

**CHALLENGES FACING THE MANAGEMENT OF THE IMPLEMENTATION OF THE
CURRICULUM ASSESSMENT POLICY STATEMENT (CAPS) IN RURAL SCHOOLS
OF SIBASA CIRCUIT**

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ABSTRACT

This research was based on the **challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school of Sibasa circuit**. Current developments in introducing the new curriculum in South Africa have led to the hope that it would be received eagerly and become well implemented by its utilisers. The common trend of thinking was that if South Africa receives a new system of education, it will obviously be in keeping with changes cherished by its population that voted for such changes. However, these changes in education did not come as expected. The quest for change in the new South Africa on political , economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and leveling the playing fields amongst South Africa's diverse population.

These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be flawed with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to address equity and equality and in so doing also provide skilled citizens who are able to be globally competitive. Education in South Africa is facing great challenges, especially with regard to curriculum development.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and the challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school of Sibasa circuit. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publications, research publications, and reports.

Findings of the study led to the following conclusions:

- The notable findings that emerged from the biographical data gathered from the teachers, revealed that the Foundation Phase teaching at the schools where I conducted my research is predominantly and exclusively a female domain.
- The majority of teachers have more than ten years teaching experience. The qualifications of these teachers are mainly consisting of the Junior Primary Teachers Diploma. There are few exceptions, as one teacher has a bachelor of education Honours degree, and another one has a Bachelor of Arts degree added to their qualifications.
- These teachers are mainly falling in the age category between 30 and 50. All of them have no intention to leave the education sector for the rest of their lives. No-one among them favours the CAPS approach in teaching.
- They are working very hard and are absolutely dedicated to their calling of teaching learners. The discussions that we had during the interviews revealed that they do not have enough CAPS training.

Several recommendations were drawn from the study. These included:

- The Department of Education should award further education certificates after training to those competent teachers who have succeeded in attending the whole course and exceeded in their performance. Certificates should also be awarded to teachers who have participated meaningfully during the training.
- The Department of Education, in partnership with the Department of Health, should make it compulsory for schools to keep the classrooms and surrounding school grounds clean and hygienic at all times. This can be done by issuing out the policy to schools and monitor its implementation regularly.