employed quantitative method to check the availability of the resources that could be used by the principal to achieve the intended objectives in the area of the study.

Letsoalo (2008: 32) argues that, when data exist in the form of numbers, they help the researcher to summarize the characteristics of groups or to measure their attitudes or opinions. In this method, relationships among variables are determined. In this study, the researcher also analyzed and appraised different variables that impact on the management and the implementation of the National Curriculum Statement in the area of the study. Statistical analysis and interpretation of the results derived from the targeted population discussed in full in chapter four.

3.6. TARGET POPULATION

Steyn, Smit, du Toit, and Strasheim (2003: 16) define population as "...*as the total group of persons or universal collection of items or elements to which the study relate".* Dumisa (2010: 39) states that population is a full group of participants from whom the researcher wants to generalize the finding of the study. In the current study the target population was male and female secondary school principals in Polokwane Education Cluster**.**

Secondary schools in Polokwane Education Cluster have been chosen as the target population for a number of reasons. First, most of the secondary schools in this cluster are in the disadvantaged communities, as it was designated semi-homelands during the apartheid era. Second, most of those schools do not have resources to enable the management and the implementation of the new system, hence this study. Due to the size of the population and the number of schools in the area, the researcher used samples out of the target population to collect data in the area of the study.

3.7. SAMPLING

Steyn, Smith, Du Toit and Stasheim (2003: 16) define sample as "any subset of population". Sidhu (1995: 253) argues that sampling is the process of selecting the aggregate or totality of the objects or individuals regarding which the inferences are to

be made based in the sample study.

To support the above view, Saunders, Lewis and Thornhill (2003) cited in Dumisa (2010: 14) indicate that, the challenges that are encountered when it is not feasible to survey the entire population is the fact that sample surveys are alternatively valid under the following circumstances:

- When it is not practical to survey the whole population;
- The researcher has budget constraints to survey the entire population;
- When time constraints prohibits successful survey of the entire population and
- When the researcher has collected all data but needs results quickly.

The above reasons are justification for choosing the sampling method in this study, rather than to survey the entire population. There are different sampling methods that can be used in the research study.

3.7.1. Sampling Methods

Hair, Bush and Ortinau (2002: 344) argue that there are two main sampling methods namely: probability sampling and non-probability sampling. Probability sampling "is based on the concept of random selection "`in" which "each" sampling unit in the defined target population has a known, non-zero probability of being selected for the sample. In contrast, non-probability sampling is arbitrary (non random) and subject in which the probability selection of each sampling unit is not known (Cooper and Schindler, 2001: 166).

There are different sampling techniques but for this study only random and purposive sampling is used because of the appropriateness of the technique. The sample size of the study was twenty (20) secondary schools. Due to the nature of the study, the researcher employed the random and purposive sampling.

3.7.1.1. Random Sampling

Radom sampling is defined as the process of selecting a sample from the population

where all the elements in the population have equal chances of being selected (Utts and Hechard, 2007: 80). The sample in this study consists of male and female secondary principals. The attributes of successive random sampling drawn from the same population suggest that it is wise to use the stratified random sampling if it includes the possibility of all members of the population getting similar opportunities.

3.7.1.2. Purposive sampling

This can be considered as a form of stratified sampling in that the selection of the cases is governed by some criteria acting as a secondary control. The researcher selects a particular group or category from the population to constitute the sample because this category is believed to mirror the whole population with reference to the characteristics in question. The researcher purposefully selects some members while leaving others out. This is relevant when there is a specific objective (Letsoalo, 2008: 37). It is prudent to this study to take a correct view of both the methods. The researcher used strata random sampling for the study in order to have full representation of the two groups of secondary school principals (20 principals), namely, male and female principals, to come to a satisfactory conclusion based on material relevant data.

3.8. INSTRUMENTS AND DATA COLLECTION

Due to the nature of the study a questionnaire and interview were employed to collect and analyze data.

3.8.1. Questionnaire

A questionnaire is a set of questions and scales designed to generate enough primary raw data for accomplishing the information requirements that underlie the research objects (Hair et al., 2002: 440; 661). The advantage of using a questionnaire is that the questionnaire can be used for both closed and open-ended questions. It is also cheaper and less time-consuming than conducting interviews and very large samples can be taken (Hussey & Hussey, 1997: 162).

3.8.2. Interview

To supplement the above research techniques, the researcher also conducted an interview with selected secondary school principals in Polokwane education cluster, particularly in Maraba and Maune circuits. Interviews were conducted to get an overview and more information about the factors that prohibit the curriculum implementation of the new curriculum in the area of the study.

3.9. DATA ANYLYSIS

Data collected were processed and analyzed using technological devices to maintain the validity and the reliability of the information in this research study.

3.9.1. Validity

According to Zigmund (2003: 301), validity is established when the actual measure measures the intended construct. Therefore validity is the accuracy of measurement. Mondy and Noe (2005: 173) define validity as “the extent to which a test measures what it claims to measure. To achieve content validity, all components of the intended construct to be measured must be included. The research instruments were piloted to view participants before it was finally used to collect data. This process was possible through piloting the instruments and appropriately modifying the instruments to achieve the intended outcomes, which answered the research questions and objectives of the study project. Construct validity measures the degree to which scores reflect the intended outcomes, which are intended to be measured, using the instruments as pointed out by Happner and Happner (2004) cited in Motsiri (2008: 3) states that, the instruments used in the collection of data were constructed in such a way that they collected valid data that were required in order to answer the research questions as closely as possible.

3.9.2. Reliability

Good research instruments collect data that are reliable and help the researcher to achieve the intended objective of the study. To support this view, Noe, Hollenbeck, Gerhad and White (2003: 219) cited in Milondzo (2006:19) argue that, reliability is established when tests get the same results when same respondents are given same score under similar conditions. The outcome of the research should be able to hold if another researcher conducts similar research. The research illuminated bias in the interviewing process by concentrating on the research question and eliminating opposing personal views by leading the respondents to the answers. The respondents were prepared to the interviews in order to establish credibility of the information collected. The respondents that were targeted were closely managed to ensure that the data were not contaminated. The researcher did not divulge any information to any of the respondents as to get the reliable data from other respondents.

3.10. ETHICAL CONSIDERATION

The information received from the respondents was treated with confidentiality and data were gathered anonymously by the researcher. The information obtained was used for the purpose of this research only and the results were only used for data analysis in this study conducted at the University of Limpopo. The names of the respondents and other legal documents were not revealed to protect them from public scrutiny and criticism.
The researcher requested the permission from stakeholders such as the Department of Education.

Furthermore, the researcher adhered to the requirements of the Ethics Committee of the University of Limpopo

3.11. CONCLUSSION

In this chapter the different research approaches and methods used in collecting data to be investigated were discussed in detail. The population of the study, the target population as well as, the sampling method were identified and defined. The justification of the preferred approaches and method was also discussed in full.

From the above discussion, it was evident that there was no method that could have been used by the researcher alone, but every method needed to be supplemented by other research methods and techniques, so as to obtain intended objectives.
This discussion clearly indicates that there was no single best method, but all research techniques were important as long as they were relevantly and appropriately used.

The next chapter focuses on the discussion of the results, analyses, and interpretation of the data collected. The applicability and the relevance of the data towards the implementation of the new curriculum in Polokwane Education Cluster

CHAPTER 4

4. DATA COLLECTION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter is concerned with the empirical investigation and strategies employed in collecting and assessing data to indicate factors prohibiting or promoting the implementation in Polokwane Education Cluster. In this chapter the researcher gives a detailed description of the empirical investigation.

The objective of data analyses is to identify and examine the challenges faced by secondary school principals that affect the implementation of the new curriculum. The data analysis and discussion of results enabled the researcher to arrive at suitable conclusions and recommendations that answer the research questions stated in chapter one.

4.2 DATA COLLECTION

The information in chapters one, two and three must be applied to a particular situation in order to get its relevance. The relevance of the information was determined by the participants and accuracy of the data collected. The data in this chapter is derived from twenty (20) structured questionnaires given to ten (10) female and ten (10) male secondary school principals working in Maraba and Maune Circuit in Polokwane Education Cluster in Limpopo Province. Interviews were also conducted with secondary school principals who are currently working in the area of the study.

Responses from both the interview and questionnaire were used to appraise the factors and challenges that prohibit the secondary school principals in the implementation of a new curriculum in the area of the study. Twenty (20) structured questionnaires were

distributed to ten (10) male and ten (10) female secondary school principals that were randomly selected and have longer experience and service in the department of education in Limpopo Province.

4.3 ANALYSIS AND INTERPRETATION OF RESULTS

The technological devises such as a tape recorder have been used to process and analyse data. The researcher has received twenty (100%) responses from the entire respondents who were requested to participate in the study. The responses to questions (Q) are presented in the form of a table showing both frequencies (F) and percentages (%). The frequency (FX) reflected the total number of responses and percentages.

4.3.1. Data Analysis through Empirical Investigation

Table 4.3.1.1

THE NUMBER OF PRINCIPALS OF SECONDARY SCHOOLS PER CIRCUIT RANDOMLY SELECTED

SCHOOLS PER CIRCUIT	**NUMBER OF PRINCIPALS**
Maraba Circuit	10
Maune Circuit	10
TOTAL	**20**

The researcher obtained 20 responses from principals in the two abovementioned circuits in Polokwane Education Cluster. All the twenty respondents were each given a questionnaire to fill. Twenty questionnaires which were sent out to randomly selected principals were received back, which was hundred percent (100%) response.

Table 4.3.1.2

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE

Q.2. What is your age?

ITEM	**FRIQUENCY (F)**	**PERCENTAGE (%)**
Q.1. Age in years		
30-40	6	30
40-50	9	45
51-65	5	25
TOTAL	**20**	100

In Q.2. Fifteen (75%) of the respondents were between thirty and fifty years of age, while five (25%) fell between the ages of fifty and sixty five (5). The above information shows that most of the respondents are below the age of fifty (50). This implies that most of the principals have been recently promoted to the leadership role in the area of the study. Only twenty five percent (25) of the respondents have more experience and longer service.

Table 4.3.1.3

DISTRIBUTION OF RESPONTS ACCORDING TO GENDER

ITEM	**F**	**%**
Q.2. What is your gender?		
Female	3	15
Male	17	85
	FX = 20	**100**

Q.3. indicates that seventeen (85%) of the principals are males. Only fifteen (15% are female principals. There were fewer female respondents because more males are promoted to positions of principalship in the secondary schools. The majority of female principals are still found in the primary schools.

Table 4.3.1.4

RELATIONSHIP BETWEEN EDUCATION POLICY AND CURRICULUM DEVELOPMENT

ITEM	**F**	**%**
Q.3. Do you understand the relationship between education policy and curriculum development		
1. Strongly Agree	1	5
2. Agree	2	10
3. Strongly Disagree	10	50
4. Disagree	6	30
5. Uncertain	1	5
	FX = 20	**100**

Q.4. Reveals that sixteen (80%) of the respondents disagreed with the statement. Three (15%) agreed with the statement, while one (5%) of the respondents recorded uncertain.

From these findings, it is evident that the majority of the respondents do not understand the relationship between education policy and curriculum development. Only few of the respondents claimed to understand the relationship between policy and curriculum development. The understanding of the relationship between education policy and curriculum development will help the secondary school principals to translate the theory into practice in their sphere of operation.

Table 4.3.1.5.

POLICY GUIDELINES AND CLARITY

ITEM	**F**	**%**
Q.5. There is lack of clarity on policy guidelines in the area of the study 1. Strongly Agree 2. Agree 3. Strongly Disagree 4. Disagree 5. Uncertain	 10 5 1 3 1	 50 25 5 15 5
	FX =20	**100**

Q.5. Fifteen (75%) **o**f the respondents disagree with the statement. Three (15%) of the respondents agreed; while one (5%) of the respondents recorded uncertain.

The above findings show clearly that most of the secondary school principals agree with the above statement that there is a lack of clarity on the policy guidelines in the area of the study. Only few of them agreed with the statement. If the policy makers should have clarified the guidelines, the secondary school principals should have managed and implemented the new curriculum very well in the area of the study.

Table 4.3.1.6.

COURSE ATTENDANTS AND CURRICULUM CHANGE

ITEM	**F**	**%**
Q.6. Have you attended a course on curriculum change in the last 3 years?		
1. Strongly Agree	12	60
2. Agree	4	20
3. Strongly Disagree	2	10
4. Disagree	1	5
5. Uncertain	1	5
	FX = 20	**100**

Q.6. Sixteen (80%) of the respondents confirmed that they have attended a short training course on curriculum change and implementation. Three (15%) of the respondents disagreed with the statement; while one (5%) of the respondents recorded unsure.

From the above information it is clear that most of the secondary school principals have attended in-service (IN-SET) training on NCS. This had a negative impact on the implementation of the new policy.

Table 4.3.1.7.

LENGTH OF THE TRAINING SESSION

ITEM	**F**	**%**
Q.7. How long would you prefer an in-service training on curriculum change to last?		
1. Half a day	1	5
2. One day	1	5
3. Two days	1	5
4. One week and above	17	85
	FX = 20	**100**

Q.7. Seventeen (85%) of the respondents show that most of the secondary school principals prefer to attend and have longer time in in-service training. Only three (15%) preferred to have shorter periods of training.

From the data presented, it can be deduced that principals of secondary schools in Polokwane Education Cluster prefer longer in-service training than the way it is now. This shows clearly that secondary school principals prefer longer time that will help them to cope with curriculum change and implementation.

BAR GRAPH

FIGURE: 4:1. VENUE OF ATTENDANCE AND IN-SERVICE TRAINING

Q.7. Where do you want to attend the NCS in-service training?

Figure 4.1. Shows that sixteen (80%) of respondents preferred to attend their IN-SET courses at the school. Three (15%) of the respondents wanted to attend their IN-SET course at the university; while one (5%) of the respondents, wanted to attend the IN-SET course at circuit office.

It is evident from the findings that most of the respondents prefer to attend their NCS in-service training to be held at schools to relate the policy into practice. As far as the management and the NCS policies are concerned, the principal should be delegated to organise the venue and implement the new policy at the micro-level.

Table 4.3.1.8.

TEACHING AND LEARNING MATERIALS

ITEM	**F**	**%**
Q.8. Does your secondary school have enough teaching and learning materials?		
1. Strongly Agree	1	5
2. Agree	2	10
3. Strongly Disagree	12	60
4. Disagree	4	20
5. Uncertain	1	5
	FX =20	**100**

Q. 8. Sixteen (80%) confirmed that they do not have enough teaching and learning materials. Three of the respondents (15%) claimed to have enough teaching and learning materials, while one (5%) recorded unsure.

From the above information, secondary school principals reveal that most of their schools do not have enough teaching and learning materials. This problem can hamper the implementation of the National Curriculum Statement.

PIE GRAPH FIGURE

4.2. NEW CURRICULUM AND PHYSICAL RESOURCES

Q.9. Does your secondary schools have relevant physical resources?

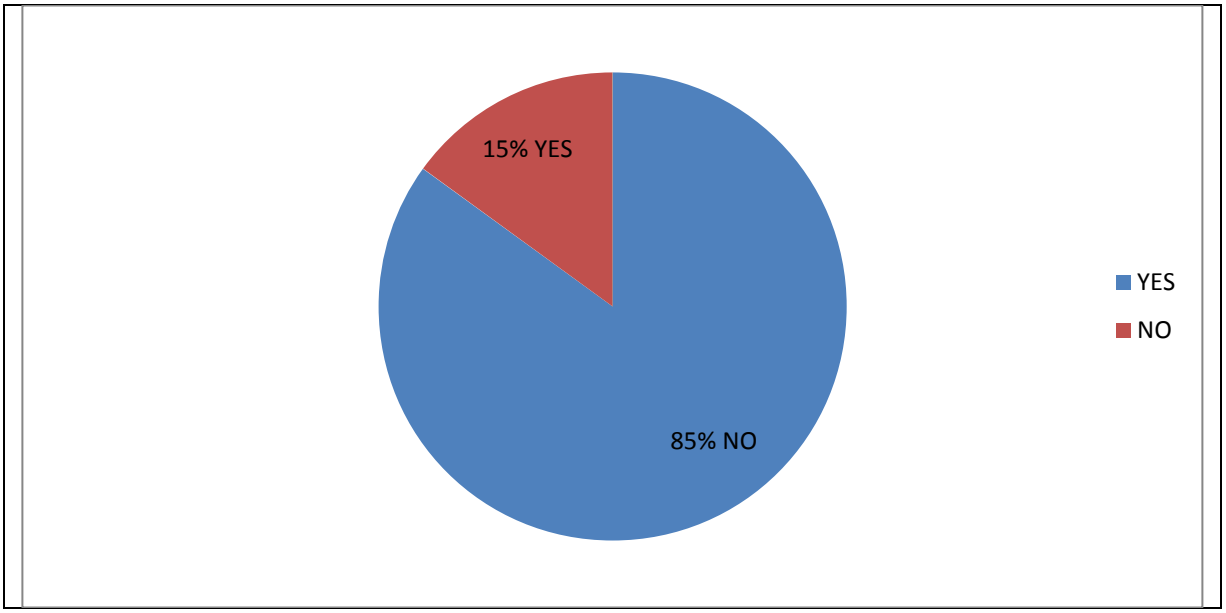


Figure 4.1 shows that seventeen (85%) of the respondents do not have relevant physical resources. Only three (15%) claimed to have resources.

From these findings, it is evident that most of the secondary schools do not have relevant physical resources to support the implementation of the new curriculum.

Table 4.3.1.9.

LEADERSHIP STYLE AND CURRICULUM IMPLEMENTATION

ITEM	**F**	**%**
Q.10. Principal's leadership style should foster joint decision-making in management of curriculum implementation. 1. Yes 2. No 3. Unsure	 18 1 1	 90 5 5
	FX = 20	**100**

Q.10. reveals that eighteen (90%) of the respondents preferred a leaderships style that fosters joint decision-making in the management and the implementation of curriculum. On the other hand, one (5%) of the respondents chose to be against the statement, while one (5%) recorded unsure.

The secondary schools' leadership styles determine their success and achievement in their sphere of operation. Principals as managers have the primary task to foster joint decision-making with their management team and other stakeholders so as to enhance the management and the implementation of the New Curriculum Statement in the Capricorn Education District.

4.3.2. Data Obtained from Structural Interview

In this section data was obtained through interviews from twenty (20) participants, that is ten (10) principals and ten (10) other members of the SMTs in the area of the study. The responses have given the researcher a clear picture about the situation and factors that hinders the implementation of the new curriculum in the Capricorn Education District.

4.3.2.1. Challenges that Hinder the Implementation of the New Curriculum

The respondents revealed that the following factors below were acting as hindrances towards the implementation of the new curriculum:

- Lack of proper policy guidelines.
- Lack of physical resources in the rural schools.
- Lack of qualified human resource in the area of the study.
- Lack of staff development programmes and
- Lack of supervision and co-ordination.

4.3.2.2. Implications of the Results from Structured Interviews

These challenges prevent the principals to implement the new curriculum as required by the South African Department of Education

4.4. CONCLUSION

The implementation of the new education policy (NCS) depends on the managerial skills which the secondary school principals possess in their sphere of operation. This chapter reveals that the problem of managing the new system needs a thorough investigation so as to create an awareness of how the management of the above policy can be implemented correctly by the secondary school principals in the area of the study. This chapter has analyzed and evaluated the factors andthe challenges in the area of the study that hinder and promote the implementation.

Data collected was presented, analyzed and interpreted. Chapter five (5) presents an overview of the study, findings, recommendation and conclusion.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The focus of this study is to provide an overview of the findings, recommendations and draw conclusions from the study. The discussion in this chapter further deliberates on the following:

- Findings from literature review, empirical research, structured interviews, and recommendations will be outlined in this section.
- The limitations and further research of the study will also be explained.

5.2. AN OVERVIEW OF THE STUDY

Chapter 1(one) presented an orientation of the research of the study.
Chapter 2(two) reviewed the relevant literature of the study.
Chapter 3 (three) deals with the research design and methodology. The research collected, analysed, and interpreted data in chapter 4(four) by using research design and methods described in this chapter.
Chapter 4(four) reports on the data analysis commenced with the discussion of biographical details. Data analysis procedure was discussed in this chapter. Statistical analysis and interpretation of results were discussed in this chapter.

Current changes in the Limpopo Department of Education compel the school principals to implement the new education policy designed by the new democratic government to transform an old education system. The old system was tailored by an apartheid regime which came with the policy of separate development in South Africa. Capricorn Education District in Limpopo is not excluded from the above national process. The department has introduced a new curriculum to improve the quality of education in the

country. School principals as the agents of change are expected to implement this new system of education in the schools; Polokwane Education Cluster secondary school principals are not excluded from this process of change. The management and implementation of this process is not an easy task to most of the secondary school principals, due to lack of relevant resources in their sphere of operation; hence the research calls for policy-makers to provide the necessary resources that will assist secondary school principals to fulfil their mandate.

5.3. FINDINGS

5.3.1. Findings from the Literature Review

- The term curriculum is not static but dynamic; it can be defined and interpreted by different authors from different perspectives.
- The management of curriculum is one of the processes that should be managed and implemented by principals with great care.
- The concept curriculum needs analysis so as to be understood by both principals and other stakeholders to support the management and the implementation of the National Curriculum Statement in the area of the study.

5.3.2. Findings from Empirical Research

- 80% of the respondents confirmed that there was a great deal of challenges related to the implementation of the New Curriculum (National Curriculum Statement) in the Polokwane education cluster.
- 76% of the respondents do not understand how school curriculum relates to an education policy in the area of the study.
- 90% of the respondents from the rural areas confirmed that there were not enough resources to support school principals in the implementation of the curriculum in the area of the study.
- 80% of the respondents revealed that there was a lack of clarity on policy guidelines supplied by government officers.

- 70% of the respondents want the current education policy to be re-evaluated and modified.
- 76% of the respondents claimed that the quality of education in the new democratic South Africa has been severely affected by the introduction of the new system.

5.3.3. Findings from Structure Interview

In this section data obtain through interviews with the secondary school principals are presented. The responses from the above stakeholders have given the researcher a clear picture about the situation and the factors that hinder the school principals to manage and implement the new curriculum in the area of the study.

In this research the following themes were identified by the respondents as the main challenges that prohibit the management and the implementation of the new curriculum:

- Lack of clear policy guidelines. Out of the twenty (20) respondents interviewed, eighteen of them indicated that they did not have clarity on policy guidelines and implementation.
- Lack of physical resources. Out of twenty interviewees, sixteen of them revealed that most of their schools did not have enough physical resources to support them in the implementation of the new curriculum.
- Lack of qualified human resource. Out of twenty respondents, seventeen revealed that there were a lack of qualified staff who could assist principals to manage curriculum implementation.
- Lack of staff development and induction. Fifteen out of twenty interviewees revealed that they were not properly inducted at their schools before new curriculum was implemented in their schools.
- Lack of supervision and coordination. Nineteen out of twenty confirmed that there was a lack of coordination and supervision in the implementation of the curriculum in the area of the study.

6. RECOMMENDATIONS

On the basis of the findings from the empirical investigation and interviews, the following recommendations are made:

- The policy makers should appoint qualified officials who will in turn train school principals on policy management and implementation.
- The department of education should encourage and provide schools with relevant physical resources to support principals in the area of the study.
- The department of education should appoint qualified personnel that will assist the school principals with the implementation of the new education policy.
- Policy-makers should be encouraged to organise induction and staff development programmes that will support the principals on the management and implementation of the NCS in the Polokwane Education Cluster and the whole Limpopo Province.

7. LIMITATIONS OF THE STUDY

The study cannot claim to have revealed all the challenges experienced by secondary school principals in Polokwane Education Cluster. This will be unreasonable as problems are not static but dynamic and situational. The researcher has experienced financial constraints; hence he used random sampling to reach the target population of the study and the resources at his disposal to complete this research report.

8. RECOMMENDATIONS FOR FURTHER STUDIES

Every research is intended to suggest further research because no research is complete in itself. The following topics are suggested:

- The role of principals towards financial sustainability in schools.
- Managing conflicts in schools.

- The perception of educators in the implementation of the curriculum policy in schools.
- The role of the School Management Team (SMT) in school governance and managing conflicts amongst the stakeholders in schools.

9. CONCLUSION

In conclusion, the purpose of the study was to investigate the challenges of the secondary school principals in the implementation of the new curriculum in the Polokwane education cluster. The role of the school principals in the implementation of the curriculum Polokwane Education Cluster was left unattended for a long time, hence this study. The factors that hinder the management and implementation of the new curriculum in Polokwane Education Cluster has been discussed in full in the previous chapters; suggestions for the solution of the problems stated in chapter one have been briefly discussed in this chapter. The study is merely an eye-opener for policy-makers, school principals and other stakeholders. It is now their responsibility to look into the researcher's ideas and recommendations for possible ways to improve the management and implementation of the study.

Finally, the recommendations made in this chapter on the way in which curriculum should be managed and implemented in Polokwane secondary schools. Both the principals and the government officials at the district level need to be empowered in order to improve the management and the implementation, not only in Polokwane education cluster, and the Limpopo Province in particular, and South Africa as a whole.

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ANNEXURES

1. STRUCTURED QUESTIONNAIRE A
2. SEMI- STRUCTURED QUESTIONNAIRE B
3. APPLICATION LETTER C – MARABA CIRCUIT OFFICE OF EDUCATION
4. APPLICATION LETTER D – MAUNE CIRCUIT OFFICE OF EDUCATION
5. REPLY FROM MARABA CIRCUIT OFFICE E
6. REPLY FROM MAUNE CIRCUIT OFFICE F.

ANNEXURE A

STRUCTURED QUESTIONNAIRE

DISTRIBUTION OF RESPONTS ACCORDING TO GENDER

Question 1

What is your gender?

Female	
Male	

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE

Question 2

Age in years

What is your age?

30-40	
41-50	
51-65	

RELATIONSHIP BETWEEN EDUCATION POLICY AND CURRICULUM DEVELOPMENT

Question 3

Do you understand the relationship between education policy and curriculum development?

1. Strongly agree	
2. Agree	
3. Strongly disagree	
4. Disagree	
5. Uncertain	

POLICY GUIDELINES AND CLARITY

Question 4

There is lack of clarity on policy guidelines in the area of the study

1. Strongly agree	
2. Agree	
3. Strongly disagree	
4. Disagree	
5. Uncertain	

COURSE ATTENDNTS AND CURRICULUM CHANGE

Question 5

Have you attended a course on curriculum change in the last three years?

1. Strongly agree	
2. Agree	
3. Strongly disagree	
4. Disagree	
5. Uncertain	

LENGTH OF THE TRAINING SESSION

Question 6

How long would you prefer an in-service training on curriculum change to last?

1. Half a day	
2. One day	
3. Two days	
4. One week and above	

VENUE OF ATTENDANCE AND IN-SERVICE TRAINING

Question 7

Where do you want to attend an in-service training?

1. At the school		
2. At the circuit		
3. At the university		

TEACHING AND LEARNING MATERIALS

Question 8

Does your secondary school have enough teaching and learning materials?

1. Strongly agree	
2. Agree	
3. Strongly disagree	
4. Disagree	
5. Uncertain	

NEW CURRICULUM AND PHYSICAL RESOURCES

Question 9

1. Yes		
2. No		
3. Unsure		

LEADERSHIP STYLE AND CURRICULUM IMPLEMENTATION

Question 10

Principal's leadership style should foster joint decision-making in management of curriculum implementation.

1. Yes		
2. No		
3. Unsure		

SEMI-STRUCTRED INTERVIEWS

Question 11

1. What are the challenges that hinder the implementation of the new curriculum?
2. Why does most of the principals resist against the implementation of the new curriculum in schools?
3. How do you think the department of education should approach the implementation of the National Curriculum Statement (NCS) at the schools to eliminate resistance?
4. When do you think the in-service training should be conducted to secondary school principals? Give reasons to support your answer.
5. Where do you think the in-service training should be conducted and how long do you think the training should take?

ANNEXURE C

38 Pafuri Avenue

Penina Park

POLOKWANE

27 July 2010

The Circuit Manager

Maraba Circuit

POLOKWANE

REQUEST FOR PERMISION TO CONDUCT RESEARCH STUDY

I am a Masters Student at the University of Limpopo specializing in Curriculum Studies under the supervision of Dr. K.S. Milondzo. My topic is as follows: CHALLENGES FACED BY SECONDARY SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN THE CAPRICORN DISTRICT OF THE LIMPOPO PROVINCE.

I am making this application in request to be granted permission to conduct Interviews with the chosen secondary school principals in your circuit. I promise to maintain strict confidentiality and anonymity of all the participants at all levels of this research project.

The aim of the study is to describe how school principals can be assisted to implement the National Curriculum Statement effectively by the secondary school principals in the selected schools and to examine the challenges experienced in the process, with the view to establish guidelines for effective implementation of the new curriculum.

For more information with regard to the study, kindly contact my supervisor.

Contact No. 015 268 3161

Cell No. 0836963686

University of Limpopo (Curriculum Studies).

Magongoa M.C.

DEPARTMENT OF EDUCATION
POLOKWANE DISTRICT OFFICE
2010-10-12
PRIVATE BAG X ****
SESHEGO 0745
NORTHERN PROVINCE

ANNEXURE D

38 Pafuri Avenue

Penina Park

POLOKWANE

27 July 2010

The Circuit manager

Maune Circuit

POLOKWANE

REQUEST FOR PERMISION TO CONDUCT RESEARCH STUDY

I am a Masters Student at the University of Limpopo specializing in Curriculum Studies under the supervision of Dr. K.S. Milondzo. My topic is as follows: CHALLENGES FACED BY SECONDARY SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF THE NNATIONAL CURRICULUM STATEMENT IN THE CAPRICORN DISTRICT OF THE LIMPOPO PROVINCE.

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For more information with regard to the study, kindly contact my supervisor.

Contact No. 015 268 3161

Cell No. 0836963686

University of Limpopo (Curriculum Studies).

Magongoa M.C.

DEPARTMENT OF EDUCATION
POLOKWANE DISTRICT OFFICE
2010-10- 05
PRIVATE BAG X 4009
SESHEGO 0745

ANNEXURE E

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
CAPRICORN DISTRICT
MARABA CIRCUIT

Private Bag X4009
SESHEGO
0742
Tel: 015 287 0060/69
015 297 6446
Fax: 015 297 6445

Enq: Ragwasha PJ

Contact No: 015 290 9492

To: Magongoa MC
38 Pafuri Ave
Penina Park
Polokwane
0699

PERMISSION TO CONDUCT RESEARCH

1. The above matter bears reference.
2. Your application to conduct research at Maraba Circuit has been granted.
3. Please note that permission is granted on condition that your research does .not disrupt classes.
4. Wishing you a successful academic year.

Yours faithfully

Circuit Manager: Ragwasha PJ

13-05-2010
Date

ANNEXURE F

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
CAPRICORN DISTRICT
MAUNE CIRCUIT

Private Bag X4009
SESHEGO
0742
Tel: 015 287 0060/69
015 297 6446
Fax: 015 297 6445

Enq: Baloyi M.E.

Contact No: 015 2909475

FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE MAUNE CIRCUIT OF THE DEPARTMENT OF EDUCATION.

1. The above matter refers.
2. It is with pleasure to inform you that your request to conduct research in our Circuit (Maune Circuit of education) has been approved.
3. The relevant school principals to be visited will be informed.
4. It is your responsibility to make arrangements for your interviewing time.
5. Your identity document and approval letter should be in your possession when visiting schools.
6. Thank you for your application and interest to conduct your research in our education circuit.

Yours faithfully

Circuit Manager: Baloyi ME

5.5.2010
Date