

**EXPLORING THE SCHOOL MANAGEMENT
TEAMS' COMPETENCIES IN CURRICULUM
MANAGEMENT AT PHOKWANE CIRCUIT
PRIMARY SCHOOLS, LIMPOPO**

**MASTER OF EDUCATION
(EDUCATIONAL STUDIES)**

M.P. NKADIMENG

2017

**EXPLORING THE SCHOOL MANAGEMENT TEAMS' COMPETENCIES IN
CURRICULUM MANAGEMENT AT PHOKWANE CIRCUIT PRIMARY SCHOOLS,
LIMPOPO**

by

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DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

in

EDUCATIONAL STUDIES

in the

THE FACULTY OF HUMANITIES

(School of Education)

UNIVERSITY OF LIMPOPO

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Submitted: 2017

DECLARATION

I declare that 'EXPLORING THE SCHOOL MANAGEMENT TEAM'S' COMPETENCIES IN CURRICULUM MANAGEMENT AT PHOKOANE CIRCUIT PRIMARY SCHOOLS, LIMPOPO' hereby submitted to the University of Limpopo, for the degree of Masters of Education in Educational Studies has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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19 March 2017

Date

DEDICATION

This study is dedicated to my late father, Ngwananta James Nkadimeng, my late mother, Maletete Sephorah Nkadimeng and my late sister Ngwanamankwana Monicca Nkadimeng for their everlasted love.

AKNOWLEDGEMENT

I want to thank the following persons for their respective contribution to this dissertation:

My wife, Kedibone Constance Nkadimeng for her unconditional love, support and encouragement.

All my children for their support, understanding and perseverance during my study.

A special thank you to my supervisor, Ms KL Thaba for her ever ready guidance, support and encouragement.

My joint co-supervisor, Dr NS Modiba for his support and encouragement.

My colleagues in the participating schools for their willingness to participate in this study.

The Limpopo Province: Department of Education, for giving me permission to conduct the study.

My Dr ML Hove for editing the manuscript.

ABSTRACT

Satisfactory learners' performance in primary schools is faced by many challenges. One of these challenges is the School Management Teams' (SMTs) competencies in the management, leadership, administration, monitoring and assessment of curriculum implementation. In an attempt to contribute towards improving the learners' performance, this research study focused on exploring the SMTs' competencies in the management, leadership, administration, monitoring and assessment in the management of curriculum implementation. The main focus group of the study was the heads of department (HODs) due to the fact that they are deemed as curriculum managers and are therefore well positioned to ensure successful curriculum implementation which yields good learners' performance in schools.

A qualitative case study design was adopted to explore the SMTs curriculum management competencies. This design was used because of its ability to document multiple perspectives, exploring contested viewpoints, its usefulness for exploring and understanding the process and dynamic of change as well as its potential to engage participants in the research process (Simon, 2009:23). The case study allowed the researcher to use interviews and document study in the case schools as sites of the research study and hence this facilitated triangulation. Interviews and document study were used as methods of collecting data from the participants. The population of the study was composed of 88 SMT members from 22 primary schools in Phokwane Circuit, Limpopo Province. Four primary schools were purposively sampled and from each of the schools four members of SMT namely, the principal, deputy principal and two HODs formed the study sample. The total study sample was therefore sixteen. Data collected was then analysed by content analysis method of analysis.

The research findings revealed that the SMTs and HODs in particular lack competencies in the management, leadership, administration, monitoring and assessment of curriculum implementation. The study further revealed that there was lack of teamwork among members of SMTs, overcrowding of learners and

insufficient of learner and teacher support materials (LTSM) in the primary schools. The study therefore recommended that the SMTs and HODs in particular be extensively trained in the management, leadership, administration, monitoring and assessment through unique, intensive and well-tailored programmes by service providers. Furthermore, the study recommended that the HODs be thoroughly developed in educational legislative frameworks and policies in order to ensure appropriate application of the documents.

LIST OF ABBREVIATIONS

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
EEA	Educators Employment Act
EIM	Enterprise Information Management
GET	General Education and Training
HOD	Head of Department
ICT	Information Communication Technology
KZN	KwaZulu-Natal
LTSM	Learner and Teacher Support Material
NCS	National Curriculum Statement
NEEDU	National Education Evaluation & Development Unit
OBE	Outcomes-Based Education
PAM	Personnel Administrative Measures
RNCS	Revised National Curriculum Statement
SADC	South African Development Community
SASA	South African Schools Act
SMT	School Management Team

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CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Middle managers in schools play a crucial role in the success of curriculum implementation. Jansen and Samuel (2014:53) confirm that “middle managers are key players in achieving organisational objectives.” In the school setup, these middle managers are Heads of Department (HoDs). This study maintains that the success of schools depend on the competencies of the School Management Teams (SMTs), particularly the HoDs in the management, leadership, administration, monitoring and assessment of curriculum implementation. Hence the study explores the competencies of HoDs in the management, leadership, administration, monitoring and assessment of curriculum implementation. The chapter starts with the introduction of the study which is followed by the background of the study and then the problem statement, significance of the study, purpose of the study, research questions, theoretical framework, research design and methodology, ethical considerations, chapter outline and concludes with a chapter summary.

1.2 BACKGROUND TO THE STUDY

The current statistics of primary schools depict that schools’ efforts in achieving acceptable learners’ levels of competency in languages and mathematics is not satisfactory. Limpopo Department of Education has a large share of these unsatisfactory results, particularly in Annual National Assessment (ANA). In 2012-2014 Limpopo Province learner results in Grade3 language were 47,9%; 46,9% and 41,9% respectively (DBE, 2014:51). During the same period in Grade 6 language the results were 28,2%; 51,6% and 47,4% (DBE, 2014:59) while Grade 3 mathematics results were 34,4%; 45,5% and 39,7% and Grade 6 were 21,4%; 32,9% and 32,8% respectively during the years 2012-2014 (DBE, 2014:58). ANA results clearly suggest that there are problems in the implementation of the new curriculum in South Africa, and Limpopo in particular. This state of affairs suggests that learners do not receive the quality education expected from expert curriculum delivery. Learners are deprived the primary education which is both important for them and the economy of the country, South Africa. Sigilai and Bett (2013:315) emphasise the importance of primary education and they single it out as the largest determinant of economic growth for developing countries such as South Africa. They further

emphasise that quality education needs to be delivered effectively so that proper competencies are acquired. Moroka (2000:1) agrees that “education is an increasingly important determinant of living standards.” It is therefore important that SMT members of primary schools should demonstrate the requisite competencies in their implementation of the curriculum.

It is imperative that SMT members possess the required competencies in order to ensure that they perform their roles of managing curriculum implementation effectively. Bush, Joubert, Kiggundu and Van Rooyen (2010:164) offer that the management of curriculum implementation should be distributed amongst the principal, deputy principal, HoDs and educators. Educators should be able to manage curriculum implementation in the classroom while the HoDs ensure effective teaching and learning across the learning subjects and the principal, together with the deputy principal, need to have a whole-school management role. For the fact that the principal, deputy principal and heads of department deal with instructions and transformations in the implementation of curriculum in their specific areas, they need to combine their instructional and transformational leadership competencies in order to succeed in their curriculum implementation roles. Furthermore, they need to share and distribute their combined competencies with their lived experiences. The value this research enquiry attached to the inclusion of lived experiences to the instructional and transformational competencies necessitated the pursuit of a phenomenological research approach. Consequently, the distributive leadership theory became an overarching theory in this study.

As the HoDs’ role is to ensure effective teaching and learning in schools, it is presumed that the incumbent should be competent in the management, leadership, administration, monitoring and assessment of curriculum implementation. Any gap in the HoDs’ in the abovementioned competencies contributes largely to the poor performance of learners. Potgieter and Coetzee (2010:2) label the roles of HoDs as academic, teaching, dealing with departmental affairs, evaluating, administering, planning, organising, directing and control duties. HoDs are also, advisors, counsellors, mentors and motivators. This study stems from an understanding that the HoDs’ managerial, leadership, administration, monitoring and assessment roles are critical in the implementation of the curriculum. In the context of this study the

HoDs' management competencies are directly connected to their ability to plan, organise, coordinate and control curriculum implementation programmes. In tandem, the leadership component of the HoDs is expected to establish the vision and mission of the school in fulfilment of curriculum implementation. The HoDs should also have the ability to administer all the curriculum implementation activities and be able to record, store and report the activities of this curriculum implementation. The HoDs should further be able to monitor curriculum implementation by checking and supervising both educators' and learners' teaching and learning activities while in assessment the HoDs need to be able to moderate, record and report the outcomes of curriculum implementation.

1.3 PROBLEM STATEMENT

The problem which this study addressed was the deteriorating performance of primary school learners as confirmed by ANA results in spite of HoDs' presence in the schools (DBE, 2014:50-59). This underperformance is traceable to the competencies of SMTs, particularly the Heads of Departments whose core duty is the management of successful curriculum implementation in primary schools. The study included principals and deputy principals because their responsibilities include: support, advice and developing HoDs on curriculum implementation issues (Personnel Administrative Measures (PAM), 1999:4.2(e) (ii), 4.3(e) (iv) and Rakoma and Matshe (2014:438). HoDs are expected to possess management, leadership, administration, monitoring and assessment competencies that enable them to manage, lead and govern schools to ensure quality teaching and learning which in turn improves learners and overall school performance. The study explored how management, leadership, administration, monitoring and assessment contributed towards the deteriorating performance of learners as evident in ANA results for Limpopo schools. These aspects are core responsibilities of SMTs and HoDs in particular, which when well rolled-out in schools lead to excellent scholastic performance by learners and their schools. The study wants to explore competencies of HoDs in the management, leadership, administration, monitoring and assessment of curriculum implementation.

1.4 SIGNIFICANCE OF THE STUDY

The study shows that agents of curriculum implementation such as HoDs, learners, parents, DBE, politicians and schools benefit from effective curriculum implementation. The study demonstrates that there is a need to capacitate HoDs so that they are competent in executing their management, leadership, administration, monitoring and assessment duties in curriculum implementation. Learners benefit when competent HoDs ensure quality teaching and learning which can improve learner performance and therefore the improvement of whole school results. Furthermore, the study indicates the need for the schools to constantly liaise with parents in order to improve quality teaching and learning for the benefit of learners in the school. The parents benefit when their children attain quality education which makes them well-positioned for the future. The study suggests an up-date of the DBE and policymakers about the state of affairs relating to curriculum implementation in primary schools in Limpopo and calls for an urgent need to train the HoDs as direct leaders of teaching and learning in schools.

1.5 THE PURPOSE OF THE STUDY

The aim and objectives of this study are discussed in this section. This helped the researcher to keep focused on relevant research questions and literature reviews.

1.5.1 Aim of the study

This study aimed at exploring the competencies of HoDs in the management of the primary school curriculum. The exploration of the SMTs competencies included establishing whether or not the SMT members were capable of managing, leading, administering, monitoring and assessing curriculum implementation. This exploration assisted the researcher in finding out the competencies of SMTs in the implementation of curriculum; identifying SMTs leadership competencies necessary for the management of curriculum implementation; their administration, their monitoring approaches and their assessment competencies in the curriculum implementation, with special reference to HoDs.

1.5.2 Objectives of the study

In order to attain the aim of the study the following objectives were pursued:

- Find out the views of HoDs on curriculum competencies;

- Identify HoDs management and leadership competencies necessary in curriculum implementation;
- Determine monitoring approaches which HoDs use in the implementation of a curriculum; and
- Investigate administration and assessment of curriculum implementation in primary schools.

1.6 RESEARCH QUESTIONS

1.6.1 Main research question

The guiding question is the following: What are the competencies of HoDs in the management, leadership, administration, monitoring and assessment of curriculum implementation in primary schools?

1.6.2 Sub-questions

To get more clarity on the main question, the following sub-questions were relevant:

What are the views of HoDs of primary schools on the challenge of possessing requisite competencies to manage curriculum successfully?

How can competencies in curriculum management by primary school HoDs be learnt?

What management and leadership competencies do you regard to be necessary for successful curriculum implementation?

What leadership competencies do HoDs possess in the management of curriculum implementation?

How should HoDs administer curriculum delivery as part of curriculum management?

What are the common practices of monitoring and assessment of curriculum implementation in schools?

1.7 THEORETICAL FRAMEWORK

It is important for a researcher to have a theoretical framework that provides focus for the research study. According to Trent University (2015), a theoretical framework provides a particular lens through which to examine a topic. In this study the theoretical framework enabled the researcher to explore relevant literature and offered a frame for the research problem and questions. This study adopted

distributive leadership theory as an overarching theory to guide the study. This theory is coupled to instructional and transformational leadership theories and the phenomenological approach. The relevance of this eclecticism was informed by the fact that SMTs are expected to distribute instructions to their subordinates so that they transform their ways of doing things and their behaviours. Furthermore, due to the fact that this study addresses the living experiences of peoples, a phenomenological approach was deemed relevant. A detailed discussion of the theoretical framework follows.

1.7.1 Distributive leadership theory

The distributive leadership theory is the overarching framework in this study. Distributive leadership is viewed as a leadership practice in which curriculum management, leadership, administration, monitoring and assessment activities are shared amongst members of SMTs in curriculum implementation. This distributive leadership was partnered with instructional and transformational leadership as well as a phenomenological approach to assess effective curriculum implementation which SMTs could utilise. Nigel, Woods and Harvey (2003:7) support this view when they assert that distributive leadership is an emergent property of a network of interacting individuals which entails that varieties of expertise are distributed across the many and not the few.

1.7.2 Instructional leadership theory

Instructional leadership theory was the first partner theory to distributive leadership theory in this study. As mentioned above, leaders deal with instructions in their management, leadership, administration, monitoring and assessment activities. It is therefore necessary for leaders to possess instructional leadership competencies that are distributed and shared by all SMT members. National Association of Elementary School Principals (2001) maintains that instructional leadership is “leading learning communities in which staff members meet on a regular basis to discuss their work, collaborate to solve problems and effect on their jobs.” This indicates clearly that it is a requirement for SMTs and HODs in particular to meet with staff members to discuss curriculum-related issues and challenges and seek ways to address the identified challenges. This study therefore sees instructional

leadership theory as a key to the success of curriculum implementation because all the processes of curriculum implementation emanate from.

1.7.3 Transformational leadership theory

This was the second partner to distributive leadership theory in this study. This leadership theory is important because it is one of the competencies needed when one focuses upon changing peoples' usual ways of doing things, especially their behaviours. The partnership with distributive leadership theory was necessitated by the fact that the competencies of transforming the SMTs' ways of implementing curriculum should be distributed amongst themselves. Changing old ways to new ways of doing things is not easy and needs people to be willing and determined so that transformation is successful. Singh and Lokotsch (2005:280) affirm this when they articulate transformational leadership as a style that facilitates the redefinition of people's mission and vision, a renewal of their commitment and the restructuring of their systems for accomplishing goals. The relevance of this theory in this study is the fact that it enables leaders to motivate and stimulate their subordinates to make changes that "optimise their performance" (Seidman and McCauley, 2011:46). This suggests that motivated and stimulated members of SMTs and HoDs in particular improve learners' performance and that of the school. This study explored the HoDs' transformational leadership in curriculum implementation processes with the prime intention of improving learner performance.

1.7.4 Phenomenological approach

The third partner theory to distributive leadership theory in this study is the phenomenological approach. This study explored the understanding and living experiences of SMTs in the management, leadership, administration, monitoring and assessment of curriculum implementation, and had found this theory to be relevant. Furthermore, it was necessary that one should first understand and know peoples' experiences and perceptions before one can give them instructions that transform them. The knowledge and understanding of the experiences of the people need to be shared and distributed hence the partnership of phenomenological approach theory with distributive leadership theory. Leedy and Ormrod (2010:141) explain the phenomenological approach as a "study that attempts to understand people's perceptions, perspectives and understanding of a particular situation." In this study

the researcher explored the competencies of SMTs and the HoDs in particular in the management, leadership, administration, monitoring and assessment of curriculum implementation.

1.8 RESEARCH DESIGN AND METHODOLOGY

This section of the study discusses the qualitative research approach, design of the study, population and sampling, sampling techniques, data collection, data collection instruments and data analysis. The research design and methodology assisted the researcher to obtain and analyse relevant information about curriculum implementation competencies of SMTs and it also provided possible solutions to the research question.

1.8.1 Qualitative research approach

In order to address the research problem and to answer the research questions this study adopted a qualitative research approach. The study aimed at exploring the competencies of SMTs in the management of the primary school curriculum in Limpopo. The competencies which the study addressed included management, leadership, administration, monitoring and assessment of curriculum implementation. Nieuwenhuis (2007:51) defines qualitative research as research that focuses on describing and understanding phenomena within their naturally occurring context with the intention of developing and understanding the meaning imparted by the respondents so that the phenomena can be described in terms of the meanings that they have. In this study the researcher sought to understand the competencies of SMTs and the HoDs in particular in the management of curriculum implementation. Ezzy (2002:6) sees qualitative methods as those which identify a person's understanding of a situation while Merriam (2009:13) concurs that qualitative researchers are "interested in understanding the meaning that people have constructed in order to make sense of their world and the experiences they have in the world." The researcher sought to understand how HoDs perceive and experience the management, leadership, administration, monitoring and assessment of curriculum implementation in their schools. Lester (1999:1) advises that in the human sphere, in order to understand human perceptions and lived experiences about the phenomenon; there is a need to gather deep information and perceptions through inductive, qualitative methods such as interviews, discussions and

participant observation. As outlined above, the researcher adopted qualitative research in order to explore the competencies of SMTs in the management of curriculum implementation in schools as their natural settings. Furthermore, this research approach was selected in order to obtain detailed knowledge and understanding of HoDs competencies, specifically in the management, leadership, administration, monitoring and assessment of curriculum implementation (Henning, van Rensburg and Smit, 2004:5).

1.8.2 Design of the study

In this study a qualitative case study design was adopted to explore the competencies of SMTs in the management of curriculum implementation. The case study was adopted because of its ability to document multiple perspectives, exploring contested viewpoints, demonstrating the influence of key actors and their interactions, its usefulness for exploring and understanding the dynamics of change and its potential to engage participants in the research process (Simons 2009:23). The adoption of this research design is supported by Gable (1994:113) when he argues that in a case study data is collected from a small number of organisations through methods such as participant-observation, in-depth interviews and longitudinal studies. The case study approach seeks to understand the problem being investigated by providing the opportunity to ask penetrating questions and to capture the richness of organisational behaviour.

Case study allowed the researcher to use case schools for two purposes, namely, as interview site and for document study. It facilitated triangulation wherein two methods that generated two different data were used. Johansson (2003:11) asserts that the essence of case study methodology is triangulation, the combination on different levels of techniques, methods or theories. Triangulation in this study meant the combination of data derived from interviews and document. Furthermore, the case study design enabled the researcher to explore the status of SMTs competencies through engagement with the participants.

1.8.3 Population and sampling

This section of the study explains the population and sampling used in the research study.

1.8.3.1 Population

It is always important to know and understand the population from which the participants of the research study is derived. Knowing the characteristics of the population gives the researcher an overall picture of the behaviours of the members. Population is the total possible number of people who possess the same characteristics, in this context management, leadership, administration, monitoring and assessment competencies in curriculum implementation. This conforms to De Vos, Strydom, Fouche and Delpont (2002) who define population as “individuals in a universe who possess specific characteristics.” The population in this study was composed of 88 members of SMTs from 22 primary schools in Phokwane Circuit, Limpopo Province. Four members of the SMT namely principals, deputy principals and two HoDs of the 22 primary schools formed the population of the research study.

1.8.3.2 Sampling

It is always difficult when doing research to get information from all the population of the research. Therefore researchers have to take a representative sample from the population through sampling. Sampling is defined in this study as the selection of SMT members as participants of the research. The participants composed of the case schools' principals, deputy principals and heads of department. According to Nieuwenhuis (2007:79) sampling refers to a process used to select a portion of the population for a study. The sample in this study is composed of 4 members of SMTs from each of the 4 purposively sampled schools. The sampled schools were coded School A, B, C and D. The total sample was 16 participants. Principals of schools were coded Respondent 1 of each specific school; Deputy Principals were coded Respondent 2; the first HOD coded Respondent 3 and the second HOD coded Respondent 4 in each school respectively.

1.8.4 Sampling techniques

This study adopted purposive sampling. The researcher sampled the Principals, Deputy Principals and Heads of Department because they were considered the most knowledgeable people regarding curriculum practices and processes in the schools. Nieuwenhuis (2007:79) supports this when he highlights that “participants are selected because of some defining characteristics that make them holders of data

needed for a study.” McMillan and Schumacher (2010:351) complement this when they assert that in purposive sampling researchers choose persons that are most likely to yield fruitful data about the research question and are most knowledgeable and informative about the phenomena of interest. The researcher intended to extract rich information from selected participants and, as indicated above, a total of 16 participants formed the sample of this study. This was obtained from 4 primary schools purposively selected from 22 primary schools in Phokwane Circuit, Limpopo.

1.8.5 Data collection

Researchers make use of data gathered from participants in order to find the outcomes of their researches. Data is collected through different methods depending on the research approaches. This study defines data collection as a process of gathering data from the research participants. Qualitative research methods of collecting data were employed in this study.

Qualitative researchers use a range of data collection methods during an extended time in the field, which usually includes interviewing, observation and document analysis (De Vos, Strydom, Fouche and Delport, 2002:275). This study collected data through interviews and document study in line with the research questions. McMillan and Schumacher (2006:27) categorize interviews into structured, unstructured, informal, formal, focused and unfocused. This study collected information by means of in-depth semi-structured interviews in which questions were asked in the same order to each participant. In the interviews participants were free to elicit explanations to questions which they did not understand. Gillham (2000:35) describes semi-structured interviews as a conversation between people where one person seeks responses for a particular purpose. In this study the purpose of the semi-structured interview was to collect rich information from participants about how they implement curriculum in their schools. The researcher interacted with the participants to gather as much information as possible. Interviews and document study were used because they were suitable and relevant to the study. The interviews enabled the researcher to gather direct and first-hand information from the participants. In addition to the interview, document study of curriculum documents complemented the first step. The documents studied included management, leadership, administration, monitoring and assessment files and portfolios.

Document study helped the researcher to relate the interview information in the documents analysis to corroborate the trustworthiness of the study

1.8.6 Data collection methods

In order to gather relevant and suitable data from the participants, data collection instruments were used. Data collection instruments in this study were interviews and document study. The stated instruments facilitated data gathering which assisted the researcher to answer the research questions. Annum (2015:1) submits that research instruments are fact-finding strategies which are used as tools for data collection and these include questionnaires, interviews, observation and reading. Annum (2016) further advises that the researcher must ensure that the instrument chosen is valid and reliable.

As indicated above, data collection instruments used in this study were semi-structured interviews and document study. Interview was chosen as a data collection instrument because the researcher felt “the need to meet face-to-face with individuals to interact and generate ideas” (Annum, 2016: n.d). In an attempt to validate and ensure reliability of data, curriculum documents were studied. These included curriculum management, administration, leadership, monitoring and assessment documents. The researcher assessed the availability, the implementation, and the frequency of usage as well as the remedial actions taken in the documents.

1.8.6.1 Interviews

Semi-structured interviews were used in this study. These were conducted on the sampled participants to establish how curriculum implementation was managed, led, administered, monitored and assessed. The researcher interviewed participants face-to-face. The face-to-face meeting with the participants enabled the researcher to obtain in-depth data needed. Englander (2012: 27) concurs that face-to-face interviews are “richer in terms of nuances and depth.” A preliminary meeting with the participants was organized. The purpose of this meeting was to familiarise with the participants and to establish trust with the participants, review the ethical considerations, as well as the completion of the consent forms. The interviews took approximately one hour per research participant.

1.8.6.2 Document study

This study used document study as an instrument to collect data as a complement to interviews. The documents which were studied included: departmental policy on planning, organization and control of curriculum, departmental minutes about curriculum delivery; control records of educators' work, assessment policies and tools on curriculum delivery, developmental records and programmes of educators by the SMTs and achievement and improvement strategies' records about curriculum delivery. The documents were studied in order to support the authenticity of the participants' interview data. Furthermore, this was done because documents reveal the values and beliefs of participants and the schools. This aligns with Enterprise Information Management (EIM) (2016) when it stipulates that documents deliver an intrinsic value to an organisation and they need to be identified, organised and managed appropriately.

1.8.7 Data analysis

Two different methods were used in data collection, namely interviews and documents study. Hsieh and Shannon (2005:1277) define content analysis as “a research method for the subjective interpretation of content text data through the systematic classification process of coding and identifying themes or patterns.” Marshal and Rossman (2006:108) emphasize that the “greatest strength of content analysis is that it is un-obstructive and nonreactive”, can be conducted without disturbing the setting in any way and that the procedure is relatively clear to the reader. According to Leedy & Ormrod (2010:144) content analysis provides data from interviews and document review to be analyzed by identifying, categorizing and comparing, scrutinising and interpreting it to provide explanations of the phenomenon of interest.

1.9 ETHICAL CONSIDERATIONS

As asserted by Leedy & Ormrod (2010) when the research deals with human beings, a close consideration of ethical implications which involves protection from harm, informed consent, right to privacy and honesty with professional colleagues shall be guaranteed. In this study the researcher strove to protect ethics and human rights in all the encounters with the sampled participants. Individual consent and permission

were sought from all the participants and their confidentiality and anonymity were guaranteed during and after the research. The research abided by the University of Limpopo Ethical Procedures as reflected in the appendices.

1.10 CHAPTER OUTLINE

This study comprises five chapters which are outlined as follows:

Chapter 1 is the Introduction and background to the study and it offers problem statement, significance of the study, the purpose of the study, research questions, theoretical framework, research design and methodology, ethical considerations, chapter outline and chapter summary. Chapter 2 is the Literature review. Literature review is comprised of introduction, definition of concepts, overview of South African curriculum, roles of SMTs in curriculum implementation, factors that influence curriculum implementation, curriculum implementation, management of curriculum implementation, leadership in curriculum implementation, administration of curriculum implementation, monitoring in curriculum implementation, assessment in curriculum implementation, distributive leadership theory and chapter summary. Chapter 3 is the Research design and methodology. It represents a detailed explanation of the research design and the methods used. This chapter is composed of an introduction, theoretical framework, qualitative research approach, research design, population and sample, sampling techniques, data collection methods, data analysis, ethical considerations and chapter summary. Chapter 4 is data presentation and discussion. It deals with the introduction, presentation of data, presentation of document study, interpretation of interview data, interpretation of document study and chapter summary. Chapter 5 is a summary, with recommendations and a conclusion. It provides the research summary, recommendations, conclusion, limitations of the study, and implications for further research in this area.

1.11 CHAPTER SUMMARY

The chapter began by sketching the introduction of the topic and this was followed by the background to the study, then the problem statement, significance of the study, the purpose of the study which contains the aims and objectives of the study and research questions. The theoretical framework outlines the distributive instructional and transformational leadership and phenomenological approach,

research design and methodology which consists of qualitative research approach, design of the study, population and sampling, sampling techniques, data collection and data analysis, and ethical considerations. In the next chapter the researcher focuses on the review of relevant literature on curriculum implementation in schools.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter centred on the orientation of the study. In this chapter relevant literature was reviewed. This review helped the researcher with new ideas, perspectives, approaches, methodological and design issues used in similar studies (Leedy and Ormrod, 2010:66). The chapter begins by defining the concepts used in the research, then explores the overview of South African curriculum, the roles of SMTs in curriculum implementation, factors that influence curriculum implementation, curriculum implementation, the focus areas of curriculum implementation which include management, leadership, administration, monitoring and assessment of curriculum implementation. The chapter concludes with the chapter summary.

2.2 DEFINITION OF CONCEPTS

This section defines the main concepts of the study. In this study, Van der Westhuizen (1991:33) concurs that definitions are thought out to justify personal opinions which convey clear meanings of specific usages to the reader and thus the researcher intends the reader to understand the concepts in the context of this study. Underneath follow detailed definitions of school management, School Management Team, curriculum management, curriculum implementation and curriculum competencies.

2.2.1 School Management

Each organisation must always have responsible people to ensure that the organisation is managed properly in a bid to achieve its goals. This is no different in schools as organisations. Kruger (2003:68) defines management as a “process of designing and carrying out plans, getting things done and working effectively with people.” Everard and Morris (1990:5) support this when they mention that management “is a process of working with and through individuals and groups and other resources to accomplish organisational goals.” In terms of this study school management means the planning, leading, administering, monitoring and assessment done by HoDs in the implementation of the school curriculum activities.

2.2.2 School Management Team

Department of Basic Education (DBE) (2000:8) explains SMT as “a structure that represents the school’s management which is responsible for the day-to-day running of the school and putting the school’s policies into operation.” Clarke (2007:52) defines school management team as a level of management structure within the school which is composed of a principal, deputy principal(s), and heads of department and senior educators depending on the size of the school. According to this study SMT means a management structure which is composed of a principal, deputy principal and HoDs responsible for managing curriculum implementation in the primary school.

2.2.3 Curriculum management

In the context of this study, curriculum management is defined as the planning, coordination, leading and controlling of the management, leadership, administration, monitoring and assessment processes in curriculum implementation in the primary schools. Kydd, Anderson and Newton (2000:60) describe curriculum management as “the way in which schools receive, organise, support, understand, interpret and give meaning to the official curriculum within the context and constraints of the classroom in which it is implemented.” Cardno (2003:25) endorse the above and sees curriculum management as “an academic leadership, instructional leadership of the core business of the school, namely: teaching and learning.”

2.2.4 Curriculum implementation

Curriculum in this study refers to the teaching and learning activities which the educators and learners execute in order to maximise the performance of learners in a school. KwaZulu-Natal (KZN) Department of Education (2013:5) defines curriculum as “what a learner is required to encounter, study, practice and master” while Sigilai and Bett (2013:275) maintain that curriculum is “the total of all experiences the learner undergoes for which the school accepts responsibilities.” This study views curriculum implementation as the execution of the management, leadership, administration, monitoring and assessment responsibilities by SMTs in curriculum. Nkwana (2010:22) confirms this view of the curriculum and contends that curriculum implementation embraces departmental support, professional development, classroom practices, monitoring and evaluation, program implementation and

curriculum management. Sigilai and Bett (2013:376) emphasise that curriculum implementation involves guidance in the preparation of lessons, effective teaching and learning strategies and appropriate methods of assessment as well as effective modes of supervision.

2.2.5 Curriculum competencies

Azevedo, Omerzel, Andrews, Higson, Caballero and Frech (2012:26) inform us that curriculum competencies “represent a dynamic combination of knowledge, understanding, skills and abilities.” Potgieter and Coetzee (2010:2) agree that curriculum competency is viewed as “the blend of knowledge, skills, abilities and behaviours needed to carry out tasks successfully.” Guided by above definitions, this study defines curriculum competencies as the skills, knowledge, attitudes and values which the HoDs possess in the management, leadership, administration, monitoring and assessment of curriculum implementation in schools.

2.3 OVERVIEW OF SOUTH AFRICAN CURRICULUM

South Africa’s education system experienced several curriculum changes which have had some negative and positive impact on curriculum implementation. The curriculum changes included a move from Curriculum 2005 (C2005) to Revised National Curriculum Statement (RNCS) and lately to Curriculum and Assessment Policy Statement (CAPS). The negative impact on curriculum implementation were manifested by many demands on SMTs and the education system as it made changes to the antecedent management and implementation practices (Mogashoa, 2013:135). Furthermore, as submitted by Hofmeyr (2010:2), the negative impact on the implementation of the national curriculum included problems such as the level of curriculum implementation, mismatches between curriculum demands and the capacity of teachers, confusion within policy documents, verbose and complex terminology used and no attendant teacher training on the rudimentary plans. Themane and Mamabolo (2011:8) further indicate that the new curricula failed to assist teachers in selecting socially valued knowledge, had no clear policy guidelines on the assessment and implementation and it confused teachers. Olivier (2013:15) also indicates that the new curriculum overburdened teachers with administrative tasks and results in growing levels of learner underperformance in literacy and numeracy. The positive impact on the curriculum implementation is that the changed

curriculum aimed at giving expression to the skills, knowledge, attitudes and values worth learning in South African schools (Rakoma and Matshe, 2014:442). However, National Education Evaluation & Development Unit (NEEDU) (2013:26) reminds us that “successive curricula in South Africa over the last two decades should not be seen as being in opposition to one another, but as complementary perspectives on the subject knowledge to be acquired by learners.” This study focused on the negative impacts in curriculum implementation because they contribute to poor performance of the SMTs, educators and learners. Subsequently, the positive impacts are that the same education is received by everybody regardless of colour or creed as indicated in the Constitution of the Republic of South Africa (1996). The birth of South African democracy in 1994 necessitated the establishment of Curriculum 2005 (C2005) which was based on outcomes-based education (OBE) and was viewed as a drastic break from apartheid segregatory education (Rakoma and Matshe, 2014:435). This was due to the fact that “... the apartheid education system disadvantaged the majority of South Africans, especially the black communities” (Mogashoa, 2013:135). However, C2005 made many demands on SMTs and the educational system as it made changes to the ways of management and implementation hence it necessitated the curriculum to be reviewed (Mogashoa, 2013:135).

The reviewed C2005 paved way for the Revised National Curriculum Statement (RNCS) which was not without problems as well. According to Hofmeyr (2010:2) problems which led to the revision included: the level of its implementation, assessment and its disciplinary and pedagogical understanding, mismatches between RNCS demands and the capacity of teachers, confusion emanating from policy documents from national, provincial and sometimes district departments, complex terminology used, with no attendant teacher training in specific subjects and lack of subject teachers in some schools, especially Maths and Science. Themane and Mamabolo (2011:8) concur with this when they assert that RNCS failed to assist teachers in selecting socially valued knowledge, offered no clear policy guidelines on the assessment and implementation and the usage of various forms of assessment which confused teachers.

The failure of RNCS urgently necessitated the establishment of National Curriculum Statement (NCS) which also had similar problems experienced in the implementation of RNCS. Olivier (2013:15) maintains that the problems which led to the failure of NCS were: overburdening of teachers with administrative tasks, different interpretations of the curriculum requirements across the country and in different schools as well as the growing levels of learner underperformance in literacy and numeracy. Due to the problems attributed to NCS, it was improved and this led to Curriculum Assessment Policy Statement (CAPS). According to Rakoma and Matshe (2014:436) CAPS was introduced “to strengthen the NCS in order to improve the quality of teaching and learning in schools.” CAPS therefore is essentially not quite a new curriculum as generally perceived in educational circles, but rather an attempt at renewal, relevance and clarity. DBE (2011:4) declares that the general aim of the South African curriculum was to give “expression to the knowledge, skills and values worth learning in South African schools”. In the process, Rakoma and Matshe (2014:442) emphasise that this curriculum “stresses high knowledge and skills for all.”

Regardless of the cosmetic changes in the curricula, quality education needs to be provided to the learners as this is their democratic right. The responsibility and success of quality education lie in the hands of stakeholders such as politicians, professionals, private sectors and laymen (Rakoma and Matshe, 2014:436). Although changes are important as argued by Morgan (2001:1) when he states that education as a professional field changes with regard to values; curricular and new technology, changes in curricular demands that curriculum implementers, particularly the SMTs, should be competent in order to provide quality education to the learners. It is important for the curriculum implementers, particularly the SMT to be knowledgeable of the principles and aims which enable them to produce the expected learners’ results. In addition, these aims and principles could assist implementers to use CAPS documents and equipment as required by the curriculum policy documents. Moodley (2013:40) emphasises the usage of CAPS documents as user-friendly by saying:

Each of the subject documents opens with background and an overview section to highlight the general aims of the curricula. The document explains the commitment to social transformation and to fostering critical thinking. The commitment to

progression from grade to grade and to the development of more complex knowledge is also highlighted. The existing curriculum's outcomes and assessment standards were reworked into general aims of the South African curriculum, the specific aims of each subject, clearly delineated topics to be covered per term and the required number and type of assessment per term with the view to making it more accessible to teachers. Each subject now has a grade by grade and term by term delineation of content and skills to be taught and learned.

The literature reveals that the latest performance of learners in terms of ANA results justifies the principles of CAPS such as active and critical learning as well as high knowledge and high skills which were not achieved. In addition, this literature indicates that learners find it difficult to use science and technology effectively and critically as expected in CAPS policy. Furthermore, learners struggle to identify and solve problems and making decisions critically and creatively. It is for this reason that the researcher argues that in order to achieve the type of learners the curriculum envisages; HoDs should be competent in the management, leadership, administration, monitoring and assessment in curriculum implementation.

2.4 ROLES OF SMTS IN CURRICULUM IMPLEMENTATION

If the SMT members are to provide quality education which would yield superior learners' performance, then they should be competent in the implementation of curriculum. The SMTs need to possess management, leadership, administration, monitoring and assessment competencies in order to implement curriculum successfully. Initially, as observed by the researcher the general management of the school was entirely based on the principal who was expected to plan, lead, administer and monitor the whole school activities and processes. Due to the complexity and expanding duties of the principalship posts, it is presently difficult for the principal to perform all of the duties. This necessitates involvement of the deputy principal and heads of departments in the managerial duties and hence the formation of a management structure called a School Management Team. Van der Merwe (2002:35) stresses that SMT functions effectively if all members work together. However, Nwangwa and Omotete (2015:162) state that regardless of the recognition of the SMTs "many school teachers and even administrators still believe that the concept implies how the school principal manages the school facilities, staff,

community relations and the students” and this leads to inactiveness of other members of the team who leave the principal alone. Although the roles of SMT are multi-faceted, members of SMT should share and distribute them amongst themselves, specifically the management, leadership, administration, monitoring and assessment in curriculum implementation. The roles of SMTs in curriculum implementation, according to Nwangwa and Omotete (2015:165) and Schleicher (2012:17), include but not limited to management of the academic and administrative affairs of the school, monitoring of performance of staff and learners, continuous training and development of educators. This study is based on the roles of SMTs in the management, leadership, administration, monitoring and assessment in curriculum implementation. The researcher views these as the most important competencies required to ensure successful curriculum implementation.

2.5 CURRICULUM IMPLEMENTATION

It is at the implementation level where the strengths and weaknesses of curricula design become evident. Strengths and weaknesses emanate from the competencies which SMTs possess in the management, leadership, administration, monitoring and assessment of curriculum implementation. The Southern African Development Community (SADC, 2000:50) posits that curriculum implementation “entails putting into practice the officially prescribed courses of study, syllabus and subjects. The process involves helping learners to acquire knowledge and experience.” This implies that the delivery and implementation of the curriculum should be done by people who are adequately competent so that learners receive quality education. The University of Zimbabwe (1995:8) emphasises that in the implementation of curriculum learners need to “acquire the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling them to function effectively in a society.” This once more indicates that relevant implementers with relevant skills need to manage and lead curriculum implementation.

Ornstein and Hunkins (1998) provide the competencies required from HoDs for a successful curriculum implementation as: that HoDs shift from their current programme which they are familiar with to the new programme, changes in the knowledge, actions and attitudes of people and that it requires a supportive atmosphere in which there is trust and open communication between administrators,

teachers and where risk-taking is encouraged. The University of Zimbabwe (1995) lists the factors that could influence the effectiveness and the availability of curriculum implementation as: the teacher, learners, resource materials and facilities, interest groups like politicians, the school environment, culture and ideology, instructional supervision and assessment. KZN DBE (2013:15) on the other hand lists factors which are instrumental to effective teaching and learning as strong leadership and management, effective teaching and learning, adequate resources, effective support, strong parent and community involvement, teacher development and a culture of continuous improvement. This study aims at exploring the HoDs competencies in the management, leadership, administration, monitoring and assessment of curriculum processes and activities.

It is at the endpoint of the implementation where determination can be made of the attainment of the curricular outcomes. This is indicated by the performance of learners in schools. However, the ongoing underperformance of learners in Limpopo confirmed lack of SMT competencies in the management, leadership, administration, monitoring and assessment in curriculum implementation. It was for this reason that this study explored the competencies of primary school HoDs in the areas mentioned above.

2. 6 FACTORS THAT INFLUENCE CURRICULUM IMPLEMENTATION

The success of curriculum implementation does not only depend on the competencies of the SMTs, but on other factors such as discipline of learners, school environment, educators' behaviours and resources. These factors could hinder or enable the implementation of curriculum. However, the HoDs need to be vigilant about all the factors when addressing curriculum issues. Labane (2009:3) asserts that the success of curriculum implementation is affected by the nature of the school, human resources, the quality of teachers, support provided to the learner and the ability of SMT to support the implementation processes. Similarly, KZN DBE (2013:15) concurs that the factors that are instrumental to effective teaching and learning include strong leadership and management, effective teaching and learning, adequate resources, effective support, strong parent and community involvement, teacher development and culture of continuous improvement. By virtue of being the managers and leaders of curriculum delivery in the schools, the SMTs need to take

cognizance of all the factors that influence curriculum implementation and guard against all the negative factors. In order to make curriculum implementation a success, SMTs need to ensure that the nature and climate in the school are conducive for teaching and learning; there is adequate human and material resources; effective and efficient educators and active parents participation in the school.

2.7 FOCUS AREAS OF CURRICULUM IMPLEMENTATION

As mentioned in the previous chapter the focus areas of curriculum implementation in this study include management, leadership, administration, monitoring and assessment. Underneath follows a detailed discussion of each focus area.

2.7.1 Management of curriculum implementation

The first focus area of curriculum implementation in the study was management of curriculum implementation. Management of curriculum implementation plays a very important role in learner achievement in schools. It serves as a vehicle through which the activities of an institution are planned, organized, coordinated and controlled. In the school setup, in order for the school to succeed, the management team must be competent in the management area. This notion is supported by Marthandan, Jayashree and Yelwa (2013) when they indicate that management competencies which include skills, knowledge, values, and abilities are considered to be the building blocks of performance in institutions. Subsequently, Potgieter, Basson and Coetzee (2011:95) confirm that management competencies ensure effective functioning of institutions. Van der Westhuizen (1991:46) summarizes the tasks of management as planning (aims, objectives, policy making, decision making and problem solving), organizing (creating organization structures), delegating and coordinating, guiding (building relations, motivating and communication) and controlling (controlling instructions, observing and measuring and corrective actions).

In the context of this study management of curriculum implementation focused on the lack of planning in curriculum implementation, organising curriculum management, guiding in curriculum management and control of curriculum management categories. In terms of planning curriculum implementation, the HoDs are expected to establish management policies, rules, procedures and strategies

which would enable them to manage curriculum implementation. Teichler (in Van der Westhuizen, 1991:138) sees planning as an important tool that reflects the way in which leaders can achieve the aims and objectives in their organizations and that this is achieved through the establishment of policies, rules, procedures and strategies. Furthermore, the established plans need to be effectively organized hence the importance of competence in the organisation of curriculum implementation. The lack of organisation on curriculum implementation would lead to plans not getting adequately implemented because professionals would be unable to utilize their skills. Marx (1981:235) submits that organising deals with arranging activities of the school by allocating duties, responsibilities and authority to specific people to achieve the aims of the school effectively. Therefore it becomes clear that poor and elastic organization in curriculum implementation could render schools ineffective and this could lead to underperformance of learners. Apart from organising the activities, there is a need to guide the people who are on the coalface of the implementation. This guidance, according to Van der Westhuizen (1991:181), gives direction on how the activities would be done and this ensures successful implementation of the activities. Lack of guidance would clearly mean confusion among implementers and with the results that curriculum implementation could be negatively affected. Control of curriculum implementation also becomes necessary because implementers need to be controlled so that they work as expected by the established rules and policies. Van der Westhuizen (1991:232) stresses that control is important because it aims to ensure that the planned goals and objectives are attained. It is therefore crucial that the HoDs of schools do not lack control competencies in the implementation of curriculum.

It is important that the SMTs be competent in almost all the mentioned management tasks above. This makes schools functional and thus guaranteeing good performance of learners. Apart from being competent in the management tasks, the SMTs need to be competent in leadership on curriculum implementation activities. Jansen and Samuel (2014:53) concur with this when they declare that “for the organization to survive and be competitive it should have middle managers who are able to translate strategic decisions into actions to achieve organizational goals.”

2.7.2 Leadership in curriculum implementation

The second focus area of the study was leadership in curriculum implementation. Schools that have effective leaders produce good results. Thurlow, Bush and Coleman (2003:203) confirm that strong leadership and adoption of leadership approaches are essential for curriculum delivery and effective curriculum management. This clearly dictates that the SMTs as leaders of schools need to have competencies in all types of leadership in order to ensure successful curriculum implementation. Piaw, Hee, Ismail and Ying (2014:5125) are of the view that school managers require a series of appropriate leadership competencies to bring “the school, staff and students to a high level of achievement and to maintain school effectiveness.” Ozmen and Muratoglu (2010) further declare that leadership competencies are seen as keys that foster innovation and improvement in the school. Leithwood and Duke (1998) identify different types of leadership which include instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership and contingent leadership. However, what each of the different models, approaches or styles mean is not the focus of this study.

In this study the researcher focused on competencies of HoDs with regards to the absence of distributive curriculum management leadership, inadequate instructional curriculum management leadership and lack of transformational curriculum management leadership. It is vital that in any working situation people share and distribute their expertise and experiences so that they succeed. Hence the famous South African motto “Together we can do more.” This saying can also be applicable in curriculum management leadership. Harris (2008:177) emphasises the need for distributive leadership in schools as it enhances sharing of the different strengths of the staff and it provides opportunities for members to learn from each other. It is therefore clear that lack of distributive leadership competencies by HoDs would not benefit schools and thus compromise effective curriculum implementation. In distributing and sharing expertise and experiences, HoDs are expected to use instructions. It is therefore vital that they have instructional leadership competencies so that they can manage curriculum implementation perfectly. Lack of instructional leadership competencies can cause misunderstanding among members and this can hamper curriculum implementation. Sigilai and Bett (2013:376) indicate that effective

instructional leadership enhances teaching practices that contribute to improved learner achievement. In the process of sharing and instructing leadership competencies the HoDs need to change the usual ways of doing things, the usual behaviors and attitudes. Singh and Lokotsch (2005:285) indicate that transformational leadership ensures shared vision and commitment and collegial staff that work as a team. This clearly indicates that in situations where HoDs lack transformational curriculum management leadership competencies things can fall apart regarding curriculum implementation.

2.7.3 Administration of curriculum implementation

The third focus area of the study was administration of curriculum implementation. Administration is viewed as a process in which the planned activities of the curriculum are implemented and maintained by the HoDs. In the school situation administration involves implementing the management plans, holding meetings, budgeting, purchasing, storage and control of resources. As this aspect is vital in the school, schools need to ensure that all HoDs are competent in the performance of curriculum administrative tasks. Getzels, Lipham and Campbell (1968) regard administration as a “total structure within which education functions and it is a process concerned with creating, maintaining, stimulating, controlling, unifying and organising human and material energy to accomplish educational objectives.” Owens (1970), Campbell; Bridges and Nystrand (1977), Paulsen (1977) and Dekker (1979) collectively view administration as the process of assisting organisations to operate in order to achieve goals, coordinating the efforts of people to accomplish educational objectives as well as the planning of systems which implement a specific policy and the coordination of officials.

Administration of curriculum implementation requires competent HoDs. It is for this reason that schools should always ensure that HoDs are competent and well-developed in administration issues. HoDs need to ensure that meetings about curriculum delivery are held; curriculum documents are purchased and stored safely; assessment documents are effectively used and stored. Onn (2010:464) stresses that the administrative competencies needed in a successful school include the ability to conduct meetings; budget preparation, purchasing and storage of resources, planning educational and mobilization of teachers. Van der Westhuizen

(1991:34-35) categorises administration into structural, functional and administrative work views. This study aligns itself with the functional view of administration which is defined as a process in which the goals of the curriculum implementation are coordinated, directed and managed by SMTs in order to attain satisfactory learner achievements.

In terms of this study, the researcher focused on the maintenance of teaching and learning materials, curriculum management plans and policies and targets submission and distribution of curriculum documents. The importance of maintaining and keeping curriculum materials safely cannot be overemphasised. This enables schools to obtain and use materials effectively without struggling. Onn (2010:265) tells us that the safe storage of teaching and learning materials, plans, policies and the departmental programmes ensure successful curriculum implementation. In addition, the school policies need to be formulated by all stakeholders so that these are accepted and applied uniformly. It is therefore vital that HoDs are knowledgeable of all the policies of the school with special reference to curriculum policies. Van Wyk and Marumoloa (2012:102) advise that the formulation of policies is the responsibility of SGBs, SMTs and other stakeholders in the school. The importance of proper maintenance of curriculum implementation materials cannot be overstated if schools are to succeed in curriculum implementation. This dictates to us that without appropriate curriculum materials, curriculum implementation of curriculum becomes a difficult task. The effective management of a school is informed by systems and procedures that are put in place by the SMT members. In the management of curriculum, this responsibility is for the HoDs who need to ensure that all the procedures, timeframes and distribution of curriculum documents are targeted and accomplished. Clarke (2007:3) alerts that the effective management team should set up all the management systems, timeframes and procedures for the effective management of schools.

2.7.4 Monitoring of curriculum implementation

Monitoring of curriculum implementation was the fourth focus area of the study. It is essential that all the processes and activities of curriculum implementation are monitored effectively in order to establish the strengths and weaknesses of curriculum implementation so that necessary measures can be effected. Furthermore, monitoring assists in making the necessary corrections, consolidations

and improvements of curriculum implementation in schools. Maglaras and Lynch (1988) explain monitoring as providing ongoing staff development, enabling administrators and teachers to identify problems, helping to identify factors that cause teachers difficulties, enabling administrators to offer assistance to teachers and in providing training opportunities for teachers' improvement. In addition, Bronchado (2009) highlights that the quality of educational services offered to customers must be monitored with the aim of continuous improvement. Bush, Joubert, Kiggundu and Van Rooyen (2010) emphasize that the responsibilities of SMTs include monitoring of planning and delivery, monitoring curriculum implementation in the classrooms and monitoring educator classroom records on a regular basis. Southwell (2004) agrees with this when he submits that monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. Leithwood, et al., (2006); Robinson, (2007) cited in Bush *et al.* (2010) supplement this when they argue that successful leaders raise educators' high standards of performance by developing and implementing effective evaluation and monitoring classroom practices.

The researcher focused on irregular class visits, insufficient written work, inadequate moderation of tasks and lack of syllabus coverage as moderation tools. In any working situation, it is always necessary that regular supervision is done in order to ensure that the work is done accordingly. This means that as a leader, specifically the HOD, one need to visit the classrooms to ensure that teaching and learning is effective. In the teaching situation, this responsibility is often done by the principal but due to the fact that the HOD is the immediate manager of the curriculum one is prompted to say that the HoDs are mandated to do class visits. This makes them best positioned to assist and develop their subordinates on problems they encounter. Van der Westhuizen (1991:268) declares that class visits help to determine to what extent teachers succeed in their teaching so that if they are meeting problems they can be given the necessary support. Effective curriculum implementation on the part of learners is indicated by the quantity of written work given by the respective teachers. The written work also serves as a measuring tool which measures the performance of teachers as well as a determining factor of learner achievement. It is therefore important that sufficient written work is given to learners in schools. The written work needs to be moderated to ensure standardisation and quality

assurance. In order to do these, the HoDs must possess competencies in the moderation of curriculum implementation. The insufficient provision of written work to learners jeopardises the chances of good performance for learners. DBE (2007:26) stipulates that a sample of learners' scripts should always be sampled and moderated in order to detect common learner problems so that the necessary attention is appropriately provided. One of the factors which contributes greatly towards poor learner performance is incomplete syllabus coverage. If the syllabi are not comprehensively covered, the learners end up answering content which they were not exposed to and hence perform poorly. This presupposes that in order to expect good performance from learners, the teachers need to ensure that syllabi are covered. It is therefore vital that the HoDs supervise and ensure that teachers cover syllabi so that good performance of learners is attained. Masasia, Nakhanu and Wekesa (2012:57) advise the SMTs to be alert of and to guard against the factors that militate against full coverage of syllabus such as absenteeism of teachers and learners, poor time management and effete supervisory activities by HoDs.

2.7.5 Assessment in curriculum implementation

Assessment was the fifth focus area in the study. Vermeulen (2003:73) defines assessment as a "process of gathering valid and reliable information about the performance of a learner on an ongoing basis against clearly defined criteria, using a variety of methods, tools, techniques and context." This study aligned itself with this definition and focused on SMTs competencies in assessment activities such as setting of assessment tasks, moderation, recording and reporting of learner performance.

The end product of teaching and learning is evaluated so that both learners and educators are rewarded. This process of assessing needs to be effectively monitored by the SMTs. In this process the SMTs need to plan, moderate and promote learners accordingly. Therefore this implies that HoDs ought to be competent in the management, administration and monitoring of assessment activities. According to DBE (2007:7) assessment should be a continuous planned process of identifying, gathering and interpreting information about the performance of learners. DBE (2007:8) articulates that the purposes of assessment include:

- determining whether the learning required for the achievement of the learning outcomes is taking place and whether any difficulties are being encountered;
- reporting to parents and other role-players and stakeholders on the levels of achievement across a range of competencies acquired during learning process and to build a profile of the learner's achievement across the curriculum;
- providing information for the evaluation and review of learning programmes used in the classroom; maximizing learner's access to the knowledge, skills, values and attitudes defined in the national curriculum policy;
- assisting with the early identification of learners who might experience barriers to learning and development as well to provide them with learning support;
- determining the progression of each learner through the acquisition of knowledge and a range of competencies; supporting the development of all learners; and
- making judgments about learners' progress.

The researcher focused on the usage of assessment policies, assessment of curriculum documents, and assessment of work schedules, analysis of learners' progress and dissemination of assessment information in curriculum implementation.

In the assessment of curriculum implementation the first thing which should be available is the curriculum policy. Policies enable curriculum managers in the school to plan and proceed in the right way. Clarke (2007:3) advises schools to have all school policies and utilise them maximally. The HoDs need to have and understand all curriculum documents in order for them to implement them. They need to assess the work schedules so that they are best positioned to diagnose the problems encountered by learners in their custody. Clarke (2007:252) further advises that all staff members should hold meetings to analyse and discuss learners' progress. Parents need reports on their children's progress and hence SMTs should get systems and mechanisms in place to facilitate such reporting. The content of their communication, particularly the learners' report cards, should be clear and directed to the parents (Clarke, 2007:248). This calls for SMTs to workshop parents on the contents of the learners' reports so that they understand them.

2.8 CHAPTER SUMMARY

This chapter dwelt on the literature review on curriculum implementation. It commenced with the introduction which was followed by the definition of concepts, namely, school management; school management competencies; curriculum management; curriculum implementation and curriculum competencies, overview of South African curriculum, curriculum implementation, roles of SMTs in curriculum implementation, factors that influence curriculum implementation, focus areas of curriculum management which included focus area of curriculum management; focus area of curriculum leadership; focus area of curriculum administration; focus area of curriculum monitoring and focus area of curriculum assessment. In the next chapter research design and methodology is discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented the literature review pertinent to competencies which Heads of Department as middle managers require in order to be instrumental leaders in their schools. This chapter presents the research design and methodology. The chapter begins with the discussion of research approaches deployed in the study and then followed by the research design which this study adopted and then followed by the methodological issues which include the population and sample, sampling techniques, data collection methods and data analysis. The chapter also addresses trustworthiness issues, ethical considerations and concludes with a summary. Underneath follows detailed discussions of these sections of the chapter.

3.2 THEORETICAL FRAMEWORK

Researchers are guided by theories in order to frame their research studies. Aspers (2009:6) support this when she argues that theories are used as schemes of references which give focus to the study. Trent University (2015) concurs that a theoretical framework provides a particular lens through which researchers examine a topic. Klette (2012:4) also argues that theories provide a structural set of lenses through which aspect of the world can be observed, analyzed and they also provide a safeguard against unscientific approaches to a problem, an issue or a theme. In this study the theories that guided the researcher included distributive leadership theory which was partnered with instructional leadership theory, transformational leadership theory and phenomenological approach theory. The definition of theories was summarized by Peters in Holmberg, Moore and Peters (2007:431) by citing McMillan and Schumacher (1984) and Garrison (2000) when they respectively define theories as “an explanation, a systematic account of relationships among phenomena” and as “a coherent and systematic ordering of ideas, concepts and models, with the purpose of constructing meaning to explain, to interpret and to shape practice.” In this study, distributive leadership theory, partnered with instructional leadership and transformational theories and phenomenological approach, were adopted as the theoretical frameworks which guided the researcher. Underneath follow detailed discussions of the theories.

3.2.1 Distributive leadership theory

This was an overarching theory to this study. This study explains distributive leadership theory as a leadership practice in which management, leadership, administration, monitoring, and assessment activities in curriculum implementation are shared and distributed among members of SMTs. This theory was partnered with instructional, transformational leadership theories and phenomenological approach thus making it an overarching theory in the study. The partnership was informed by the fact that in their encounter with challenges brought by the new curricula such as instructions, transformations and the lived new experiences the SMT members need to distribute their leadership competencies and frustrations among themselves. Nigel, Wise, Woods and Harvey (2003:7) view distributive leadership as a highlight of emergent property of a network of interacting individuals that suggests openness of the boundaries of leadership and as entailing the view that varieties of expertise are distributed across many. In distributive leadership, leadership is a product of concerted activities among the SMT members; it widens leadership activities to all members and it enables the spread of numerous, distinct, germane perspectives and capabilities through the school as an organisation (Nigel *et al.*, 2003:7). Gronn (2002:37) supports this by saying that distributive leadership capitalises on a range of strengths and skills from the combined leaders and this benefits the overall performance of the school.

The new and more complex forms of schooling require that leadership and management activities are shared amongst the leaders hence a need of distributive leadership. MacBeath (2004:36) concurs that “the days of the principal as the lone instructional leader are over. We no longer believe that one administrator can serve as an instructional leader for an entire school without the substantial participation of other educators.” Mendels (2012:56) agrees with this when he asserts that effective leadership from a variety of sources (principals, teachers, staff teams and others) is associated with better student performance. Louis, Leithwood, Wahlstrom and Anderson (2010:35) concur that the higher performance of schools might be explained as a result of greater collective knowledge and wisdom of different stakeholders involved in the institution. Harris (2008:177) informs us that distributive leadership benefits schools in that it enhances the ability of an organization to reap

the benefits of individual strengths of staff and that it provides greater opportunity for members to learn from others. Over and above that, Harris (2008:178) concludes that those across whom leadership is distributed help to improve their experiences of work, establishing solutions to challenges and they in turn influence the school tempo.

In any working situation people are expected to communicate with each other and in so doing they share their expertise. The sharing of these skills enhances the chances of success in their working situations. It is therefore important that leaders share and distribute their expertise in their leadership functions so that they develop themselves and others. This study adopted distributive leadership theory as a guiding frame in the light of Howell, Bohmann, Miniggio, Gérard and Hochstrasser (n.d:4) who define distributive leadership theory as a theory in which leadership tasks are shared among leaders and the followers and therefore offering “a model in which organisational change and improvement are collective rather than an individual concern.” Silns and Mulford (2002) agree that distributive leadership has a positive effect and it yields improved outcomes. This theory in this study was partnered with instructional and transformational theories and phenomenological approach and reasons that necessitated the partnership included:

- Instructional leadership theory was a partner because in the process of distributing and sharing ideas leaders use instructions. Spillane, Halverson and Diamond (2014:11-12) indicate this relationship when they submit that school leadership “involves mobilizing school personnel and clients to notice, face and take on tasks of changing instructions.”
- The transformational leadership theory was a partner because in the process of distributing and sharing information those involved change their ways of doing things, their behaviors and their attitudes (Leithwood, Louis, Anderson and Walstrom, 2004:9); and
- Distributive leadership theory was partnered with the phenomenological approach theory because when sharing the mission and vision of the school the leaders are dealing with the lived experiences of the participants. In this context, management, leadership, administration, monitoring and assessment

are experiences that HoDs live on a daily basis when implementing curriculum.

In the context of this study the SMTs, HoDs in particular, need to distribute their management, leadership, administration, monitoring and assessment competencies in curriculum implementation among themselves and their fellow staff.

3.2.2 Instructional leadership theory

Leithwood, Jantzi and Steinbach (1999:8) define instructional leadership as an approach to leadership that emphasises the behaviours of teachers as engaged in activities directly affecting the growth of students. Horng and Loeb (2010:66) stress the importance of instructional leadership when they indicate that leaders could mentor their teaching staff by observing practice and providing pointed feedback. This study views instructional leadership as the ability of SMTs to relate and communicate curriculum implementation activities and processes among learners and educators.

Schools deal with instructions on a daily basis. It is therefore important that school leaders should have sound and efficient skills of instructional leadership. Kursunoglu and Tanriongen (2009) are of the view that school managers who do not display enough instructional leadership behaviors render their schools ineffective because their teachers view them as their primary instructional leaders for improvement purposes. As highlighted by Hallinger (2009:3), firstly instructional leadership was conceived as a role carried out explicitly by the school principal and there was relatively little reference to the teachers, heads of department and assistant principals. Furthermore, instructional leadership was not viewed as a distributed or shared function. Due to the many responsibilities and activities that the principal should do, this study argues that the principal cannot lead the school effectively and efficiently alone. It is therefore necessary that all members of SMT should have instructional leadership skills in order to lead and manage schools effectively. According to Hopkins, Harris and Jakson (1997) instructional leaders should display the following characteristics:

- an ability to articulate values and vision around student learning and achievement and to make connections to principles and behaviors and the necessary structures to promote and sustain them;

- an understanding of a range of pedagogic structures and their ability to impact on student achievement and learning;
- an ability to distinguish between development and maintenance structures, activities and cultures;
- a strategic orientation and the ability to plan;
- an understanding of the nature of organizational capability, its role in sustaining change and how to enhance it; a commitment to promoting enquiry;
- a commitment to continuing professional development and the managing of the teachers' life cycle; and
- an ability to engender trust and provide positive reinforcement.

The researcher contemplated that it is necessary that members of SMT be competent in instructional leadership so that they have good communication in their schools. The study further submits that SMT members need to organise workshops to develop themselves in the various types of leadership skills. Furthermore, the study suggests that in order to be competent in instructional leadership leaders change their ways of leading their schools. The role of SMTs and HOD in particular are to lead and manage curriculum implementation every time in their performance of their leadership functions. It is therefore necessary that they have competence on how to manage instructions. They are expected to share their instructional leadership competencies among themselves and others in their areas to ensure joint understanding which would eventually ensure effective and successful results. The National Association of Elementary School Principals (2001) defines instructional leadership theory as a theory in which staff members meet to discuss their work, collaborate to solve problems, reflect on their job and take responsibility. It is therefore crucial that leaders possess instructional leadership competencies in order to model effective instructions to their followers.

The importance of leaders to have instructional leadership competencies is emphasised by Kursunoglu and Tanriongen (2009) when they submit that managers who do not display enough instructional leadership behaviours render their schools to be ineffective because their followers view them as their primary instructional

leaders for improvement purposes. According to the context of this study the instructional leaders who are SMT members, HoDs in particular are expected to distribute the management, leadership, administration, monitoring and assessment competencies among themselves and their subordinates.

3.2.3 Transformational leadership theory

The second partner of distributive leadership theory in this study was transformational leadership theory. It is explained by this study as a leadership style in which leaders review, redefine and improve their ways of doing things in curriculum implementation. In this case it referred to the renewal, redefinition and improvement of leadership strategies/actions in management, leadership, administration, monitoring and assessment in curriculum implementation. This definition aligns with Leithwood (1992:9) when he defines transformational leadership as a style that facilitates the redefinition of people's mission and vision, renewal of their commitment and restructuring their systems to achieve goals.

As it was highlighted above, leaders need to change their ways of traditional leadership styles and change with the current demanding changes in the management, administration and leadership in curriculum delivery. Singh and Lokotsch (2005) concur that nowadays changes are more imminent and this makes the future challenging especially in schools. The implication of this is that school leaders need to redefine and renew themselves in order to keep up with today's way of life. Singh and Lokotsch (2005:280) identify the elements of transformational leadership as participation, shared vision, empowerment, commitment, shared beliefs; values and attitudes, friendly and commitment. They further submit that transformational leadership enhances opportunities for leadership development, increase personal autonomy of teachers, decentralizes and de-emphasizes intervention strategies as well as supporting teachers and staff to maximize organizational outcomes, helps human resource to have high morale, to be committed, motivated, have harmonious workplace, continuous learning, to be action directed, responsible, have a sense of ownership, helping the organization to have clarity of purpose, effective planning and implementation, collaborative culture and teamwork.

Consequently, Singh and Lokotsch (2005:280) declare that transformational leadership is a collective action generated by transforming leadership which empowers those who participate in the process, in this case SMTs. The researcher is of the view that if members of SMTs can be able to implement transformational leadership skills in the implementation of curriculum then both the educators and learners performance can be improved. It is therefore important that SMTs need to have transformational leadership competencies. Based on the assertions alluded above it is clear that if members of SMTs were competent in transformational leadership schools could have been producing good results. This clearly manifests a need for SMTs development.

The world in which we live changes every time. For us to keep abreast with the changes we are all expected to transform. In the case of leaders it is an obligation to have transformational leadership competencies because they are supposed to distribute these to their followers for the success of their institutions. This view is supported by Ozmen and Muratoglu (2010) when they submit that leadership competencies are seen as keys that can foster innovation and improvement and can transform schools into successful learning organisations. Singh and Lokotsch (2005:280) define transformational leadership theory as a theory which facilitates the redefinition of people's mission and vision, renewal of their commitment and restructuring their systems to accomplish goals. In the context of this study the transformational leadership competencies in the management, leadership, administration, monitoring and assessment in the curriculum implementation are distributed among the SMT members and their followers.

3.2.4 Phenomenological approach

This formed the third partner theory of distributive leadership theory of the study. In view of the nature of this research inquiry that focused on the exploration of the competencies of primary SMTs in curriculum management in Phokwane Circuit, the researcher selected the phenomenological approach as a partner to underscore the study. The choice of this research approach was necessitated by the nature of the study, the research problem, the research question and the purpose for this study.

Phenomenological study describes the meaning of the lived experiences for several individuals about a concept or a phenomenon (Creswell 1998:51-55). According to

Lester (1999) phenomenology is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Whereas, Bound (2011) asserts that phenomenology begins with an experience or condition and, through the narration of participants, either shared single incident or shared condition, investigates the effects and perception of that experience and furthermore the phenomenon is examined through the subjective eyes of the participants. In this study the participants referred to SMT members in the primary school. This study sought to find out about school management experiences in the management of curriculum delivery through interviewing, to expose laziness, incompetence, and lack of competent leadership and adequate communication, which results in shift of blame from one individual to another.

Despite the fact that the theory is being labelled as subjective, it provided valuable insights in terms of cutting through taken-for-granted assumptions, prompting action or challenging complacency, surfacing deep issues and making voices heard about curriculum implementation (Lester, 1999:4). Phenomenology approach with varied philosophical arguments rests upon some common philosophical assumptions. Further justification for opting for this approach rested on philosophical assumptions as postulated by Creswell 1998:57). These are:

- The study focused on the lived experiences of the participants. In this context these lived experiences involve coping or struggling with school curriculum implementation;
- The view that these experiences were conscious. According to Bush, *et al.* (2010) heads have a direct responsibility for the quality of learning and teaching and for pupils' achievement. As part of planning to improve teaching and learning, and curriculum implementation, the heads were conscious in the execution of their roles, duties and responsibilities but lacked competencies in curriculum implementation.

Furthermore, Creswell (1998:61) asserts that this theory needs to respond to the following question, which forms the basis for this study:

- What have you experienced in terms of a phenomenon?
- What contexts have typically influenced your experiences of the phenomenon?

The above questions were fundamental for this study as they informed the research questions. Phenomenological approach enabled the addressing of the research problem because lived experiences and the impact of contextual factors were explored. When one leads and manage people one need to know and understand their ways of living, their behaviours and their needs. It is in this context that in the distribution of the instructional and transformational competencies phenomenological approach should be taken into consideration. Leedy and Ormrod (2010:141) describe phenomenological approach as a “study that attempts to understand people’s perceptions, perspectives and understanding of a particular situation”. In this context the HoDs’ competencies in the management, leadership, administration, monitoring and assessment in curriculum implementation are explored. The researcher is of the view that the exploration can contribute in the improvement of the HoDs’ competencies in the implementation of curriculum and this could lead to improved learners achievement in schools.

3.3 QUALITATIVE RESEARCH APPROACH

This study adopted qualitative research approach. The researcher adopted this approach because it facilitated the description and understanding of the competencies of SMTs in curriculum implementation. This corresponded with Nieuwenhuis (2007:51) principles that “qualitative research focuses on describing and understanding phenomenon within their natural occurring context.” In this context, the SMTs’ competencies are explored in schools as their natural settings. According to McMillan and Schumacher (2010:321) qualitative research is concerned with understanding social phenomena from the participants’ perspectives and in their own voices. The researcher has therefore chosen to use the qualitative research methods because they provide a way to examine social life and phenomena. Furthermore, McMillan and Schumacher (2010:315) inform us that qualitative research methods are used because they allow the study of variations in context:

“Qualitative research is inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings. Qualitative research describes and analyses people’s individual and collective social actions, beliefs, thoughts and perspectives.”

In this study qualitative research facilitated the use of interviews and document study that provided detailed data on curriculum implementation. Miles and Huberman (1994) emphasise that the strength of qualitative data lie in their richness and holism with strong potential for revealing complexity that provides thick descriptions and have a ring of truth.

3.4 RESEARCH DESIGN

The study adopted a case study research design. The reason for adopting this research design was that the researcher wanted to explore and understand the current status of SMTs competencies in the management, leadership, administration, monitoring and assessment of curriculum in the primary schools. Nieuwenhuis (2007:70) defines a research design as “a plan or strategy which moves from the underlying philosophical assumptions of specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.” Bless and Higson-Smith (1995:46) concur with this when defining research design as “a plan of how to proceed in determining the nature of relationship between variables.” Oosthuizen (2009:10) maintains that a research design entails “the blueprint to a particular research project.” The relevance of the case study design in this study was that the design has a potential to explore and understand the competencies of SMTs members in curriculum management. Furthermore, a case study research design helped in the selection of participants, data collection and analysis.

3.5 POPULATION AND SAMPLING

This section of the chapter deals with the population and the sample used in the study. In any research study it is important that the population and sample of the study is well defined before data can be collected. This is important because the characteristic of the population from which the sample is taken has to be known so that all participants of the study are the same in all respects. Underneath follows the discussion of the population and the sample.

3.5.1 Population

Researchers consult with certain populations when they do research. For the reason that information would be sought from the population it is therefore necessary for the researcher to know the characteristics of the population under research. This

enables the researcher to obtain the required information for the study. This study defines population as the total number of possible peoples who possess the same characteristics. This definition conforms to De Vos, Strydom, Fouche and Delport (2000) when they define population as individuals in a universe who possess specific characteristics. The population in this research study was made of 88 SMT members from a total of 22 public primary schools in Phokwane Circuit, Limpopo. This population was made up of 22 principals, 22 deputy principals and 44 heads of department who hold managerial positions in the primary schools.

3.5.2 Sampling

It is usually impossible for the researcher to include the entire population in a study. Thus it was necessary to take a representative sample of the population for the study purposes. A sample is defined as a smaller subset of the total population (Cohen *et al.* (2000:92) and they further submit that factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. In this study one principal, one deputy principal and two HoDs from each of the four purposively sampled schools formed the sample of this study. The total sample of the research study was sixteen SMT members.

3.6 SAMPLING TECHNIQUES

Purposive sampling was used to access the participants. This technique was adopted because the researcher was interested in specific SMT members who could offer potential information about curriculum management. As indicated above, the principal, deputy principal and two HoDs from each school constituted the sample, thus making a sample of sixteen participants. Nieuwenhuis (2007:79) defines purposive sampling as meaning that “participants are selected because of some defining characteristics that makes them the holders of data needed for the study.” This sampling therefore means that the researcher aims at explicitly obtaining the richest possible source of information to answer the research questions. McMillan and Schumacher (2010:325) indicate that, regardless of the data source, purposive sampling is used in qualitative research. Cohen *et al.* (2000:103) stipulate that in purposive sampling the researcher hand-picks the participants to be included in the sample on the basis of their judgement to satisfy specific needs and purposes. This is supported by Nieuwenhuis (2007:178) when he indicates that this method of

sampling is “used in special situations where the sampling is done with specific purpose in mind.”

3.7 DATA COLLECTION

Researchers use several methods to collect data when undertaking a qualitative research. This research used interviews and document study to collect data. Cohen *et al.* (2000:44) describe research methods as the range of approaches used in educational research to gather data which are used as basis for inferences and interpretation, explanation and prediction. Leedy and Ormrod (2010:145) on the other hand distinguish observations, interviews, written documents, audio-visual materials, electronic documents as methods which can be used in the collection of data in qualitative research. However, Nieuwenhuis (2007:80) advises that in order to ensure trustworthiness of the results, two or more of these methods can be combined. Underneath follows detailed discussion of interviews and document study data collection methods.

3.7.1 Interviews

The study used semi-structured interviews in which open-ended questions were used to collect data. The researcher found that curriculum management is a complex issue that can be best addressed through semi-structured interviews. The open-ended questions enabled participants to answer the same questions in the same order thus increasing comparability of responses as well as reducing the interviewer’s effects and bias. Furthermore, the researcher was able to ask probing questions to the participants. This approach provided more detailed information from the participants as argued by Cohen *et al.* (2000:271). Hofisi and Mago (2014:62) postulate that the strength of semi structured interviews lies in that they are flexible.

Nieuwenhuis (2007:87) explains interviews as a two way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants. Babbie and Mouton (2011:289) support this definition when they conclude that interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of enquiry. The aim of interviews is thus to obtain rich descriptive data from the participants about the phenomenon.

Interviews were conducted with the participants of the study in their schools as their formal settings. The researcher sought to use voice recorders but this was not accepted by the participants. Therefore note taking was used to capture data from the interviewees. The participants were asked the same questions in the same order for approximately one hour. The researcher explained to participants where they did not understand in order to obtain rich information from the participants. All the sixteen participants were interviewed as planned.

3.7.2 Document study

In order to supplement data obtained through the interviews some curriculum documents were requested from the participants. Nieuwenhuis (2007:82) asserts that in the usage of documents as data gathering technique focus is made on all types of written communications that may shed light on the phenomenon under investigation. According to Nieuwenhuis (2007) these written communications include, but are not limited to administrative documents, letters, reports, or any document that is connected to the investigation. The researcher aimed to ensure the trustworthiness of the results by combining the interview and document study data. The documents which were studied were:

Management documents: plans, policies, programmes and registers;

Administration documents: educator/learner profiles, files, records ;

Leadership documents; mission & vision, strategies, development;

Monitoring documents: pace setters, moderation sheets and class-visits; and

Assessment documents: assessment policy, tasks, assessment sheets and moderation.

The researcher found it difficult to obtain some of the documents from the participants as some were unwilling to submit the documents. However, through the assistance of the principals, the researcher managed to receive all the required documents. These documents were studied in the presence of the participants and immediately returned to them. Document study assisted the researcher in ensuring that the research findings were credible and trustworthy. The curriculum documents were studied in terms of their availability, implementation, frequency of usage and remedial actions taken. The researcher recorded the data obtained from the

documents by ticking (✓ or X) for the availability and implementation and comments on frequency and remedial action taken.

3.8 DATA ANALYSIS

Data analysis in this study was undertaken by using content analysis. Content analysis was used to analyse both the interviews data and the documents data. Leedy and Ormrod (2010:144) define content analysis as a detailed and systematic examination of the contents of a particular body of material for purposes of identifying patterns, themes or bias. In support of this, Neuendorf (2002) explains content analysis as a systematic approach to qualitative data analysis that identifies and summarises message content. Cohen *et al.* (2000:147) argue that data analysis involves organising, accounting for, and explaining the data. This means interpreting data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities. In this study, as part of analysing information, data collected through interviews were identified, compared and categorised according to the key themes, namely management, leadership, administration, monitoring and assessment of curriculum implementation. In the process of identifying and comparing the collected data sub-themes emerged which had impact on the key themes, namely, lack of support among SMTs; challenges encountered in curriculum management; non-involvement of fellow SMTs members; improvisation of SMTs and lack of legislation and policy knowledge by the HoDs. The categorised data from the sub themes and the key theme were then interpreted. In order to arrive at the answer to the research question, the researcher studied the participants' curriculum documents submitted. These included management, leadership, administration, monitoring and assessment documents. The findings from the documents were then tallied with the findings from the interviews and then presented as composite findings. Relationships and linkages among the themes were established and this was followed by inferences and lastly, the summaries of data findings were made. This procedure was in accordance with Creswell (1998) when he submits that in the analysis of data four steps are followed, namely:

- Identification of statements that relate to the topic;
- Grouping statements into "meaning units";
- Seeking divergent perspectives; and

- Constructing a composite report.

In the next section the trustworthiness of the research findings was assured.

3.9 TRUSTWORTHINESS

The researcher needs to ensure that the research findings of the study are trusted, and therefore paid attention to the credibility of such for the benefit of the audience and the readers. This means the researcher should report trustworthiness of the research findings. Lincoln and Guba (1985:290) define trustworthiness as the way in which the inquirer is able to persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality. In this study trustworthiness was guaranteed by combining the information obtained from interviews and documents study. Nieuwenhuis (2007:80) confirms this when he says that multiple methods of data collection such as interviews and document analysis ensure trustworthiness. Furthermore, the researcher enhanced the trustworthiness of data collection, analysis and findings by verifying the raw data with the participants after the interviews in order to check whether his interpretation about what he shared with the participants was correct or not. In addition the researcher avoided relationships with the participants to control bias and prejudice in the collated data (Nieuwenhuis, 2007:113-115).

3.10 ETHICAL CONSIDERATIONS

A research which deals with people should always consider their ethical benefits, rights and values. In this study the research dealt with SMT members who included principals, deputy principals and HoDs of primary schools. Leedy and Ormrod (2010:101) advise that whenever a research deals with human beings or other creatures with the potential to think, we must look closely at the ethical implications. The considerations ensure that sufficient and appropriate data is obtained from the participants. Cohen *et al.* (2000:50) maintain that the costs to the participants if not considered may include: affronts to dignity, embarrassment, loss of trust in social relations, loss of autonomy and self-determination, and lowered self-esteem. Cohen *et al.* (2000) identify privacy, anonymity, confidentiality, betrayal, and deception as the ethical dilemmas which the researcher should consider when conducting research. In support of Cohen *et al.*(2000) assertions, Leedy and Ormrod (2010) stress that ethical considerations to be considered when doing a research include

protection from harm; informed consent; right to privacy; and honesty with professional colleagues.

Based on the above assertions, the researcher always strove to protect ethics and human rights in all the encounters with the participants in the study. Individual consent and permission were obtained from all participants and their confidentiality as well as their anonymity were guaranteed at all times. Participants were informed that they were free to abstain from participating in the study at any time of the study. Furthermore, the researcher abided by the University of Limpopo Ethical Procedures.

3.11 CHAPTER SUMMARY

This chapter presented the research design and methodology. The chapter started by presenting the introduction, then the theoretical framework underpinning the research study which was then followed by qualitative research approach, research design, population and sampling, sampling techniques, data collection, data analysis, trustworthiness and chapter summary. The next chapter presents data and offers discussion of data gathered.

CHAPTER 4: DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. This chapter focuses on the presentation and discussion of data gathered through interviews and document study wherein sixteen research respondents were interviewed and documents reviewed from four purposively sampled primary schools. Interview data were analysed along with those generated from documents studied about the competencies of HoDs as part of SMTs in the management of curriculum in primary schools. In the interest of presenting and discussing data generated for the study in a clear, logical and meaningful pattern, the researcher commences the process of data presentation by first sharing background information about the four sampled primary schools as well as the nature of research respondents from those schools. Background information about the sampled primary schools and research respondents was shared under the captions of schools' profiles and teachers' profiles. Furthermore, sub-themes and key themes which emerged from the collected data were identified and discussed.

4.2 DEMOGRAPHIC INFORMATION OF PARTICIPANTS

In order to understand and communicate successfully with a specific population, the researcher needs to have knowledge and full information about the population under research. This means that the researcher should get the demographic information of the participants: age, gender, race, income, marital status, employment status, nationality and political preference. In the context of this study demographic information meant biographic profiles of the schools and the teachers sampled in the study research. It sketched and provided the nature of the schools and the participants from whom data was gathered. Underneath follows a detailed presentation and discussion of demographic information of schools' and teachers' profiles.

4.2.1 School profiles

The researcher found it necessary to first know the details and characteristics of the schools in which members of schools work. Knowledge of the schools helped the researcher to gather the required research information successfully. According to

The Common Application a school profile is the summary of information about the school that provides the school's student body, curricular offerings and grading system. In this study the school's profile provided information of the school regarding the type, nature, location, quintile, funding, learner enrolment and total educators employed. In this research, schools sampled were situated in Phokwane Circuit at Sekhukhune District. The schools were coded school A, B, C and D in order to ensure anonymity. The area of research is found in Makhuduthamaga Local Municipality which was declared as 'a disaster area' for economic growth and development by the former President Thabo Mbeki. These schools are no-fee paying schools falling in quintile 1 as categorised by the Department of Basic Education.

School A had 15 classrooms for teaching and learning, an administration office and two blocks of invero-tech toilets which contained four toilets each. The school has water and electricity available and is well-fenced with razor plate wire. All these facilities were provided by the Department of Basic Education as the school is a public school. The school had converted one classroom into a library and another one into a laboratory. This school has no ICT facilities, making it lag behind in technological developments. The principal of the school complained about vandalism of the school by the community members: "Sir, on a yearly basis our school is broken into. Last year thieves broke into our school and stole 5 laptops and this they stroke again and took kitchen equipment, sports apparatus and two computers. We reported all these cases to the police but these burglars are not caught." As this school was a no-fee school it was allocated R194 000 for the year for administration and maintenance (SASA, 1996). The allocation was based on the ratio of R296.63 per learner. According to the principal this allocation enabled the school to run smoothly as they could purchase all their needs during the course of the year. The school profile is good enough for the SMT to manage and lead curriculum implementation as effectively as possible.

School B had 24 classrooms, an administration office, 22-seat toilets, water and electricity and school fence. In addition, the school converted two classrooms to serve as a library and laboratory as the department did not provide these facilities. The school has one classroom converted into a computer centre for ICT purposes. The principal indicated that the Department had since promised to supply 40

computers in the centre for the past two years for teaching and learning of computer literacy but to date this was not done. The principal lamented on the Department failure to fulfil its promises by saying this: “You see, our department is not reliable. Since they promised 40 computers but till today these computers were not delivered. We had to waste a lot of money on electrifying, renovating and equipping the classroom but all this proved to be a wasteful expenditure.” The school was allocated R280 611.98 for administration and maintenance. This school also experienced burglaries by members of the community. It is the researcher’s view that regardless of the challenges the school experiences in terms of security, the profile of the school was suitable for the SMT to manage curriculum effectively.

In School C it was also found that it has all the facilities except a library and laboratory. In addition, the school converted two classrooms which served as a library and a laboratory. It had 30 classrooms and had converted one classroom as an administration office because the Department did not built an administration office for the school. The school does not have ICT facilities. Even though the school was fenced, the fence has several holes which the principal indicated was done by the community members. The school was allocated R179 164.52 for administration and maintenance. The principal complained about the safety and security of the school by suggesting: “Maybe if the Department can supply the schools with security guards our schools can be safe from burglary and our school property could be saved”. The researcher’s observation in this area was that the community did not take education of their children seriously. In terms of management and leadership of curriculum management the researcher submits that the profile of the school was in a state such that the SMT could manage and lead curriculum effectively.

In School D things seemed not to be conducive for teaching and learning. Even though the school is fenced, has water and electrified its buildings are old, dilapidated and very dangerous for the learners to be taught in. The school has 24 classrooms but 8 of these were not used as they are not safe for the learners. The school has no administration office, but instead converted one classroom for this purpose. The school has neither a library, laboratory nor ICT facilities which jeopardised development of the school in technological trends. The allocation for the school was R248 872.57 for administration and maintenance. The school’s toilets are

inadequate and unsafe for usage. The SGB and SMT indicated that they tried to save the condition of the school but all in vain. When asked about the school's conditions the principal had this to say: "Sir, the school's buildings are not safe for our learners. We tried to renovate the buildings but the problem is that the walls are falling. We even applied to use part of the norms and standards money to build some classrooms, but the Department did not approve but they are failing to build us new classrooms. In as far as water, electricity and fencing are concerned; all schools had access to these facilities. The only worrying factor was the old and dilapidated state of some of the buildings structures of school D. All the case schools did not have libraries, laboratories and ICT facilities but they improvised. Most of the community members are not working and those few work in the farms or elsewhere in big towns.

The teachers in these schools were supposed to be appointed according to the Department of Basic Education's stipulated pupil teacher ratio of 30:1, DBE (2012). However, this stipulation was not implemented accordingly as some schools experienced shortage of teachers. The Department of Basic Education provides schools with learning and teaching support materials as well as catering for all the learners in the schools. The governance of the schools is constituted by parents, teachers and principal, and this body is referred to as School Governing Bodies (SGBs). As outlined by Annual National Assessment results, the performance of primary schools in Limpopo Province during the previous years was poor and these sampled primary schools contributed to this (DBE, 2014). The schools' profile and ANA performance are summarised in the tables below.

Table 4.1 School Profiles

School	Type	Location	Quintile	Learner Enrolment	Total Educators	Expected Educators	Current Educator-Learner ratio
A	Public	Rural	1	654	17	22	38.5
B	Public	Rural	1	946	23	32	41
C	Public	Rural	1	604	17	20	35.5
D	Public	Rural	1	839	20	28	41.9

Table 4.1 above depicts a summary of schools' profile. The statistics indicated by the table reveal that the schools had many learners but experienced shortages of educators as per the Department of Basic Education pupil teacher ratio formula. The statistics on current educator-teacher ratio indicate that DBE is not consistent with the implementation on its prescripts on teacher-pupil ratio.

Table 4.2: Grade 6 Schools' ANA performance in EFAL and Maths

School	EFAL	Fun/Dys	Maths	Fun/Dys
A	39,0 %	Dys	0,0	Dys
B	2.9%	Dys	0.4%	Dys
C	15.9	Dys	2.8	Dys
D	36.7%	Dys	1.9%	Dys

Table 4.2 above displays Grade 6 schools ANA performance in English first Additional Language (EFAL) and Maths. School A-D fell in the category of dysfunctional schools because they scored between 2.9% and 39, 0% in EFAL and 0.0% and 2.9% in Maths. School A got 39% in EFAL and 0.0% in Maths. Amongst the four schools, it is the one that performed better, despite their dismal performance in Maths.

Table 4.3 Shortage of teachers

School	Teacher supply	Learner Enrolment	Teacher shortage
A	17	654	5
B	23	946	9
C	17	604	3
D	20	839	8

Table 4.3 above exhibits shortage of teachers per school based on 1:30 teacher-learner ratio. School A-D had a shortage of five, nine, three and eight educators respectively. The shortages of teachers that range from three to nine indicate a dire situation and critical shortage if teachers are expected to produce quality teaching and assessment for learners in deep areas of Sekhukhune Educational District.

Table 4.3 above displays a situation in schools that can be equated to education crisis. According to the Sekhukhune district checklist for ANA all the case schools were dysfunctional (Dys) as they failed to obtain 50% target expected by the

department. This is a clear indication that problems exist in the performance of learners (DBE: Limpopo, 2014:40). Table 4.1 shows a pattern of teacher supply inconsistency wherein school A and C operates with 17 teachers with a difference of 50 learners.

According to the analysis of the teacher provisioning a shortage of teachers was a common factor in all the case schools. It seemed the Department took long time to respond to schools' teachers' supply needs. This time lag could have serious impact on motivating teachers' to remain in teaching fraternity and improving their commitment to teaching and learning as seen from ANA results. Furthermore, schools leadership and management could have been negatively affected because increased learners' roll leads to increased teaching periods and this take much of the SMTs time for management and leadership. Ingersoll (2003:3) believes that schools are plagued by shortages of teachers and this impact negatively upon the success of teaching and learning. Establishing teachers' profiles helps unpack circumstances pertaining to them. This discussion follows.

4.2.2 Teachers' profiles

Having discussed the nature of the primary schools sampled for this study, it was appropriate that the background information about teachers at these schools be unveiled. This meant gathering the teachers' profiles. A teacher profile provides details of a teacher with an online presence, thereby allowing the teacher to promote teaching and knowledge in a particular field. In terms of this study the teachers' profiles provided the researcher with information regarding their qualifications, gender, teaching experiences and their experiences in management. The profiles of the four sampled primary schools helped in providing demographic information that afforded understanding of circumstances surrounding the case schools and the teachers better. Since the study was undertaken in primary schools where female educators are in majority, it was not surprising that the population and sample of the study was dominated by females. However, it was surprising that the incumbents of principalship positions were dominated by males. This suggested that there was gender bias in the appointment of personnel in the promotion posts.

Table 4.4: Teachers' Profiles

School	Participant	Qualifications	Gender	Teaching Experience	Experience in Management
A	Respondent 1	BEd(Hons)	M	27years	13years
	Respondent 2	BEd(Management)	F	20years	4years
	Respondent 3	HED	F	33years	19years
	Respondent 4	BEd(Hons)	F	33years	20years
B	Respondent 1	BEd	M	38years	31years
	Respondent 2	BEd(Hons)	F	27years	9years
	Respondent 3	BA	F	30years	12years
	Respondent 4	BA	F	24years	9years
C	Respondent 1	ACE(Management)	F	24years	5years
	Respondent 2	BED(Management)	F	25years	11years
	Respondent 3	PTC, STD & BEd(Hons)	M	27years	10years
	Respondent 4	SPTD, ACE & BEd	F	30years	11years
D	Respondent 1	PTD, BEd	M	23years	5years
	Respondent 2	STD, BEd & ACE	F	22years	8years
	Respondent 3	BTECH & ACE	M	28years	7years
	Respondent 4	PTD, ACE(Man) & BEd	F	27years	10years

Table 4.4 above depicts profiles of teachers from case schools. From the data collected, the primary schools were managed by well qualified School Management Team (SMT) members as the majority of them had higher degree qualifications which include Bachelor of Education degrees and Bachelor of Education Honours in Management and Leadership. Furthermore, the SMT members are highly experienced as indicated in the highest experienced member who had 38 years' experience and the lowest had 20 years' experience. In terms of managerial experience the highest was 31 years' experience and the lowest four years. It was worth noting that all the principals of the case schools, with the exception of one in school C, are males and all the Head of Departments (HoDs) of the schools except one HoD in school D, were females. In the researcher's view, when the appointments are made, gender sensitivity was not considered by the School Governing Bodies (SGBs) and Department of Basic Education (DBE).

According to the qualifications and experiences of the SMTs, it emerged that members of SMTs were best positioned to ensure successful curriculum implementation which would improve both learners and teachers of the schools but on the contrary the schools' performances as reflected by ANA results were not satisfactory. DBE (2006i:6) confirms this by saying that notwithstanding the improved qualifications profile of the teaching force, the teachers are not yet sufficiently equipped with content knowledge and they contribute to low levels of learner achievement. The SMT members were interviewed and curriculum documents were studied and sub-themes and key themes emerged from the data collected and these assisted the researcher in answering the research questions. The next section presents discussion of the sub-themes which emerged from the collected data.

4.3 SUB-THEMES EMERGING FROM DATA

Now that schools and teachers had been profiled, the researcher discusses the sub-themes that emerged from data collected through interviews and document study. The sub-themes that emerged from the data included lack of support among SMTs, challenges encountered in curriculum implementation, non-involvement of fellow SMTs, improvisation by SMTs and lack of legislative and policy knowledge. Underneath follows a detailed presentation and discussion of each of the above stated sub-themes.

4.3.1 Lack of support among SMTs

The first sub-theme, namely, lack of support among SMT members, is presented under the categories of cooperation, no team work and delegation. It is vital that SMT members form collegial teams which work cooperatively and in harmony. This would enable them to increase their curriculum managerial expertise and successes. Johnson, Johnson and Holubec (1994) concur that collegial teams are safe places where members like to be, where there is support, caring, concern, laughter and where the primary goal of continually improving each other's competence is key. Underneath follows a detailed presentation and discussion of each of the categories.

4.3.1.1 Lack of cooperation among members

Concerning cooperation between SMT members which formed the first category under lack of support among SMT members, it was found that members of the SMT from the case schools were not cooperative in the management of curriculum. This was manifested by the fact that they worked in isolation of each other. The principal of school B indicated this by complaining “You see! We have programmes issued to all members of staff for submissions but every time I have to request them individually to submit the required documents. I do not know, maybe they defy me.” The deputy principal of school C also complained about the uncooperative behaviours of her HoDs pertaining submission of curriculum documents. The deputy principal of school C registered that, “The HoDs are not cooperative in terms of submitting according to the programmes agreed upon.”

The HoDs were also not happy about the cooperation of their teachers. HoD 4 of school D had this to lament: “These teachers, they always want to be followed after for doing their work due to them.” The responses of the participants clearly indicate that there is no cooperation among the SMT members and staff. Mucheru (2015:47) advises that in order to be effective in their performance the school managers must operate in an organised, planned way. If SMT members are not cooperative, then curriculum management would be negatively affected as some of the activities would not be done. As informed by the participants’ utterances, it was clear that there was no cooperation among SMT members. The outlined scenario above implied a need that workshops in communication and cooperation programmes be conducted to develop SMT members.

4.3.1.2 Lack of teamwork among members

The second category, namely, lack of team work was displayed in all the case schools. This was manifested by the isolated HoDs meetings and strained relationships among SMT members. In terms of isolated departmental meetings the HoD of science of school A had this to complain about “You see, our learners cannot read and write in English. This made it difficult for learners to understand science subjects. We give the HOD of the language department some strategies but she denies implementing them and she tells us to mind over department.” The principal of school C had this to tell about her relationships with other members of the SMT: “I

have problems with members of my SMT, they have tendencies of not taking my instructions and I really do not know what to do with this.” Consequently, the deputy principal of school C accused the principal by saying “The principal of our school is anti-social. The principal does not socialise with anybody in the school and this affect the effectiveness of our SMT”. Research Clue (2013) clearly indicates that lack of teamwork in an organisation is the failure of an organisation to coordinate tasks into work groups in order to tap from the respective human resources the organisation possesses. This emphasises that it is imperative for the SMT members and the staff to work as teams in order to manage curriculum successfully. The study revealed that there is no teamwork among SMTs and therefore saw a need for SMTs to be developed through workshops on team working techniques programmes.

4.3.1.3 Lack of delegation of work

The third category, namely, lack of delegation, was found to be lacking in all the case schools. The findings in this category indicated that the principals of the case schools managed their schools autocratically. They did almost everything alone and imposed these to teachers to implement. The principal of school B confirmed his autocratic way of managing the curriculum by stating, “If you involve everybody in the management plans development they tend to think that they know better than the principal and end up not respecting you. I just design everything and give them to implement.” The HoD 3 of the same school B criticised the principal of undermining their abilities by imposing things on them. She had this to say: “The principal does not involve us in decision making that is why we sometimes defy implementation”. Subsequently, the deputy principal of school C also highlighted that her principal works alone by saying: “The principal does not allocate any managerial responsibilities to me. When she leaves the school she always locks her office and this is not good because sometimes officials ask for some documents and we fail to give them.” The researcher is of the view that the SMT members be exposed to management strategies such as delegation of duties, joint-decision making processes and distributive type of leadership where they are expected to delegate some of the crucial duties. This would allow SMT members to be responsible and flexible in the management of curriculum implementation. Van der Westhuizen (1991:172) stresses that by entrusting duties, responsibilities and dividing the work meaningfully to others, leaders ensure effective execution by the people responsible

for the results or the achievement of the objectives. This suggests that in their applications of their management and leadership duties leaders need to delegate some of their duties to maximise effectiveness. It is therefore clear that SMT members desire some development in delegation of duties processes as part of their managerial tasks in the implementation of curriculum.

4.3.2 Challenges encountered in curriculum management

Apart from the competences and qualifications, SMT members encounter challenges in the management of curriculum implementation. In order to be successful in curriculum management, the SMT need to do all they can to succumb these challenges. Contrary to Dehgani, Pakmehr and Jafari Sani (2011:2003) who concluded that assignment of managers can be an obstacle to curriculum implementation, this study identified the second sub-theme, namely, challenges encountered in curriculum management as overcrowding of classes, shortages of teachers, insufficient LTSM, lack of adequate infrastructures, and changes in curriculum categories. These are presented and discussed in detail underneath.

4.3.2.1 Overcrowded classrooms

In terms of overcrowded classes HoD 3 of school A had this to say: “Really, the environment in this school is so frustrating. The pressure of having to produce quality results on an environment that is challenging becomes another issue, particularly in these overcrowding classes and overloading work caused by shortage of teachers”. This was supported by the principal of school B who had this to say: “You see, I have a lot of office work and I also have to be faced with hundreds of Grade7 Mathematics books to control”. The deputy principal of school C also complained of controlling a huge number of books by saying: “I am teaching a language subject and Natural Sciences in Grade 4 and 6. There are 112 learners in Grade 4 and 93 learners in Grade 7 and yet I am expected to mark their work within timeframes. How is that possible?” The researcher is of the view that the huge numbers of learners prohibit teachers’ effectiveness in their teaching as they cannot attend to learners’ individual problems and cope with the learners’ work. Overcrowding of classes creates overloaded job tasks to SMT members, HoDs in particular. This state of affairs exists regardless of the Department of Basic Education’s assurance that by the end of 2015 all unsafe and mud structures would have been completely eradicated (DBE,

2013:21). The situation presented by the participants necessitated a need that the Department should provide enough buildings and teachers to ensure effective curriculum management implementation in the primary schools in Limpopo Province.

4.3.2.2 Shortage of teachers

In the case of shortage of teachers it was found that all the case schools experienced serious shortages of teachers as reflected on Table 4.2 above. The shortage of teachers lead to problems such as teacher work overload because they are allocated many subjects, de-motivated as they work continuously without rest hence lower their morale and job dissatisfaction because the teachers would not be satisfied with the working conditions and therefore seek alternative schools where they would not be overloaded. The principal of school A complained about the shortage of teachers in his school by saying: "Really! Our Department is overworking us by not providing enough teachers to schools. This makes teachers to fight us when we allocate them many subjects". The deputy principal of school B also cried about being overloaded by saying: "Sir, we are always failing to finish and submit schedules and issue learner reports on time because teachers are faced with a lot of marking caused by shortages of teachers." The HoDs also complained of having to persuade teachers to work overtime in order to complete the overwhelming work due to the shortages of teachers, one HOD had this to say: "Our teachers can no longer take it. This shortage of teachers is really straining them and they resort to working on their own pace without considering submission timeframes". KZN Department of Basic Education (2013:9) highlights that teaching cannot take place in a situation in which teachers are not appointed and vacancies are not immediately filled when they exist because this has an impact on curriculum implementation. Based on the responses of the participants it is evident that the Department did not provide enough teachers to schools and this caused teacher workload which retards them to be productive. This challenge de-motivates and lowers teacher morale. It contributes towards job dissatisfaction that leads to teacher attrition and turnover. This overload of work has a negative impact to the management of curriculum implementation in the sense that the planning, organisation and controlling of the SMTs and the teachers becomes difficult to do. This study therefore deemed it necessary for the provision of sufficient number of teachers for all the learners.

4.3.2.3 Insufficient LTSM

Concerning insufficient learner and teacher support materials (LTSM) it was found that this was a challenge to all the case studies. The principal of school A indicated that year-in year-out his school experienced a shortage of LTSM; he had this to say “You know, every year we submit our learner enrolment in all the grades, but every time inadequate number of books are delivered”. On the other hand, the deputy principal of school B had this to say concerning the insufficient learner and teacher support materials, “Actually, we are not to be surprised by our learner results. All the grades do not have sufficient textbooks and stationery”. This problem of inadequate supply of LTSM to schools is perennial despite DBE applauding itself of successful story whereas schools say otherwise. DBE (2013: 20) openly applauded itself by highlighting that in just three years, between 2011 and 2013, 117million workbooks, textbooks and study guides have been printed and distributed by the national government. This is a monumental achievement, especially since research has shown that high-quality education materials go a long way towards improving results. To put this in perspective, it is useful to bear in mind that learners had access to about 50 million textbooks in our public schools in 2010. The provision of high-quality workbooks and textbooks has enabled teachers to guide and correctly pace teaching and learning processes in the classroom.

Insufficient LTSM is a common problem in all the case schools. The Department of Basic Education seems not to be satisfying LTSM provisioning in schools and this affects curriculum management implementation by SMTs and learner achievement as reflected by ANA results. This is in keeping with the study done by Mucheru (2015) which revealed that inadequacy of teacher learner resources affected teaching and learning processes negatively. It is therefore suggested that the Department of Basic Education develops alternative strategies which would ensure timeous provisioning and delivery of LTSM in schools.

4.3.2.4 Lack of adequate infrastructure

Pertaining lack of adequate infrastructure which include classrooms, administration offices, classroom furniture and classroom equipment in the case schools, it was found that these cause major challenges to effective teaching, learning and assessment. In terms of the infrastructure the principal of school A indicated his

satisfaction by saying “We do not have many problems concerning the Departmental provisioning of infrastructures. The problem we have is that our school infrastructures are not safe and secured”. To the challenge of infrastructure the principal of school C complained by saying “You see, how teachers can be able to do their curriculum activities while they do not have appropriate staffrooms to prepare their work?” The HOD 4 of school C also submitted her concern of unsafe buildings under which teaching and learning takes place by saying “I think the Department should build us a completely new school. This one we are working in can just collapse on top of us at any time”. The problem of lack of adequate infrastructure seemed to have been a serious problem to the case schools except school B. This had a serious impact on the smooth running of the schools because it hampered effective management of curriculum in the case schools. It is therefore imperative that the Department of Basic Education fulfil its mandate of building safe and eradicating mud structure as assured (DBE, 2013:21).

4.3.2.5 Changes in curriculum

The frequent changes of curriculum were found to be frustrating and confusing educators in the case schools. The principal of school A showed his dislike of changes in curriculum by saying “You see, everybody is lately confused about these frequent changes in curriculum. Again and again the SMTs, the Departmental officials and the teachers are trained in a new curriculum by facilitators who do often not know much about that new curriculum”. The deputy principal of school C had this to say “Oh! Yes, I am just obeying instructions. After all, not long I am quitting the system. I am just teaching as I was teaching because I am teaching Mathematics. The changes do not worry me”. The HOD of school C complained by saying “Lately our highly motivated teachers are de-motivated. Their morale is not good because of this ever-changing curriculum”. However, regardless of an unacceptable of frequent changes in curriculum by some stakeholders, particularly curriculum implementers in the South African context it is vital that it need to be changed in order to be in-keeping with the changing technology. Spreen and Vally (2010) concur that the reason behind the changes in curriculum is to address the laudable outcomes of skills, knowledge and values for social justice, quality and development. It is therefore the researcher’s view that the teachers have to acquaint themselves with the contents of the curricula in order to perform as required. The

responses of the participants revealed a lack of sufficient and intensive developmental programmes to the curriculum implementers in schools.

4.3.3 Non-involvement of SMTs

Generally, people who believe they are members of a team that performs at high levels of effectiveness are more positive to be involved in all activities that ensure attainment of the organisational goals. This is no exception in the school setting. The team members need to jointly share, trust and ensure maximal participation in all activities of the school. Rico, De la Hera and Tabernero (2011:57) assert that a team “provides diversity in knowledge, attitudes, skills and experience, whose integration makes it possible to offer rapid, flexible and innovative responses to problems and challenges, promoting performance and improving the satisfaction of those making up the team”. In this sub-theme, the researcher discussed non-involvement of fellow SMTs in the activities of curriculum management implementation. The sub-theme was categorised under autocracy, absence of participatory leadership and mistrust of colleagues. Underneath follows a detailed discussion of each category.

4.3.3.1 Autocracy of SMT members

In terms of autocracy it was found that the principals of the case schools utilised autocratic leadership management to manage curriculum. The principals planned everything alone and took decisions without consultations. In support of the above said, the principal of school B had this to say “I employ autocratic leadership because this enables me to take full responsibility for the decisions I made and it ensures that I attain the set goals”. Contrary to the principal’s assertions, the HoD 3 of the same school complained that the principal was imposing decisions to them. She highlighted this when she said “The principal impose (sic) his decisions on us and that is why we sometimes defy some of them. You see, he instruct us to be in by 6H30 and knock out at 15H00 from Monday to Thursday regardless of the fact that some of us are staying far from the school”. In school D the deputy principal also complained of her principal who just instruct them to implement policies which they did not formulate. She had this to say “You see, we do not even know where the policies are from because the contents are not suitable for our school”. Nayab (2011) advises that autocratic management can be essential in the case where the work forces display behaviours of resisting work, otherwise it is not advisable to apply as it

causes tensions among members. Based on the participants' responses, it was clear that the SMT members, particularly the principals, did not use various types of leadership styles such as distributive and transformational leadership in the management of curriculum. This caused tensions and dissatisfactions among SMT members which would affect curriculum implementation negatively. It is recommended that SMTs be trained in management and leadership programmes by the Department either through part-time or full time studies in higher education institutions.

4.3.3.2 Absence of participatory leadership

Concerning absence of participatory leadership, it was found that SMT members in the case schools did not participate actively in the activities relating to management of curriculum implementation. The researcher viewed this as related to the fact that their principals were not democratic enough to involve them in decision making. The principal of school A complained that he tried to encourage all members of the SMTs not to rely on him wholly in the management of curriculum, but they always wait for him to be told what to do. He had this to say "I have problems with my colleagues because they only work seriously during my presence. They always enjoy to be told what to do". The deputy principal of school B blamed the principal for not letting them to participate in the school activities by saying "The principal does not want us to take part in the planning of curriculum activities of the school". On the other hand, the HoD 4 of school D indicated that the principal did not give them opportunities to manage and lead her department independently.

This study revealed that due to the fact that the principals of the case school practised autocratic leadership in the management of curriculum, other members of SMT were denied opportunities to participate in the planning of curriculum implementation independently. It is recommended that SMTs be developed on the usage of participative type of leadership in order to build confidence and independence among themselves. Hechter (1981) in Van der Westhuizen (1991:155) declare that participatory decision making is advantageous in that teachers have a say in matters affecting them and that it reduces conflict through greater involvement. Erasmus and Van der Westhuizen (2013: 249) further alert us

that in participatory management teachers participate in the management of the school and making decisions that affect them and their jobs.

4.3.3.3 Mistrust among SMT members

With regards mistrust among SMT colleagues, it was found that members of SMTs did not trust each other in the management of curriculum activities and thus cause unnecessary tensions among members. The principal of school A indicated his mistrust of his fellow colleagues by saying the following “I always make sure that when I have given members a managerial work to do I am present when they do it”. Subsequently, the deputy principal of the same school A disapproved the presence of the principal when implementing his directives by saying “The principal underrate (sic) our managerial abilities because he does not leave us independent when we apply any managerial duty given to us”. One HOD had this to say “Our principal renders us ineffective because he does not trust that we can manage curriculum as expected. He is strict in controlling us”. This clearly indicates that members of the SMTs, especially principals, did not trust their fellow colleagues and therefore these made teachers unhappy. Van Westhuizen (1991:295) alerts us that “no matter how effective an educational leader is as an individual, he is capable of very little without happy, supportive, effective staff”. It is recommended that SMTs be developed in human relations programmes in order to enhance a good and harmonious relationships which would ultimately ensure effective curriculum management in their schools.

4.3.4 Improvisation by SMTs

It is natural that in any working situation workers meet obstacles which can prohibit them from achieving their goals as expected. It is for this reason that the workers need to be developed regularly in order to keep up with the changes by improvising with their time and sometimes with their properties. Wikipedia (216) describes improvisation as the process of devising a solution to a requirement by making-do, despite absence of resources that might be expected to produce a solution. The fourth sub-theme, namely, improvisation by SMTs, was found to be relevant and was discussed under obstacles, staff development and minimising departmental reliance categories. Underneath follows the discussion of the stated categories.

4.3.4.1 Addressing obstacles

Regardless of the SMTs many obstacles which include overcrowding, shortages of teachers and LTSM that prevented them from executing their curriculum obligations, it was found that all the case schools did their best to resolve the problems encountered in the management of curriculum. The SMTs ensured that teachers went the extra-mile in their teaching and learning activities where possible and used whatever curriculum documents they had at their disposal to benefit learners. The principal of school A had this to say to affirm their improvisation “Yah! For the fact that some of our learners do not have LTSM we ensure that teachers make handouts to cater for those affected learners”. In school D the deputy principal had this to say “I think this time we have been fortunate. We sought donations and managed to purchase enough chairs for all our learners without chairs and bought some textbooks as well”. The situation which prevailed was not in keeping with the Departmental pledge in Action Plan to 2014: Towards the Realisation of Schooling 2025 which states: I as a Departmental Official pledge to ensure that all schools receive the necessary resources in time for teaching to commence and to ensure that all schools have their full staff allocation and that any vacancies are filled without delay. The study revealed that SMTs went the extra-mile to succeed in the management of curriculum implementation despite the many challenges. The researcher is of a view that if the Department supports and provides all the requisites of curriculum management, then the SMTs can be maximally effective.

4.3.4.2 Staff development

Concerning staff development, it was found that the SMT members of the case schools needed development in the management of curriculum implementation processes. However, some of the schools like school B went an extra-mile to improvise where necessary. The principal of school B had this to say “Yah, it is not that bad in our school. We organise some school-based workshops to develop staff members and sometimes with the help of SGB we employ external facilitators to train our teachers”. However, the HoD 3 of school C complained by saying “We do not have anyone to develop us except by attending workshops organised by the Department”. The deputy principal of school D also highlighted the need of development by saying “Really! We are in dire need of developments in management and leadership of curriculum so that to manage effectively”. Based on

the participants' responses it was found that their improvisation was in line with DBE (1996)(e)(ii) which stipulates that the principal and the deputy principal have the responsibility to guide, supervise and offer professional advice on the work and performance of all the staff in the school as well as development of the staff through training programmes.

4.3.4.3 Reliance on DBE

Concerning the SMTs reliance on the DBE the study found that the SMTs of the case schools did everything in their power to be independent. They raised donations in order to supplement the departmental offerings. They worked overtime and they improvised where possible. The principal of school A had this to say regarding minimising departmental reliance "You see, we organise school-based workshops to improve our competencies in areas of needs in our school. Sometimes we request outside facilitators and pay them". The deputy principal of school B indicated that she jointly liaised with the HoDs and develops the teachers in the implementation of curriculum: "Yah! Together with my HoDs we develop our teachers in curriculum issues once a quarter to ensure good performance of learners". One HoD of school D also indicated that they develop themselves by saying "Everyone in our school is corresponding with higher education institutions to improve their qualifications in order to be up to date". The responses of the participants align with Onn (2010:464) when he advises that schools should go along with changes which are continual and that teachers should develop and update their knowledge and skills in order to remain current.

4.3.5 Lack of legislative and policy knowledge

All workers, regardless of their field or profession, operate within a legal and ethical framework. This simply means that all workers operate within the boundaries defined by applicable legislations, laws and ethical standards. This is no exception in the management of curriculum implementation. QCOSS Community Door refers to a legal framework as a system of relevant state constitutions, Acts of parliament and regulations which all community must comply with. The same refers to policy as statements of principle that guide decision-making and service delivery. In the context of this study, relevant legislations and policies of education in the management of curriculum implementation which SMTs needed to be competent in

were identified. The fifth sub-theme which was lack of legislative and policy knowledge was discussed under the categories: minimal usage of Personnel Administrative Measures (PAM), underutilisation of Educators Employment Act (EEA) and inadequate knowledge of curriculum policies categories. Underneath follows a detailed discussion of each of the categories.

4.3.5.1 Minimal usage of Personnel Administrative Measures

In terms of the usage of PAM it was found that the SMTs of the case schools had a limited knowledge of this legislation framework. When asked about how they applied PAM in their schools in terms of guiding or developing their staff, almost all the principals confessed that they did not apply this legislative framework. The researcher's conclusion was that for the fact that the principal did not have knowledge of this they were not able to guide and develop their staff. SMTs need to be developed regarding legal documents. One principal had this to say "Since the Department issued this PAM document, they did not conduct (sic) workshops on it and therefore I am not knowledgeable about the contents of the document". The deputy principal also knew nothing about the contents of PAM document. The deputy principal of school C indicated that: "Sir, one can only apply what he was trained in. I do not even know what PAM means and I am expected to implement it. Is that possible?" The HoDs also did not have knowledge of PAM. One HOD had this to say "*Our principal told us nothing about legislative framework called PAM. I know nothing about it*". According to this legislation framework principals of schools are responsible to guide, supervise and develop the staff (PAM, 1996(e)(ii). Generally, the participants did not have knowledge of PAM. The researcher aligns this lack of PAM to the fact that SMTs, especially principals and deputy principals did not guide, supervise and develop their subordinates.

4.3.5.2 Underutilisation of Educators Employment Act

With regards to underutilisation of Educators' Employment Act it was also found that SMTs had limited knowledge of this legislative framework. When asked what EEA was about all the participants failed to explain this act. Furthermore, lack of knowledge of this legislative framework was demonstrated by the assertions of the participants when they defied, disobeyed or disregarded instructions from their seniors unaware that they could be charged with misconduct. The principal of school

B showed that he had some knowledge about EEA when he indicated that he issued handouts to teachers about misconduct when he said “I issued copies for section 17 and 18 of EEA to all teachers to work and behave as expected by the department”. On the other hand, the deputy principal admitted she knows nothing about EEA by saying: “Really, I was never told about EEA. I do not know, maybe the Department need to organise training for us”. The HOD of school C further confessed she was never informed of EEA. She had this to say: *“I thought maybe these legislative frameworks are only meant for the principal”*. According to this act DBE (1998)(c)(d) an educator is guilty of misconduct if s/he “disobeys, disregards or wilfully defaults in carrying out a lawful order given to the educator by a person having authority to give it by word / conduct or displays subordination: and is negligent or indolent in carrying out the duties attached to the educators post”. Evidently, members of SMTs lack knowledge of utilising relevant legislative frameworks, especially EEA.

4.3.5.3 Inadequate knowledge of policies

In terms of inadequate knowledge of policies on curriculum management, it was found that the case schools SMTs had minimal knowledge on how the curriculum management policies are drawn and implemented. The study revealed that all the case schools did not have curriculum policy which reflected how they manage curriculum implementation in their schools. When asked about curriculum policy the principal of school C had this to say “All the subjects have policies which stipulate the entire required unit tasks therefore there is no need for us to make a curriculum management policy”. The deputy principal of school D also said that they had drawn the curriculum management policy but it was not followed. She had this to say: “You see, we have curriculum management policy but unfortunately no one follows it”. This agreed with the assertions of one HOD in this school when she said “Everyone works according to the pace of the learners that is why we do not follow the drawn up policy”. Van der Westhuizen (1991:154) asserts that the advantage of a policy “is that it enables various people who are involved with bringing the goals into being, to make purposeful decisions”. The responses of the participants revealed that the SMTs did not know the importance of making policies. The SMTs inadequate knowledge of curriculum policies inhibits the attainment of their aims and objectives in curriculum management. There was a lack of support among SMTs and these encountered challenges in the management of curriculum.

4.4 KEY THEMES EMERGING FROM DATA COLLECTED

Now that the sub-themes which emerged from the collected data were discussed, the key themes of the research study which include management, leadership, administration, monitoring and assessment of curriculum implementation are presented and discussed.

4.4.1 Management of curriculum implementation

In order to ensure good performance in schools curriculum managers ought to be competent in the management of all curriculum activities. This assertion is supported by Gongera, Wanjiru and Nyakwara (2013:106) when they stress that “The prudent management of the curriculum can enhance academic performance and this largely depends on the managers of the curriculum”. In this regard the curriculum managers were the HoDs of the primary schools. The first key theme, namely, management of curriculum implementation was presented and discussed under the categories of lack of planning on curriculum implementation, lack of organising on curriculum implementation, inadequate orientation on curriculum implementation and lack of control of curriculum implementation. Underneath follows a detailed discussion of each category.

4.4.1.1 Lack of planning in curriculum implementation

Under planning of curriculum implementation category all the participants of the four case schools described how they formulated their curriculum policies. The researcher requested copies of the drawn policies and these were not compliant in terms of policy requirements such as involvement of all stake holders including SGBs in the formulation of policies. On how the curriculum management policy was formulated in his school, the principal of school A had this to say: “I convened a meeting which included SMT and educators to discuss the draft curriculum management policy which I drew”. The principal of school C said: “I do not know how to formulate the policy. I got the copy from my colleague and copy (sic) *that for my school. After all I submitted to the Circuit Manager because they wanted these urgently*”. Deputy Principal of school B submitted that they were not involved in the formulation of policies of the school. She highlighted this by saying “The principal drew management policies and submit them to Circuit Office without even letting us to see and read them”. In addition, the HoD 3 of school D also said that their

principal did not involve other members of SMTs, the SGBs and teachers in the planning of policies of the school. He had this to say “Only the principal knows about the management policies. Nobody amongst us as well as members of SGBs knows nothing about how and when were the policies drawn”.

The responses of the participants exposed that planning was not done appropriately in the case schools. Some members were not invited, consulted and involved in the policy processes. Teichler (1982) in Van der Westhuizen (1991:138) sees planning “as a reflection of basic manner, policy, rules, procedures, strategies, methods...that the leader achieves aims and objectives through people and resources”. The responses revealed that the SMTs of the schools lacked knowledge on how policies of schools are established. Lack of planning implies that SMT do not work procedurally. Lack of planning would eventually affect curriculum implementation negatively.

4.4.1.2 Lack of organisation in curriculum implementation

With regard to the second category, namely, organisation of curriculum management, it was found that the participants of the case schools experienced problems in this category. Members were confused of their roles, responsibilities and their obligations in the organisation of curriculum management. The principal of school C had this to say “Yes, the Department expect us to draw plans and organise them I really do not know where to start”. The HoD 4 of school D had this to say concerning guidance given on organising curriculum management: “I do not know what you mean by organising curriculum management.” This seemed true because in this school the curriculum issues were not done in order. Marx (1981:235) submits that organising is a management task which deals with arranging activities and resources of the school by allocating duties, responsibilities and authority to people in order to achieve the objectives of the undertaking effectively. Lack of organisation makes members not to be sure of their responsibilities and this makes them unaccountable to ineffective curriculum implementation.

4.4.1.3 Inadequate orientation on curriculum implementation

With regards the third category, namely, guiding curriculum management, all the participants of the case schools except school B submitted that they were not guided

on curriculum management. However, in school B members of SMTs declared that their principal attempted to guide them on curriculum management issues such as analysis of learner results, promotion requirements, recording and reporting. The deputy principal of school B applauded the principal by saying “You see, we have capable principal curriculum who can manage curriculum in this school. He always guides us in curriculum management issues such as compilation of schedules, analysis of learner results and promotion of learners”. The principal of school C had this to say: “I am not able to guide my staff because I am not so sure about the curriculum management issues”. HoD 3 of school D said “We rely on guidance offered by departmental officials because our school has no one knowledgeable in curriculum issues”. Van der Westhuizen (1991:181) regards guidance as a management task “which gives direction to the common activity of people to ensure that they execute the tasks to achieve goals”. The submissions of the participants revealed that they lacked guidance competence. Lack of guidance makes SMTs to manage curriculum implementation without correct procedures and direction.

4.4.1.4 Lack of control in curriculum implementation

The fourth category, namely, control of curriculum management seemed to have been done inefficiently by the participants. This might have been partly done due to the fact that formulated plans were not drawn by all relevant stakeholders. When asked on how he controlled curriculum management, the principal of school A said “I always check the teachers and learners performance regularly to ensure quality education”. School C deputy principal indicated that she checked the HoDs work on a monthly basis to ensure attainment of their management goals. In addition, the HoD 4 of school D said she held quarterly workshops with her teachers to check and control teachers given tasks and learners written tasks. She said “We do quarterly workshops with teachers to check and control teachers and learners performances”. Van der Westhuizen (1991:232) stresses that control aims to ensure that planned goals and objectives are achieved. The participants’ responses exposed the need for SMTs competence in the controlling of curriculum management activities. In order to ensure that curriculum is implemented effectively and successfully, proper control must be put in place.

4.4.2 Leadership in curriculum implementation

School leaders have a key role in improving school results by influencing the motivation and capacity of teachers and affecting the climate and environment in which teaching and learning take place. According to OECD (2009:12) school leaders influence their teachers by monitoring and evaluating teacher performance; conducting and arranging for mentoring and coaching; planning teacher professional development and orchestrating teamwork and collaborative learning. Leadership in curriculum implementation in this study was presented and discussed under the categories of absence of distributive curriculum management leadership, inadequate instructional curriculum management leadership and lack of transformational curriculum management leadership. The competencies in these categories are crucial to the success of curriculum management and implementation in schools. Underneath follow detailed discussions of each of the above stated categories.

4.4.2.1 Absence of distributive curriculum management leadership

This is the first category under leadership in curriculum management. The study found that participants from the case schools did not share nor distribute their expertise among themselves and other members of staff. The deputy principal of school B highlighted this by saying “Our principal is experienced and has skills in all the leadership activities. He designs and makes draft plans for us and ours is just to implement”. This was further complemented by the HoD 4 of school D when she said: “We have just memorised the vision and mission of our school. The principal designed it and submitted it to the Circuit because the Circuit Manager requested it. It is for this reason that we are unable to apply the vision of the school”. However, the principal of school B opposed the submission of the deputy principal when he indicated that “You see when you involve other members of the SMT they do not participate fully because they claim that this (sic) management functions are for the principal because he/she is paid for it”. Based on the participants’ responses one concludes that the participants lacked distributive leadership competencies. This was supported by the fact that none of the participants mentioned sharing their expertise with somebody or a group in the school or outside the school in their interview responses. Harris (2008:177) emphasises the importance of distributive leadership when he says that distributive leadership has benefits to the school as it enhances the organisation’s benefits from individual strengths of the staff, providing

opportunities for members to learn from others. In this context the SMT members under the leadership of the principal should have been sharing and distributing their expertise such as compiling vision and mission statements of the school, leadership skills and communication competencies in curriculum implementation but this was not so. Once more, although the SMT members in this research could explain what distributive leadership was, they failed to mention how and what leadership aspects are shared and distributed.

4.4.2.2 Inadequate instructional curriculum management leadership

This is the second category under leadership in curriculum management. It was found that some of the participants in the case schools had some competencies of instructional leadership while some did not. This was evidenced by the participants' responses and the documents studied. The principal of school B indicated that he convened meetings with the SMTs and held staff meetings about curriculum issues. These were evidenced by the collected documents studied such as staff minutes book, SMT minutes book and SGB minutes book. The principal of school B had this to say "I convene regular meetings with my SMT and staff on curriculum management issues in order to ensure good teacher and learner performance". The deputy principal of school C on the other hand confessed that she was struggling to get instructions through to her subordinates. She had this to say: "It seems as if I am working alone in this school. When I instruct my HoDs to do certain functions they always drag their foot (sic) and this fails me in doing my duties as their senior". The HoD 3 of school C contrasted the views of the principal when submitting that "Our principal just issue (sic) out information to us without explaining anything and expect us to comply and implement it". Furthermore, the researcher analysed the time books, circular files and minute books, journal books and communication books provided by the principals and these were found to be efficiently maintained and controlled. The principal of school B concluded by saying "Eh! I think we are doing fine with instructional leadership here. Here are our files, you can peruse and see for yourself". Sigilai and Bett (2013:376) stress that "through the effective supervision of instruction, head teachers (principals) can reinforce and enhance teaching practices that will contribute to improved student learning".

The responses provided by the participants and the analysis of the documents collected clearly indicated that the SMT members had some instructional leadership competencies. However, the researcher was concerned about the level of instructional leadership competencies some participants possess with regards instructional curriculum management leadership.

4.4.2.3 Lack of transformational curriculum management leadership

This is the third category under leadership of curriculum management. The participants in the case schools revealed that they had insufficient transformational leadership competencies which made them struggle with curriculum implementation. The participants' responses indicated lack of shared vision, decision making, and invisible institutionalisation of vision, communication gap between management and staff and discouraging teachers for development. These are fully presented underneath.

In terms of the vision of school A, HoD 3 had this to say "Sir, we just see that board at the gate with the vision of our school. That was not discussed by all the school stakeholders. The principal designed it alone and expect us to implement it. Our principal takes decisions alone". The principal of school A confirmed that "I designed the vision and mission of the school and submitted it to the Circuit Office because it was urgently needed". This was seconded by the deputy principal of school C who said that "We just see the vision and mission of our school on the letter head of our school we do not know what it means". Although the vision and mission statements are depicted and shown in the offices and entrance gates as well as on the letter heads of schools they served no purpose because they were not known and understood by the stakeholders. This clearly indicated that the participants lack transformational leadership competencies. According to Singh and Lokotsch (2005:285) transformational leadership is characterised by shared vision and commitment of all stakeholders, collegial staff functioning as a team, institutionalisation of the vision, trust in each other and a positive atmosphere towards improvement. Based on the inputs of the participants it was clear that they needed developments in transformational leadership competencies in order for them to be successful in curriculum management.

4.4.3 Administration of curriculum management

One of the most important aspects in the success of schools as organisations is administration. This study sees administration as guiding and managing people and materials in the implementation of curriculum. This assertion is in keeping with Campbell, Bridges and Nystrand (1977) and Paulsen (1977) when they argue that administration is about the co-ordination, directing and managing people's efforts and energies towards achieving their goals. Administration as the third key theme was presented and discussed under the categories of maintenance of teaching and learning materials, curriculum management plans and policies and targets submission and distribution of curriculum documents. Underneath follows a detailed discussion of each of the stated categories.

4.4.3.1 Maintenance of teaching and learning materials

Concerning maintenance of teaching and learning materials, it was found that maintenance of teaching and learning materials in the case schools were managed as expected. Schools had issuing and retrieval files and policies available to ensure control of curriculum documents. The principal of school A submitted that: "We are doing fine in the maintaining of teaching and learning material but I think the department should provide us with computers and administration clerks to make the work easier".

The HoD 4 of school B agreed with this submission when she complained of their teaching time being consumed by the maintenance of teaching and learning material by suggesting that the SGB should employ someone to do maintenance of the teaching and learning material in the school. She had this to suggest: "I think the SGB should employ someone to maintain teaching and learning material in our school because the Department does not provide us with such personnel". The researcher found that school D was also doing well in the issuing and retrieval of books and asked the deputy principal of the school on how they managed. He had this to tell: "Well, we use computer software to issue and retrieve all the books of the school. It is very user-friendly and simple". The study established that there are many challenges facing maintenance of teaching and learning in the primary schools which included theft, lack of proper storage facilities, delayed delivery and non-replacement of damaged and lost materials by parents. The findings in the

maintenance of teaching and learning corroborate the study of Mucheru (2015) who found similar findings in Kenya primary schools.

4.4.3.2 Curriculum management plans and policies

With regards to curriculum management plans and policies which was the second category under administration of curriculum management it was found that the formulations of the policies in the case schools were not done well. In almost all the schools the SGB Chairpersons were not involved in the formulation of the management plans and policies. The non-consultative of other stakeholders in the formulation of management plans and policies was, according to the researcher, one of the causes of failure to obey or comply with instructions among members of SMTs. When asked about the formulation of curriculum plans and policies of the school the principal of school B had this to submit: “The teachers and SGBs know nothing about curriculum plans and policies therefore I think it is not necessary for me to consult them.”

The deputy principal highlighted that for the fact that plans and policies are drawn using English language and the SGBs of her school are illiterate, then it was not necessary to include them in the formulation of policies. She confessed “The SGBs are illiterate, what is the use of involving them because they cannot write or read”. In addition, the HoD 3 of school C was concerned with the implementation of policies which she was not involved in its formulation by asking “How can one be able to implement a policy which one does not understands aims and objectives of its implementation? I think all stakeholders must be involved in the formulation of the curriculum plans and policies of the school”. It became clear that the management plans and policies of the schools were just for compliance purposes but not to maintain and direct the schools. Van Wyk and Marumoloa (2012:102) remind us that “SGBs and SMTs as well as other stakeholders such as educators and even learners are involved in policy formulation at school level”. According to the participants responses the SMTs lack competencies in the formulation and implementation of plans and policies which could ensure effective teaching and learning in their schools.

4.4.3.3 Target submissions and distribution of curriculum materials

Pertaining to the third category, namely, targets submissions and distribution of curriculum documents it was also found that the case schools were not meeting their submission targets and the curriculum documents were not evenly and correctly distributed. In connection with submissions the principal of school B said “You see, I am very concerned about teachers’ failure to submit on time because this makes us to remain behind. In the first Term we even failed to issue learners report cards due to incomplete schedules”. However, the HoDs argued that they submit late due to the fact that they are faced with huge number of scripts to mark while they had to teach many subjects. One HoD complained that “The principal is not considerate. How can he expect us to meet targets while we are overloaded”? The deputy principal of school B also submitted that late submissions were caused by overload of work. She complained by saying: “You see, I teach two subjects and the principal still overloads me with office work. Yet he expects me to submit the work in time. I think this is not practical”. Clarke (2007:3) advises that in order to have an effective school the management team should set up systems, procedures and time-tables for the effective management of the school. It is clear that the SMT members were determined and willing to submit in time but had genuine reasons not to submit in time because of work overload. Furthermore, SMTs did not have systems and procedures in place which could enable them to administer management of curriculum effectively. It is for this reason that the next section discusses the monitoring of curriculum management.

4.4.4 Monitoring of curriculum management

As part of the increasing emphasis among schools on meeting important academic goals, schools focus more closely on the progress of learners. In order to attain these schools need to ensure that their SMTs are competent in monitoring curriculum implementation activities such as class visits, written work, teachers’ and learners’ portfolios, teacher preparations, moderation, syllabus coverage and the overall teaching and learning. According to Maglaras and Lynch (1988:60) monitoring provides ongoing staff development, enables administrators and teachers to identify problems in translating the written curriculum into effective teaching practices. Monitoring of curriculum implementation as the fourth key theme in this study was discussed under the categories of irregular class visit as a monitoring tool,

insufficient written work as a monitoring tool, inadequate moderation of tasks and lack of syllabus coverage. Underneath follows detailed discussions of each of the above stated categories.

4.4.4.1 Irregular class visits

With reference to the first category, namely, irregular class visits as a monitoring tool, it was found that almost all the case schools were not conducting class visits. This meant that principals were not doing their work as this was their functional area to do class visits. When asked about conducting of class visits in his school, the principal of school D had this to say “Oh Yes, I sometimes do class visits. I normally do this when I suspect something wrong in the classrooms”. The deputy principal of school B had this to tell “Sir! We only do class visit during Summative Evaluation for IQMS purposes. Otherwise, we all just teach and teach and teach. Nobody observes us in teaching”. The HoD of school C indicated that “Teachers do not like class visits because they take them as witch-hunting”. According to Van der Westhuizen (1991:268) class visits are important because they enable the principal to determine “to what extent teachers succeed in achieving teaching and educational goals” and they further “enable staff to be given the necessary support they need”. It was found that all the case schools did not conduct class visits. The researcher views this in a serious light as the SMTs end up not knowing the problems encountered in the teaching and learning as well as not knowing whether or not teachers provide quality education to the learners.

4.4.4.2 Insufficient written work

In terms of the second category which is insufficient written work records as a monitoring tool it was found that only in school A and school B were recording tools which were used to monitor informal and formal tasks units per month. The principal of school A had this to share: “We developed the monitoring tool template which we use monthly to monitor both teachers’ and learners’ performance in written work”. The deputy principal of school B and HOD 4 applauded the usage of the monitoring tools in their school. The deputy principal had this to say: “I really like using monitoring tools. They enable us to know the progress of each teacher in their various subjects”. In school C and school D there were no evidence for monitoring of written work. The deputy principal claimed that they give learners enough written

work but do not record them formally. She had this to say “We are giving learners enough written work; unfortunately we do not record them formally”. The HoD 3 of school D also claimed they give learners enough written work but could not submit evidence for that. She said: “We give learners sufficient work but only record formal written tasks only”. The researcher studied the SMT and General staff meetings minutes books and did not find items in which deliberations and discussions about monitoring of written work were made. The findings from the curriculum documents studied further disclosed that SMTs and the teachers did not implement the national subject policy documents supplied to each subject teacher which indicate units of work to be given to learners.

4.4.4.3 Insufficient task moderation

Inadequate moderation of tasks is the fourth category of monitoring of curriculum management. This functional area is specifically for HoDs of schools. The study found that HoDs of the case schools did not moderate formal tasks, question papers and the scripts of learners. When asked on how moderation is done in her school HOD 3 of school A said “No Sir. Each teacher moderates their own question papers. They are responsible to know their subjects best”. The HoD 4 of school B had this to say “I think the common tasks are moderated by those who set the tasks. Ours is to mark and allocate marks for learners”. About moderating learners scripts the HOD of school C had this to tell “We do not moderate learners’ scripts, but moderate their scores and recommend some increment if they failed”. According to the Department, before a tasks are issued to learners, they should have been moderated and after the tasks had been marked, a sample of scripts should be moderated. DBE (2007:26) stipulates that a sampling of at least 3% of scripts per subject must be moderated.

4.4.4.4 Lack of syllabus coverage

The fifth category namely, lack of syllabus coverage was found to be problematic in all case schools. The participants indicated many reasons which include teacher overload, lack of LTSM, undisciplined learners and time constrains. The principal of school A had this to tell “The overloading of teachers delays them to cover the syllabus” and the deputy principal of school A highlighted lack of LTSM as the cause of not covering syllabus by saying “Learners do not have books, how can we cover

the syllabus?” In addition HoD 3 of school D complained of undisciplined learners who do not attend and write the tasks by saying: “You see, learners of this school are not disciplined. They do not attend school regularly and they do not do the schools work”. Masasia, Nakhanu and Wekesa (2012:52) assert that lack of syllabus coverage leads to poor learner performance. Underneath follows discussion of assessment of curriculum management key theme.

4.4.5 Assessment of curriculum management

Assessment is a key component in the progress of learners in schools. It is used as a vehicle through which learners are judged in order to be promoted from one grade to another. It is therefore vital that teachers and HoDs have adequate competence in this aspect in order to ensure fairness in the promotion of learners. Clarke (2007:241) emphasises the purpose of assessment which is to collect, analyse and interpret information about learners’ progress and it provides evidence of performance relative to the learning outcomes. As the fifth key theme in this study, assessment of curriculum management was presented under the categories of usage of curriculum policies, assessment of curriculum documents, assessment of work schedules, analysis of learners’ progress and dissemination of assessment information. Underneath followed detailed discussions of the stated categories.

4.4.5.1 Usage of assessment policies

Concerning the usage of assessment policies it was found that almost all the case school SMTs did not implement the provided national assessment policies and in addition schools did not compile their own school-based assessment policies which would enable them to assess the performance of their learners. The researcher found that all the schools were in possession of National Protocol For Assessment, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12, Provincial Assessment Policy GET Band and National Policy on Assessment and Qualifications for schools in the General Education and Training Band and as it was indicated above these policies were minimally used. When asked about the implementation of the curriculum policies the principal of school A had this to tell “Yes, these policies are so many that sometimes we just file them and forget them because it seems as if they are only used by the Circuit Managers and Departmental officials to supervise provision of

education in school". The deputy principal of school C had this to say "I know nothing about curriculum policy. One day I heard the principal talking about it but did not explain it in details". The HoD 4 of school D also indicated that she had all the Departmental policies but did not understand them. She had this to say "Our principal downloaded all the policies and we have them in our files but do not understand them". Clarke (2007:3) emphasises that "Every school should have a set of planning, policy and procedure documents, drawn up by the management team, which provide the framework for the effective management of the school". It was found that all the case schools possessed all curriculum policies but The SMT members did not understand the contents thereof.

4.4.5.2 Assessment of curriculum documents

In terms of the second category which is assessment of curriculum documents by HoDs it was found that the HoDs did not have records of assessing curriculum documents in all the case schools. Curriculum documents were mostly filed in the principals' office. These documents were filed, but not recorded. When asked why the documents were no in the HoDs files, the principal of school A had this to say "The HoDs just keep the curriculum documents and they sometimes get them lost". The deputy principal of school C indicated that "It is of no value that I keep something which I do not understand in my file. The Department must train us on these documents so that we understand them better". The HoD 3 of school D further said "Sir, how can I assess the documents which I do not understand?" HoDs were not knowledgeable of the assessment policies and therefore they were not assessing learners fairly as required by policies. According to DBE (2011:17) the development, management, maintenance and safety of assessment records is the responsibility of the school management team. It was found that the SMTs did not develop the assessment policies and that only the principals kept the policies safe. However, a worrying factor is that all members of SMTs of the case schools seemed to lack knowledge and understanding of assessment policies.

4.4.5.3 Assessment of work schedules

Concerning the third category, namely, assessment of work schedules, it was found that only two case schools, namely, school A and school B had records of assessment of work schedules. The principal of school A indicated the value of

assessing work schedules by stating: “The assessment of work schedules assists us in finding learners who were struggling with their work. Furthermore, it enables us to identify learners who need attention in their various subjects”. The deputy principal of school B supported by her HoD also said that by assessing the work schedules they are enabled to group and teach the learners according to their paces. She said this by highlighting “Yah! This enables us to teach our learners according to their paces (sic)”. The SMTs in school C and school D did not assess work schedules of their schools. When asked why they were not assessing work schedules the principal of school C said she delegated that to the HoDs and teachers but unfortunately this was not done. The HoD 3 of school C objected doing this because it had a lot of work. She had this to share “Doing assessment of work schedule is a lot of work especially with these huge numbers of learners in our grades. I think this must be done by computer software meant for compilation of work schedules. The principal does not want to purchase this software, other schools are using it”. The failure to assess work schedules by these case schools might be because the SMTs were not aware of the importance of assessing work schedules. The confessions of members of the SMTs clearly highlighted a need of SMTs’ development through some workshops in curriculum processes.

4.4.5.4 Analysis of learners’ progress

Pertaining the fourth category, namely, analysis of learners’ progress it was found that all the case schools had records of the analysis. The researcher discovered that these records were available because these were automatically done by the software called South African School Administration and Management System (SA-SAMS). However, the analysis were not utilised to improve learners’ performance. Lack of results analysis by the SMTs was indicated by the principal of school A when he stated this “We do not understand results analysis because nobody developed us” This was further indicated by the deputy principal of school C who confessed that they were just downloading the analysis of the learners’ performance for submission to the Circuit Office. She stated “In our school analysis of learners progress is not done because we do not value it, furthermore, we were not shown on how this is done.” The HoD 1 of school D also indicated that their school did not do analysis of learners’ progress “because we do not know how to analyse them”. This clearly indicated that the SMTs needed development in the processes of

assessment. Clarke (2007:252) emphasizes that “All staff needs to attend meetings to discuss student results” It is the researcher’s view that the analysis were not utilised due to lack of competence by SMTs.

4.4.5.5 Dissemination of assessment information

With regard to the fifth category, namely, dissemination of assessment information, the researcher requested assessment documents from the participants. Files of previous years’ work schedules and files of learners’ reports cards issuing records in all case schools were found. In addition, the case schools had policies on how progress reports were issued out to parents and the department. The principal of school B indicated “In our school we do not have problems with disseminating assessment information. At the end of each year we issue out an assessment year plan programmes to all the stakeholders of the school and we implement this fully”. In school D the principal submitted files of work schedules for the last ten previous years. She highlighted their success by indicating “We always keep assessment documents safe in order to provide the necessary information for those in need in the future”.

The HOD 2 of school C further indicated their success in disseminating assessment information by rejoicing “Really, our assessment records are up-to-date. We disseminate assessment information to learners’ parents by circulars, letters as well as meetings in order to ensure that everyone else is conversant with all the assessment information of the learners in the school”. The researcher’s findings on the issuing out of reports were that the assessment feedback given to both learners and parents was inadequate. It was further discovered that parents did not understand some of the terminology used on the progress reports as these were not explained to them. Clarke (2007:248) advises that the comments and feedback provided by the reports should be directed at parents and therefore, the parents should be thoroughly given explanations on everything appearing on the reports.

4.5 CHAPTER SUMMARY

In this chapter data generated from interview and document study were presented and discussed. The presentation and discussion began with the demographic information which was composed of the schools’ profiles and educators’ profiles.

This was followed by the presentation and discussions of sub-themes and the key themes which emerged from data. The sub-themes were arranged into five categories which were also further categorised as lack of support among SMTs, challenges encountered in curriculum implementation, non-involvement of fellow SMTs, improvisation by SMTs and lack of legislative and policy knowledge. Under lack of support among SMTs the categories lack of co-operation among members, lack of teamwork among members and lack of delegation of work were discussed. Under challenges encountered in curriculum implementation the categories overcrowded classes, shortage of teachers, insufficient LTSM, lack of adequate infrastructure and changes in curriculum were discussed. Under non-involvement of fellow SMTs the categories autocracy of SMT members, absence of participatory leadership and mistrust among staff were discussed. Under improvisation by SMTs the categories addressing encountered obstacles, staff development and departmental reliance were discussed. Under lack of legislative and policy knowledge the categories minimal usage of Personnel Administrative Measures, underutilisation of Employment of Educators Act and inadequate knowledge of policies were discussed.

The key themes of the study were also arranged into five categories which were also further categorised as management of curriculum management, leadership in curriculum management, administration of curriculum management, monitoring of curriculum management and assessment of curriculum management. Under management of curriculum management the categories lack of planning in curriculum implementation, lack of organising in curriculum management in curriculum implementation, inadequate orientation in curriculum implementation and lack of control in curriculum implementation were discussed. Under leadership in curriculum management the categories absence of distributive curriculum management leadership, inadequate instructional curriculum management leadership and lack of transformational curriculum leadership were discussed. Under administration of curriculum management the categories maintenance of teaching and learning materials, curriculum management plans and policies and targets submission and distribution of curriculum documents were discussed. Under monitoring of curriculum management the categories irregular class visits, insufficient written work, inadequate task moderation and lack of syllabus coverage

were discussed. Lastly, in the key theme assessment of curriculum management the categories usage of assessment policies, assessment of curriculum documents, assessment of work schedules, and analysis of learners' progress and dissemination of assessment information were discussed. In the next chapter a summary of the findings and recommendations are presented.

CHAPTER 5: SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter data collected from SMT members, namely principals, deputy principals and heads of department by means of interviews and document study were presented and discussed. In this final chapter, a summary of the key findings and recommendations based on them are presented. They are followed by the implications for further research. The chapter summary provides a consolidated outline of the entire study. Underneath follows the summarized key findings, namely, lack of teamwork among SMTs, overcrowded classes, insufficient LTSM underdevelopment of staff, lack of legislative and policy knowledge, incompetence in the management of curriculum implementation, leadership incompetency in curriculum implementation, insufficient administration competency in curriculum implementation, incompetence in the monitoring of curriculum implementation and incompetence in the assessment of curriculum implementation.

5.2 KEY FINDINGS OF THE STUDY

5.2.1 Lack of teamwork among SMT

The first key finding from the analysed data relates to HoDs' lack of teamwork with other SMT members in the schools. Literature makes it clear that working as a team produces better results and greater productivity from the workers (Clarke, 2007:45). In the context of this study, this means that by sharing their different managerial, leadership, administration, monitoring and assessment competencies the collaborating teams could make curriculum implementation effective and successful. Lack of HoDs' team work was found to be common in all the case study schools. Where teamwork does not exist among SMT and teachers, learners' achievement was difficult to promote.

5.2.2 Overcrowded classrooms

The second key finding which emerged from the analysis of the data in the research study is overcrowded classes. Availability of classrooms where learners are distributed using the teacher-learner ratio of 1:35 is recommended for it helps in effective teaching and learning in the classrooms. Overcrowded classrooms were a

recurring factor in the schools studied and reported upon and this overcrowded reality compromised quality teaching and learning hence poor performance of learners. Effective teaching was not possible in overcrowded classes (Khan and Iqbal, 2012: 10162). Khan and Iqbal further highlight that teachers faced instructional indiscipline, physical and evaluation problems. Successful implementation of curriculum depends on learners who are disciplined. In the case of overcrowded classes this is not always possible.

5.2.3 Insufficient LTSM

The third key finding which emerged from the analysed data is insufficient LTSM. Sufficient LTSM facilitates effective teaching and learning. Insufficient LTSM compromises quality teaching and learning. The study found that all the case schools suffered an alarming shortage of learners' textbooks, teachers' copy, stationery, teaching and learning aids. South African Human Rights Commission (2014:4) puts it categorically clear that historically, South African learners have not enjoyed adequate access to learning materials, let alone quality learning materials. All efforts of the teachers and HoDs were unsuccessful due to lack of sufficient LTSM. These conditions exist regardless of (DBE, 2013:20) claiming that it supplied enough LTSM to all schools. The researcher views insufficient supply of LTSM seriously because without sufficient LTSM the learners' performance stalls and remains static. This further affected HoDs and teachers because lack of material retarded their pace of teaching.

5.2.4 Underdevelopment of staff

The fourth key finding which emerged from the analysis of the data is underdevelopment of the teaching staff. It was empirically established that quality teacher education produces quality teaching personnel who can influence learners learning and performance positively. The HoDs have an impact on quality of teaching and learning (Hammond 1999: 1). This study revealed that HoDs of the schools did not receive professional development in curriculum matters from either the principal or the deputy principal and they got only minor and inconsequential development from the Department. According to DBE (1996)(e)(ii) it is the responsibility of the principal and the deputy principal to guide, supervise and offer professional advice and development to all staff. The changes in South African

curriculum and educational landscape in general led to the role of HoDs becoming entangled with complex and unpredictable challenges that range from overtime work, overloading and confusion on their role as administrators and instructional leaders (Bambi, 2013: 4). This confusion of roles and responsibilities led them to being underutilized as sources of instructional leadership (Leithwood, 2016: 117). The next finding is a lack of legislative and policy knowledge.

5.2.5 Lack of legislative and policy knowledge

The fifth key finding which emerged from the analysis of the data is a lack of legislative and policy knowledge. The study revealed that members of SMTs, HoDs in particular, were not conversant with the legislative and policy framework which governs curriculum in schools. This finding is similar to Mashau and Mutshaeni (2013: 39) findings that revealed that school leaders and managers lack knowledge on school legislation and policies. It became clear from this study that the HoDs did not know legislative aspects from the Constitution of the Republic of South Africa, SASA, PAM and EEA which stipulate what ought to be done in schools. This means that they are just working without direction and could only be partially fulfilling their obligations. Clarke (2007:334) stipulates that schools need to make sure that they have copies of the acts and that it is important for the principal to ensure that they have adequate knowledge of laws which affect the school's everyday operations. This therefore seems to suggest that the principals failed to develop other members of staff because they were not knowledgeable of the legislative and policy frameworks.

5.2.6 Incompetence in the management of curriculum implementation

The sixth key finding which emerged from the analysed data relates to the HoDs being incompetent with regards the management of curriculum implementation. The review of literature makes it clear about the importance of curriculum implementation being excellently managed in schools (George, Muigai and Nyakwara, 2013:106). This excellent management of curriculum implementation is particularly important at the coalface of curriculum delivery which is at the implementation phase. Where there is brilliant management of curriculum implementation in schools, learners are the key beneficiaries. This means that learners would always learn and perform because of appropriate curriculum implementation. Where there is lack of

competency regarding the management of curriculum implementation, learners are likely to continue to underperform. This study has uncovered that there is perpetual underperformance in public primary schools because of middle managers who do not perform at the benchmarks set for effective curriculum management matters.

5.2.7 Leadership incompetence in curriculum implementation

The seventh key finding that emerged from the analysed data relates to HoDs incompetence in leadership for effective curriculum implementation. Literature review conspicuously indicates that leaders should possess competencies such as conviction, inspiration, building and providing direction for their followers in order to realise common curricular goals (Van Westhuizen, 1991:187). This study exposed that the HoDs lacked the qualities of distributive, instructional and transformational leadership and therefore found it difficult to lead their subordinates in the implementation of curriculum. The lack of instructional leadership by HoDs emanates from their heavy workload and lack of balance between administrative duties and instructional leadership roles (Bambi 2013: 121). Harris (2008:177); Sigilai and Bett (2013:376) and Singh and Lokotsch (2005:285) highlight that competencies in distributive, instructional and transformational leadership improve learners and teachers performance.

5.2.8 Insufficient administration competence in curriculum implementation

The eighth key finding which emerged from the analysed data concerns insufficient HoDs' administration competencies in curriculum implementation. Literature review spells out that curriculum implementation needs to be effectively administered. The administration helps school organisations to operate their mechanisms appropriately in achieving their goals (Owens, 1970:127). In the context of this study administration focuses on management of curriculum plans and policies, submissions and distribution of curriculum documents. Regarding administration of these documents, Clarke (2007:3) informs us that in order to have an effective school all the systems and procedures should be set up in place. This study found that the maintenance of teaching and learning materials, management of curriculum plans and distribution of curriculum documents was inappropriately done.

5.2.9 Incompetence in the monitoring of curriculum implementation

The ninth key finding which emerged from the analysed data is the HoDs incompetency in monitoring curriculum implementation. Maglaras and Lynch (1988) indicate the importance of monitoring as the provisioning of ongoing staff development, enabling administrators and teachers to identify problems and that it provides training opportunities for teachers' improvement. This study revealed that the participating HoDs did not possess the necessary competence of monitoring curriculum implementation. This was manifested by the fact that there was no development of staff complement and no provisioning of HoDs and teachers training opportunities in all the case schools.

5.2.10 Incompetence in the assessment of curriculum implementation

The tenth key finding which emerged from the analysed data relates to the HoDs incompetency in the assessment of curriculum implementation. The study revealed that the HoDs did not assess the work schedules and that they did not do learners progress analysis. This was not done regardless of the literature review that advises that in order to understand and improve the learners' achievement all staff should attend discussion meetings about the learners' results (Clarke, 2007:252). The failure of the HoDs to assess and analyse the work schedules and results analysis could be attributed to the lack of competency in the assessment of curriculum implementation. These key findings led to the following recommendations.

5.3 RECOMMENDATIONS

Recommendation 1:

In order for any organisation to function effectively, those working in the organisation need to work as a team. Smith (2001) stipulates that teamwork offers real organisational benefits by improving productivity, enhancing employee satisfaction and reducing absenteeism. With regard to lack of teamwork among SMTs and HoDs in particular, the researcher recommends that HoDs be developed through some unique and intensive workshops preferably conducted by service providers in the primary schools. Such workshops have to be well tailored to address the challenges of lack of expertise by HoDs operating in primary schools for the successful management of curriculum.

Recommendation 2:

In spite of the assurances given by the Department of Basic Education that it would have built enough schools for all the learners in 2015, there are still instances of overcrowding in primary schools (DBE, 2013:21). Based on the fact of overcrowded classes, the researcher recommends that DBE provides enough accommodation by building safe and spacious classrooms for learners in which they can receive quality education. Through building such schools, the environment of the public primary schools would no longer be the same. This would ensure conducive teaching and learning which is likely to contribute towards improved management of curriculum implementation.

Recommendation 3:

Learner-teacher-support-material (LTSM) is key to the achievement of goals of any school. It is in this breadth that all schools need to be supplied with sufficient LTSM. However, the findings in this study point to the contrary. The findings are in agreement with the study done by Mucheru (2015) which revealed that there are many challenges facing LTSM which include lack of proper storage, delayed distribution of LTSM fund and inadequate funding from the DBE. The researcher recommends that DBE develops alternative strategies which ensure good provisioning and delivery of LTSM in schools. One such strategy could be by depositing LTSM allocation in the schools' account so that they purchase LTSM on their own. This would make it easier for the schools to purchase appropriate LTSM for their exact school enrolments. This would alleviate the recurring tensions between schools and the Department concerning shortages of LTSM in schools.

Recommendation: 4

Assurance of satisfactory production of an organisation is informed by the competence of its employees. It is therefore vital that each organisation should ensure that its employees are well developed. KZN (2013:10) emphasises that teacher quality is the single most important factor that makes a difference in effective curriculum delivery. The researcher therefore recommends that regular intensive in-service training be provided for HoDs on curriculum implementation matters in the public primary schools. This would help HoDs improve their curriculum implementation competencies and enable them to perform effectively.

Recommendation: 5

For the fact that curriculum is informed by legislative frameworks, it is imperative that the implementers of the curriculum need to be knowledgeable of all the laws governing the curriculum. Dehghani, Pakmehr and Jafari Sani (2011:2003) clearly state that “appropriate laws and regulations are effective and common factors in every organisational management activities.” The researcher therefore recommends that the HoDs be appropriately developed in the knowledge and applications of legislative and policy frameworks. This would assist them to be sure and confident in exercising their curriculum implementation duties.

Recommendation: 6

The success of an organisation is informed by how well it is managed. There should be good plans which are organised, monitored and successes there from ought to be evaluated. DBE (2007:15) states that curriculum management is about managing systems and procedures as well as people to ensure successful learning and teaching that promote increasing levels of learner achievement in a school. With regard to this key finding that addresses incompetency in the management of curriculum implementation, the researcher recommends that training be provided for HoDs in the management of curriculum implementation. This training is likely to enable HoDs as middle managers in schools to manage curriculum differently to the benefit of all learners.

Recommendation: 7

Successful leaders implement various leadership styles in their leading roles. This suggests that leaders need to be competent in a number of leadership styles and where necessary they need to master them. Maxwell (1993:180) asserts that “leaders who continue to grow personally and bring growth to their organisations will influence many and develop a successful team around them.” Concerning the key finding which relates to leadership incompetency in curriculum implementation, the researcher recommends that HoDs be trained through some intensive workshops on leadership programmes in curriculum implementation. These leadership programmes should include distributive, instructional and transformational leadership. The HoDs’ leadership competencies would contribute towards improving

teachers and learners performance in curriculum implementation functions in primary schools.

Recommendation: 8

The importance of orderly administration of the school, particularly the administration of curriculum implementation, is a deciding factor for good learners' performance. DBE (2007:42) stresses that if a school is to function effectively and reach the required levels of performance, it is essential that it has effective management of administrative systems and structures in place. Based on this finding on insufficient administration competency in curriculum implementation, the researcher recommends that intensive training be provided for HoDs through some workshops on administration in curriculum matters. Such programmes would assist the HoDs to improve their competencies in the administration of curriculum implementation in primary schools.

Recommendation: 9

Monitoring is an important aspect that ensures that the planned outcomes of an activity are attained. Bartle (2011) concurs that monitoring helps to ensure that the activities are implemented according to set schedules and as planned and it also helps the implementers to measure how well they are achieving their targets. With regard to this key finding which relates to the HoDs' incompetency in the monitoring of curriculum implementation, the researcher recommends that HoDs be developed through intensive workshops in the monitoring aspects of curriculum implementation. The development would help equip the HoDs with the necessary administration competencies which would enable them to implement curriculum successfully.

Recommendation: 10

Managers are expected to always evaluate their successes during and after their management processes. Clarke (2007:241) admits that assessment provides evidence of performance relative to the learning outcomes. Based on this key finding regarding the HoDs incompetency in the assessment of curriculum implementation, the researcher recommends that HoDs be trained through some intensive workshops in curriculum assessment matters. These training would equip the HoDs

with assessment competencies which would enable them to be successful in the assessment of curriculum implementation.

5.4 IMPLICATIONS FOR FURTHER STUDIES

Since the study focused on the management of curriculum implementation competencies of HoDs of public primary schools similar studies are necessary with focus on the HoDs in public secondary schools. This is the case because the researcher contemplates that predicaments experienced by primary school HoDs could also be experienced by their counterparts in secondary schools. Furthermore, there is a need for another research on HoDs in private schools.

5.5 CHAPTER SUMMARY

This chapter dealt with the key summary of the findings of the research study which included overcrowded classes, shortage of teachers, insufficient learner teacher support materials (LTSM), lack of infrastructure, frequent change in curriculum, management of curriculum implementation, leadership in curriculum management, administration of curriculum implementation, monitoring of curriculum implementation and assessment of curriculum implementation. The chapter concluded with summary of recommendations and implications for further studies.

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APPENDIX A

**APPLICATION LETTER FOR APPROVAL TO DO RESEARCH WITH
UNIVERSITY OF LIMPOPO**

Box 1132

Sekhukhune

1124

18 February 2016

University of Limpopo, Faculty of Humanities

Private Bag X1106

Sovenga

0727

Dear Sir/Madam

APPLICATION FOR ETHICS CLEARANCE: MASTERS IN EDUCATION STUDIES

I hereby apply for ethics clearance for my Master in Education studies entitled:
'Exploring school management teams' competencies in curriculum management at
Phokwane Circuit primary schools, Limpopo', under the supervision of Ms KL Thaba
and Dr NS Modiba.

I look forward to your approval for me to undertake this study.

Yours truly

NKADIMENG MAMPURU PHILEMON

Mampuru Philemon Nkadimeng

Contact: 0725713908

APPENDIX B

APPROVAL FOR DOING RESEARCH WITH UNIVERSITY OF LIMPOPO



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 05 May 2016

PROJECT NUMBER: TREC/29/2016: PG

PROJECT:

Title: Exploring the school management teams' competencies in Curriculum Management at Phokwane Circuit Primary School, Limpopo

Researcher: Mr MP Nkadimeng

Supervisor: Ms KL Thaba

Co-Supervisor: Dr NS Modiba

Department: Education Studies

School: Education

Degree: Masters in Education Studies


PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

- Note:**
- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
 - ii) The budget for the research will be considered separately from the protocol. PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX C

APPLICATION TO CONDUCT RESEARCH STUDY: DEPARTMENT OF BASIC EDUCATION

Box 1132

Sekhukhune

1124

18 February 2016

Department of Education, Limpopo

Private Bag X07

Lebowakgomo

007

Dear Sir/Madam

I am Mampuru Philemon Nkadimeng, a Master of Education part time student at the University of Limpopo. I am requesting permission to conduct research in Phokwane Circuit primary schools. My research topic is: 'Exploring school management teams' competencies in curriculum management at Phokwane Circuit primary schools, Limpopo, South Africa', under the supervision of Ms KL Thaba and Dr NS Modiba.

It would be appreciated if the principal, deputy principal and the head of department could be interviewed about curriculum management in Phokwane primary schools. The duration of the interview will be approximately 1 hour. Dates and times will be arranged with participants in advance. The following documents will be requested for analysis: curriculum documents, policies, departmental minutes on curriculum and teachers' developmental records.

Any information that is availed for scrutiny will be strictly confidential and will be used purely for research purposes. For further information please contact me on the contact details provided.

Your assistance is greatly appreciated.

Thank you.

Yours truly

Nkadimeng Mampuru Philemon

Signature

APPENDIX D

APPROVAL FROM DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SEKHUKHUNE DISTRICT

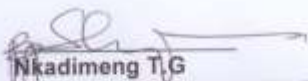
Enq: Thoka RP
Tel: 015 633 2902
Date: 15/03/2016

To: Nkadimeng M.P: Masters in Education
University Of Limpopo

From: District Director
Sekhukhune District

SUBJECT: GRANTED PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Kindly be informed that your research application to conduct research in the Sekhukhune district focusing on **Exploring School Management teams competences | curriculum management at Phokoane Circuit Primary Schools Limpopo**, is approved.
3. Please note you should conduct your research in line with research ethics as prescribed by your institution and international norms and standards for research.
4. The district wishes you well in your research and awaits your findings with great interest.


Nkadimeng T.G
DISTRICT SENIOR MANAGER

15/03/2016
DATE

APPENDIX E

APPLICATION TO CONDUCT RESEARCH IN PHOKWANE PRIMARY SCHOOLS

Box 1132

Sekhukhune

1124

18 February 2016

Department of Education Limpopo

Private Bag X07

Lebowakgomo

007

Dear Sir/Madam

I am Mampuru Philemon Nkadimeng, a Master of Education part time student at the University of Limpopo. I am requesting to conduct research in Phokwane Circuit primary schools. My research topic is 'Exploring school management teams competencies in curriculum management at Phokwane Circuit primary schools, Limpopo, South Africa' under the supervision of Ms KL Thaba and Dr NS Modiba.

I would appreciate if your school could provide members of SMTs to form part of my research sample. The duration of the interview will be approximately 1 hour. Dates and times will be arranged with participants in advance. The following documents will be requested for analysis: curriculum documents, policies, departmental minutes on curriculum and teachers' developmental records.

Any information that is availed for scrutiny will be strictly confidential and will be used purely for research purposes. For further information please contact me on the phone number provided.

Your assistance is greatly appreciated.

Thank you.

Yours truly

Nkadimeng Mampuru Philemon

Signature

APPENDIX F
APPROVAL FROM SAMPLED SCHOOLS

APPENDIX F
APPROVAL FROM THE SAMPLED SCHOOLS

Our school hereby approves to participate in the research conducted by Mr Nkadimeng Mampuru Philemon from the University of Limpopo.

School's:

2011-03-25

P.O. BOX 159 M30
CELL: 071 609 5801
LIMPOPO PROVINCE

APPENDIX G

CONSENT FORM

TURFLOOP RESEARCH ETHICS COMMITTEE

PART IV

CONSENT FORM

PROJECT TITLE: Exploring the school management teams competencies in Curriculum Management at Phokwane Circuit Primary Schools, Limpopo
(it is compulsory for the researcher to complete this field before submission to the Ethics Committee)

PROJECT LEADER/SUPERVISOR: Nkadimeng Mampuru Philemon
(it is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I Nkadimeng Mampuru Philemon hereby voluntarily consent to participate in the following project: **Exploring the school management teams competencies in Curriculum Management at Phokwane Circuit Primary Schools, Limpopo**
(it is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I realise that:

1. The study deals with the interviewing of members of SMTs about their competencies in curriculum implementation in primary schools. (e.g. effect of certain medication on the human body)
(it is compulsory for the researcher to complete this field before submission to the Ethics Committee)
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage.
3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The research project, ie. the extent, aims and methods of the research, has been explained to me.
5. The project sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage.
6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation.
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research.
8. Any questions that I may have regarding the research, or related matters, will be

TURFLOOP RESEARCH ETHICS COMMITTEE

answered by the researcher/s.

9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team or Ms Noko Shai-Ragoboya.
10. Participation in this research is voluntary and I can withdraw my participation at any stage.
11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor.
12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON

SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED
THE RESEARCHED PERSON

SIGNATURE OF PARENT/GUARDIAN

Signed on

Turfloop

this

18

day of

February 20 *16*

APPENDIX H

INTERVIEW SCHEDULE FOR THE PRINCIPAL

1. Tell me about your background as a manager?
2. What experience do you think members of SMT should have in curriculum implementation?
3. How do the SMTs of your school manage the curriculum?
4. What leadership competencies, if at all any, is your SMT good at?
5. How is curriculum implementation administered in your school?
6. How do you think the SMT of your school could be developed in the competencies they are bad in?
7. What contextual factors do you think have an impact on curriculum implementation?
8. If there were things the SMT could do in respect to curriculum implementation, what would they be?
9. What do you think of the current state of curriculum delivery in your school?
10. What advice would you give the Department of Basic Education about SMT development in curriculum implementation?

APPENDIX I

INTERVIEW SCHEDULE FOR DEPUTY PRINCIPAL

1. What curriculum qualifications advantaged you to be appointed the deputy principal of this school?
2. What curriculum implementation competencies would you recommend for the appointment of deputy principals?
3. How do you manage curriculum implementation in this school?
4. Which leadership competencies do you apply in the management of curriculum implementation?
5. How is administration of curriculum implementation done in your school?
6. How do you think the deputy principals could be developed in the processes of curriculum delivery?
7. What obstacles do you think hinder the successful implementation of curriculum?
8. What improvements would you suggest to the process of curriculum implementation?
9. Are you happy with the latest status of curriculum implementation in your school? May you please explain why you are happy or not happy?
10. How would you advise the Department of Basic Education about how SMTs in primary schools could be capacitated to implement curriculum effectively?

APPENDIX J

INTERVIEW SCHEDULE FOR THE HEAD OF DEPARTMENTS

1. Tell me about your background as an HoD.
2. What curriculum implementation competencies do you think HoDs should have in curriculum implementation?
3. What contextual factors do you think have an impact on curriculum implementation?
4. How do you as an HoD manage curriculum in your school?
5. How do you promote usage of different types of leadership in curriculum implementation?
6. How is curriculum implementation monitored in your school?
7. How is curriculum implementation administered in your school?
8. What assessment competencies could you recommend for HoDs of primary schools?
9. What are the challenges facing HoDs in implementing distributive leadership amongst one another and teachers?
10. What management and leadership competencies do you regard to be necessary for successful curriculum implementation?
11. What do you suggest can be done to improve distributive leadership amongst HoDs and teachers in schools?

APPENDIX K

DOCUMENT STUDY SCHEDULE

The purpose of the document study in this study is to gather information which supplements information gathered from the interviews. The research ethics and human rights as well as the confidentiality of the respondents and the documents will be observed and complied with throughout the document study. The following documents will be reviewed:

Curriculum policies;

Management policies;

Departmental curriculum policies;

Assessment records and dissemination processes;

Developmental records and

Minutes about curriculum challenges and implementation.