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Experiences of primary school heads of department with curriculum implementation and management: A case of Soutpansberg East Circuit, Limpopo Province

By

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DECLARATION

I, Netshiombo Lufuno Asnat, of student number 18019857 hereby declare that this dissertation titled *"Experiences of primary school heads of department with curriculum implementation and management: A case of Soutpansberg East Circuit, Limpopo Province"* is my own work and all the sources consulted have been duly acknowledged.

Signature : *NETSHIOMBO*   Date : 14 June 2022

Mrs L.A Netshiombo.

DEDICATION

I dedicate this dissertation to my mother, Mrs T.A Mphephu, for encouraging me to pursue my studies regardless of circumstances based on the proverb "*Success consists of going from failure to failure without loss of enthusiasm*".

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Research does not take place in a vacuum, certain steps need to be followed and people should take part for the researcher to achieve the set goal. With due respect, I have to thank all those who contributed in making this journey a success. In light of that, I would like to acknowledge the roles played by the following people:

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ABSTRACT

This study investigated primary schools Heads of Departments' (HoDs) experiences regarding curriculum implementation and management at primary schools in the Soutpansberg East Circuit in Limpopo Province. The study employed an anti-positivist paradigm and a qualitative research design. Purposive sampling was used to select participants for the study. Data were collected using face to face interviews and focus group discussions. Thematic data analysis technique was used to analyse data. The findings of the study revealed that work load for HoDs should be reduced considering that they have dual roles, they are managers on the other hand, class teachers.

Keywords: curriculum change, curriculum management, monitoring and evaluation, instructional leadership, situational leadership.

ACRONYMS

C2005-Curriculum 2005

CAPS-Curriculum Assessment Policy Statement

DBE-Department of Basic Education

DoE-Department of Education

EEA-Employment of Educators Act

GET-General Education and Training

HoD-Head of Department

LTSM-Learner Teachers support materials

NCS-National Curriculum Statement

NGO-Non-Governmental Organisation

OBE-Outcomes Based Education

RNCS-Revised National Curriculum Statement

SASA-South African School Act

SMT-School Management Team

SGB-School Governing Body

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The purpose of this study was to understand Heads of Departments' (HoDs) experiences of curriculum implementation and management in primary schools. HoDs are expected to assume the role of instructional leadership, this is essential for the successful implementation of the Curriculum Assessment Policy Statement (CAPS). Chisholm (2005) stated that the duties of the HoDs and teachers involve allocating a minimum of 90% of their time to teaching and the remaining time should be spent preparing, planning, assessing and on management duties. For HoDs, these additional responsibilities result in challenging demands in their personal and professional lives. In spite of the difficulties and volume of the HoDs tasks, their main responsibilities remain to ensure that the curriculum is well managed and effective teaching and learning takes place.

In the South African education system, the duties of Head of Departments (HoDs) are guided by the Employment of Educators' Act, (EEA) Act 4 of 1998. This Act stipulates that their job depend on the approaches and needs of each particular school. As curriculum managers, HoDs are responsible for transforming and improving schools' academic standards. The main purpose of managing the curriculum is not just to implement national policies, but to ensure that all learners have access to quality education. Learners should be able to use all the knowledge and skills they have acquired to contribute to the development of their societies and be globally competitive (Clarke, 2007:93). Managing the curriculum does not only involve the formally recognised process of teaching, but all other processes that include the vision of all stakeholders. This implies that the departmental heads have an ability to align their visions with that of the school. The HoDs' task for managing the curriculum becomes challenging normally due to lack of training.

1.2 STATEMENT OF THE PROBLEM

The problem of this study emanated from challenges faced by HoDs in managing and implementing of CAPS. Some of the challenges of curriculum change were: lack of teachers, lack of subject specialists, and lack of learning and teaching materials, inadequate classrooms and lack of proper training for both teachers and HoDs. Due to the lack of management skills and knowledge most HoDs found that their understanding of curriculum implementation was confused by difficulty and repetitive administrative tasks to the neglected of the core function of the school which is teaching and learning. It appears further, that most of the HoDs were lacking in curricular and instructional expertise. HoDs find their job emotionally draining, having no control over what they are required to deliver and failing to implement initiatives learner performance. According to Mercer, Barker and Bird (2010, 35:91), HoDs do not function within a clear framework of policies and expectations but focus on imposed departmental targets.

The HoDs have a task to ensure that curriculum is well implemented in their subjects and on the other hand they have to ensure that curriculum coverage is done in all subjects by teachers. This dual role is a challenging factor because they have to balance teaching and management without neglecting either role. Turner (2000) suggested that most HoDs do not have the required skills and competences to fulfil their leading roles. The role of school management team (SMT) and educators is that the significant curriculum changes depend on how it was understood and used (Turner, 2000). In most South African primary schools, learners' enrolment is very high without having enough teaching staff which impacts negatively on teachers' responsibilities and the HODs in managing curriculum. HoDs are curriculum managers in the implementation of a curriculum in a school setting and have some form of involvement and exhibit some degree of knowledge in the curriculum. It is against this backdrop that this study investigates HoDs' experiences in managing and implementing CAPS in primary schools.

1.3 AIM OF THE STUDY

The main aim of this study was to understand HoDs' experiences of curriculum implementation and management at primary schools in the Soutpansberg East Circuit. The study was further achieved by addressing the following specific objectives:

- To investigate the HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit.
- To suggest suitable leadership styles for managing curriculum challenges in primary schools.

This study had the potential to answer some of the challenges faced by HoDs in their teaching and curriculum management responsibilities. Therefore, the significance of this study lies in its potential benefits of being able to provide HoDs with strategies they could use in the implementation and management of curriculum in primary schools.

1.4 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are primary schools' HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit?
- Which leadership styles are suitable for managing curriculum challenges in primary schools?

1.5 PRELIMINARY LITERATURE REVIEW

Curriculum management is the term commonly used to describe the leadership of the core functions of teaching and learning. According to Cardno (2003:25) curriculum management is an academic leadership or management of the core business of school, teaching and learning processes. Kydd, Anderson and Newton (2000:60) defined curriculum management as the way in which schools received, organised, supported, understood, interpreted and gave meaning to the official curriculum within

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the context and constrains of the classroom in which it was implemented. In the context of this study, curriculum management means the explanation of the curriculum policy in primary schools by the H+oDs and ensuring that the design features that strengthen the curriculum were accepted and promoted in the classrooms. It includes policy, processes, procedures and resources for effective implementation of the curriculum in schools. The researcher used the term curriculum management and implementation interchangeably because curriculum management is a process that does not only involve the management functions of planning, organising, coordinating and controlling, but also require leadership skills, motivating and supporting teachers to achieve the current curriculum vision. Coleman (2003:35) described the policy at the time as fragmented and racially offensive. Many people viewed the curriculum as inappropriate and culturally biased because it was designed to consolidate the position of one race over others. The South African National Party used education as a tool to create a completely segregated society (Christie, 2008). Marianne, Graham-jolly, and Middlewood (2003:101) argued that the rigid nature of the curriculum left no role for principals in curriculum decision- making. These approaches hindered team spirit because staff assisting and guiding each other in task performances would be regarded as interference. This was due to the apartheid legacies that underpinned curriculum management practices, especially in black schools (Van der Westhuizen, 2004:56).

When the African National Congress (ANC) became the ruling party in 1994, its first priority regarding the education system was to introduce a curriculum policy that discourages racism, sexism and strived to redress the imbalances of the past. This meant that even management practices were to be changed (Harley & Wedekind, 2004:41). Curriculum 2005 (C2005) was introduced and was anchored on Outcomes Based Education (OBE). Outcomes Based Education viewed learning as purposeful, goal directed to meet commendable ideals such as the protection and enrichment of individual freedom and the development of critical thought and scientific literacy. It shifted away from what the advocates of OBE saw as meaningless rote learning.

In 1999, the then Minister of Education, Kader Asmal, appointed a committee to review C2005. In the year 2000, Curriculum 2005 was reviewed by the delegated committee

which recommended that the strengthening of the curriculum required streamlining its design features through the production of an amended National Curriculum Statement (NCS). It further recommended that NCS should reduce the design features from eight to three, namely critical and development outcomes, learning outcomes and assessment standards. In addition, it recommended that implementation needed to be strengthened by improving teacher and principal orientation and training, learning support materials, provincial support and relaxation of the time frame for implementation (McMillan, 2012).

Even though support was positive for the new curriculum, there was a substantial disapproval of a range of aspects of its implementation, manifested in teacher overload, confusion and widespread learner underperformance in international and local assessments (Marianne et al., 2003:120). In July 2009, the Minister of Basic Education, appointed a panel of experts to discover the nature of the challenges and problems experienced in the implementation of the National Curriculum Statement and to develop a set of recommendations designed to improve the implementation of the National Curriculum Statement (Hoardley & Jansen, 2009). The panel recommended the development of a coherent, clear, five year plan to improve teaching and learning across the schooling system, and that curriculum policy should be streamlined and clarified. Every subject in each grade should have a single, comprehensive and concise Curriculum and Assessment Policy Statement that provided details on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. A national Learning and Teaching Support Material (LTSM) catalogue should be developed and the approved textbooks should be aligned with the Curriculum and Assessment Policy. All these recommendations were effected in 2010 and the aim was to improve all aspects of education such as teacher training and recruitment, learner enrolment, school funding, literacy and numeracy and the overall quality of education (Department of Education, 2009:54).

The goals of this system were to create a new South African identity that encompassed critical consciousness, to transform South African society, to promoted democracy and to maximise learner involvement in education. Due to these changes, curriculum management in schools had to be a more open, democratic and participatory process

of the curriculum development involving principals, HoDs and teachers (Department of Education, 2002: 6). Heads of Departments had to become proactive leaders with a deeper understanding of curriculum management activities rather than performed already made tasks (Marianne et al., 2003: 120). Such activities included, understanding the meaning of curriculum management, curriculum leadership styles and being knowledgeable about roles in curriculum management and functions of HoDs as stipulated by the Department of Education (Marianne et al., 2003). Teachers were to be key participants in curriculum decision-making with the freedom to plan the curriculum to accommodate contextual factors such as learner experiences, and relevance of learning area content to suit the level of learners. These practices need teamwork so that there would be joint decision making in curriculum management and delivery in the classroom. The HoDs perform valuable leadership and managerial roles and they report directly to the principal of the school. Dinham (2000) argues that although the HoDs form part of management and are subject specialists who need to provide an instructional leadership to their colleagues in their areas of speciality. In view of the workload of HoDs in schools, Dinham (2000) further highlighted the tasks HoDs need to execute in schools such as being a class teacher and subject specialist. An effective HoD is able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009).

There are several factors that affected the implementation and management of curriculum in primary schools. Lack of facilities such as classrooms, laboratories and libraries can affect the implementation of curriculum (Hoardley & Jansen, 2009). Hoardley and Jansen (2009) further stated that accessibility of laboratories in schools is important, and libraries help in offering a wide range of reading materials. The availability of resources such as funds and an environment which is conducive for teaching and learning also plays a major part in ensuring effective implementation of the curriculum. However, lack of resources, such as text books, also affect the HoDs' ability to implement and manage the curriculum.

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Mdutshane (2007) asserted that the allocation of resources by the Department of Education is one of the aspects that affected curriculum implementation and management. Similarly, Van der Westhuizen (2004) stated that adequate facilities such as classrooms, halls, libraries, laboratories and playing fields were the key factors in implementing the curriculum. The author further indicated that for the schools to implement a curriculum well, there is also a need for adequate classrooms. Badugela (2012) supported Mdutshane (2007) when she stated that the availability of resources, funds, training of teachers and a positive school climate were all important for the success of curriculum implementation. Schools needed financial support from the government, parents, and other stakeholders such as non-governmental organisations (NGOs) to effectively implement the new curriculum. The government introduced the no-fee schools to accommodate parents who were financially needy. Badugela (2012) indicated that there was often late payment of the government subsidy to the schools and this resulted in problems when funds were urgently needed to purchase learning and teaching support materials (LTSM).

Van der Westhuizen (2004) further argued that most South African schools received funds from the Provincial Government and they were allowed to add on to those funds by charging school fees from parents. Mdutshane (2007:28) indicated that in terms of the South African Schools Act (SASA), Act no 84 of 1996, the state financed public schools from the public revenue on an equitable basis to ensure the proper exercise of the rights of learners to education and redress of past imbalances in education. Nxumalo (2009:56) revealed that the funding to the no-fee schools had to be allocated and deposited into school accounts in January for schools to effectively operate. Nunalall (2012) observed that while teachers were mostly regarded as receivers of curriculum changes they also played an important part in the implementation and management of the curriculum. On the other hand, Kirkgoz (2008) stated that the role of the teachers in curriculum implementation need not to be overemphasised. The author further indicated that the implementation of the curriculum cannot be achieved without the significant intervention of HoDs in managing the work of teachers in the process.

According to Badugela (2012), educators were afraid of changes that were being implemented because they feared the unknown, they lacked knowledge and understanding of implementing new envisaged changes. Thaanyane (2010) implored teachers to accept the new curriculum as this would help them to eventually understand it. Furthermore, Badugela (2012) stated that teachers need to be trained on how to develop their own resources and that this needs time since teachers would need to prepare and construct classroom resources, to profile and track each learner, discuss projects with groups of learners. Moreover, a lot of time was needed to facilitate cooperation between teachers.

Kirkgoz (2008) highlighted factors such as lack of training for teachers and lack of guidance, large class size and insufficient resources as huge challenges to the implementation of the new curriculum. Kirkgoz (2008) further suggested that HoDs need to be supported so that they could adapt and accommodate new ideas into their instructional leadership. Thaanyane (2010) also indicated that teachers were not adequately trained on how to implement the new curriculum since many of them were not involved in the design of the new curriculum. According to Mdutshane (2007), HoDs need to support teachers and undertake a monitoring process in order for them to get a clear picture of what was happening in the classroom. Mdutshane (2007) added that teachers' training and support played a major role in how teachers implemented the curriculum. Mbingo (2006) claimed that teachers were confused about their attendance of in-service training opportunities and workshops. The author pointed out that these were insufficient and leave teachers with little knowledge. It was very important for teachers to be provided with appropriate skills, support and sound knowledge prior to the implementation of the new curriculum (Mbingo, 2007).

1.6 THEORETICAL FRAMEWORK

This study used Hersey-Blanchard's situational leadership theory as its theoretical framework. This theoretical framework suggested that different situations required different styles of leadership. Furthermore, Hersey-Blanchard's (1998) situational leadership theory suggests that followers' maturity level is a key to the leader's adjustment of the leadership style and the followers' competence and commitment are

hierarchically ranked. The performance of allocated duties in the schools depends on the skills that individuals had and relationships between the leaders and the followers.

To be effective in leadership, one requires the ability to adapt or adjust one's style to the circumstances of the situation (Morgan, 1997:93). Therefore, leadership behaviour become a function not only of the characteristics of the leader but of the follower as well. Yuki (2002:162) argued that leadership should be less about one's needs and more about the needs of the people and the institution. It is obvious that different educators deserve different treatment owing to their different levels of maturity (Hersey & Blanchard, 1998). In the context of this study, HoDs are expected to offer individualised support to educators in their departments. Yuki (2002:234) noted that the managerial job was too complex and unpredictable to rely on a set of standardised responses to events. Leadership necessitated effective analysis of problems followed by adopting the most appropriate response to the issue or situation at hand (Yuki: 2002).

1.7 DEFINITION OF KEY CONCEPTS

To understand the study in its entirety, the researcher defined the following important concepts. It should however be noted that the definition of the concepts provided here are by no means exhaustive.

1.7.1 Curriculum change

Curriculum change implies the implementation of a new way of doing things in education. It also impacts on existing teaching and learning practices. It involves adapting to the new way and adjusting the involvement of all participants. The ultimate goal is to improve outcomes through an alteration of practice (Carlopio, 1998:2). In the context of this study, curriculum change refer to the introduction of a new program of study within the Department of Education and the experiences of teachers when implementing the new approach.

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1.7.2 Curriculum Management

Evarard and Morris, (1990:5) defined curriculum management as a structured set of activities designed to assess and adjust the specific curriculum. According to Chisholm (2005), curriculum management is academic leadership, instructional leadership or management of the core business of the school, teaching and learning processes.

1.7.3 Instructional leadership

Fullan, (1990:9) referred to instructional leadership as a supervisor management post which is used to enhance teaching and learning in schools. He said it means being on site to support and capacitate in subject content, assessment, recording and reporting.

1.7.4 Monitoring and evaluation

According to Bennett and Woods (2007:456), monitoring is a management process through which HoDs ensures by means of assessing and regulating that teaching and learning take place.

1.7.5 Situational leadership

According to Kelly (1999:10), curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

1.8 RESEARCH DESIGN AND METHODOLOGY

This study was guided by an anti-positivist research paradigm which is embedded within a qualitative research approach. Furthermore, the study used an inter-previst lens to interpret views expressed by the participants who were coming from different life worlds.

1.8.1. Research paradigm

There are many different forms of paradigms that are usually used when people are conducting research projects. For example, there are positivists, anti-positivists, interpretivist, critical theorists, structuralism, post-structuralism, post-modernism, constructivists, etc. This study used an anti-positivist paradigm because the study is qualitative and the researcher wanted to understand participants' lived experiences regarding the phenomenon under-investigation which in this context is HoDs' experiences of curriculum implementation and management.

1.8.2. Research design

This study employed a qualitative research design. The concept qualitative research has been defined by different scholars in academic literature conducting research on different topics. In the context of this study, qualitative research is defined as a research method that seeks to understand things in their natural environments or natural settings. Creswell (2009) defined qualitative research as an inquiry process of understanding based on methodological traditions of inquiry that explore a social or a human problem. Qualitative research refers to inductive, holistic, emic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning (Johnson & Christensen, 2011). Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures.

1.8.3. Research Methodology

This qualitative research study used semi structured interviews to collect data from the participants. These data collection strategies had been chosen because they had the potential to allow the researcher and the participants to interact in real time.

1.8.4 Sample and sampling procedure

To select participants for the study, the researcher employed purposive sampling. In purposive sampling, people or other units are chosen, as the name implies (Denzin & Lincoln, 2000) on the basis that they haved knowledge or experience of the phenomenon being studied. To trace additional participants or informants, the researcher utilised snow-ball sampling because it was anticipated that participants could also help to identify relevant data by asking knowledgeable people. Snowball sampling is a method of expanding the sample by asking one informant or participant to recommend others for interviewing (Babbie & Mounton, 2006).

The population for this study were composed of HoDs and teachers from the selected primary schools within the circuit. The study population were drawn from primary schools located within the Soutpansberg East Circuit, Vhembe District, Limpopo Province. Determining an adequate sample size in qualitative research is ultimately a matter of judgement and experience in evaluating the quality of information collected (Creswell, 1994). Qualitative study tells us that when we sample, it is not usually possible to include the whole population (Merriam, 1998). In this study only one HoD and one teacher from each of the five participating primary schools were selected as Soutpansberg East circuit has got 13 primary schools. Before selecting participants, the researcher used inclusion and exclusion criteria. In inclusion only HoDs and teachers would participate in the study because they are knowledgeable about the topic whereas in exclusion, the School Management Team (SMT) members such as principals and deputy principals together with learners were excluded.

1.8.5 Data collection

In this study, different data collection techniques were used to gather rich data and establishing the richness and complexity of human behaviour by studying it from more than one standpoint as suggested by (Cohen et al., 2007:141). Interviews, document analysis and observation were used to collect relevant data for this study. This approach is known as data triangulation, which is the cross–validation among data sources and data collection strategies (McMillan & Schumacher, 2010: 379). The

purpose of data triangulation is to apprehend different dimensions of the same phenomenon and increase confidence in research data. The main method of collecting empirical data was structural individual interviews. This was done to obtain the maximum response from participants, because it is assumed that they feel more comfortable to talk as individuals, rather than in a group.

1.8.6 Data analysis

The researcher analysed the data collected from participants to give meaning to it. Data analysis involves organising, accounting for and explaining the data. This is where the researcher summarised what has transpired in terms of common words, phrases, themes or patterns that will help in the interpretation and understanding of the collected data, and enable the researcher to draw conclusions (Maree, 2010). The collected data was organised into manageable data.This study adopted thematic data analysis approach to understand participants' lived experiences of the phenomenon under study. The themes were developed and put in categories, and analysed.

1.9 STUDY TRUSTWORTHINESS

According to Cresswell (2008:267), qualitative researchers use the term trustworthiness to describe the accuracy or credibility of data gathered, participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. It also depends on the methodological skills, sensitivity and integrity of the researcher (Patton, 2002). There are usually four criteria that work together to achieve trustworthiness in qualitative research namely, credibility, transferability, dependability and conformability.

1.9.1 Credibility

Credibility is defined as the extent to which the results are judged to be accurate, trustworthy and reasonable; it is a criterion for evaluating the truthfulness of results (McMillan & Schumacher, 2010: 03). To achieve credibility, the researcher conducted

member checking. This is a process in which the researcher provides participants with the transcript of their interview transcriptions to confirm its accuracy and also confirm the findings by seeking feedback from the participants with a draft of outcomes to ascertain their sense of agreement with the findings.

1.9.2 Dependability

According to Lunenburg and Ornstein, (2004) dependability is defined as the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate the study, the person should have enough information from the research report to do so and obtain similar findings. To achieve dependability in this study, the researcher used audit trail inquiry audit which required another person to review and examine the research process and the data analysis to ensure that the findings were consistent and could be repeated.

1.9.3 Conformability

According to Trochim (2006:32), conformability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not potential bias or personal motivations of the researcher. To establish conformability in this study, the researcher provided an audit trail which highlighted every step of data analysis that was followed. This helped in establishing that the study's findings are accurately portraying participants' responses.

1.9.4 Transferability

Shenton (2004:7) indicated that transferability is a technique which demonstrates that findings in a qualitative project can be applicable to other situations and populations. To achieve an excellent degree of transferability in the context of this study, the researcher provided a detailed description of the context of the study in order to provide the recipients with enough information to make decisions about the relevancy of the outcomes to other settings that they know.

1.10 SIGNIFICANCE OF THE STUDY

This study is significant to the DoE, HoDs and teachers. Firstly, the study revealed factual evidence on the nature of HoDs' experiences in managing curriculum in primary schools. The study also reported on the influence of teachers' understanding and experiences in implementing curriculum in their classrooms. Finally, the study offered recommendations for curriculum management and implementation together with the leadership styles for managing schools.

1.11 STUDY LIMITATIONS AND DELIMITATIONS

This study was focused on understanding teachers and HoDs' experiences regarding curriculum implementation and management from five selected primary schools in the Soutpansberg East Circuit, Vhembe District, Limpopo Province. The study focused on the use of qualitative research methods only and as such the results obtained from this study could not be generalised.

1.12 ETHICAL CONSIDERATIONS

This study followed the generally agreed upon ethical principles of a social research. Firstly, the researcher applied for ethical clearance from the University's Ethics Committee. The researcher also sought permission to conduct research from principals of the sampled schools and the Limpopo Department of Education. All participants were informed about the nature of the study and they were allowed to withdraw from the study without any penalty if they so wish. The researcher promised to respect participants' privacy at all the times. All the information that was gathered from the participants was treated in confidence.

1.13 CHAPTER OUTLINE

Chapter 1: Introduction and background

Chapter one introduced the study's background. Thereafter, the researcher provided the problem statement, research aim and objectives, research questions, research paradigm, research design, research methodology, preliminary literature review, theoretical framework, study delimitations, ethical considerations, definitions of concepts, chapter divisions, conclusion and references.

Chapter 2: Literature review

Chapter two provided a review of literature based on other scholars' views regarding HoDs' experiences of curriculum management.

Chapter 3: Research design and methodology

The chapter discussed the study's research design and methods that were used to collect data to understand HODs' experiences of curriculum implementation and management.

Chapter 4: Presentation and discussion of study findings

This chapter reported on the results of the study which emerged as a result of the various research methods used to solicit data from the study's participants.

Chapter 5: Summary of the study findings, recommendations, limitations and conclusions

This chapter concludes the study by presenting a summary of the research findings, recommendations, limitations and conclusions.

1.14 CONCLUSION

This chapter provided a background regarding the research topic, which is "Experiences of primary schoolheads of department with curriculum implementation and management". The chapter discussed the problem statement explaining why it was worthy of study. The background of the study, purpose, theoretical framework, objectives, methodology, and sampling, delimitation of the study and research questions as well expected outcomes were included in this chapter.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one presented the background of the study, problem statement, research questions, purpose, objectives, research design, and methodology, clarification of concepts, delimitations and limitations of the study. The purpose of the literature review is to relate previous studies to the problem under investigation (Leedey & Ormord, 2010). Johnson and Christensen (2011) state that the purpose of the literature review is to provide an understanding of the past and current state of knowledge on the research topic. This chapter is divided into three sections, section one discusses the theoretical framework which guides the study.

The second section deals with the history of curriculum changes in South Africa. This section discusses important policies regarding the implementation of CAPS. The policies discussed include the Education Labour Relation Council, collective agreement no 2 of 2011 in the implementation of CAPS. The third section focuses on the challenges faced by Head of Departments (HoDs) when managing and implementing curriculum.

To get relevant information for the topic the researcher made use of books, internet, journal articles, search engines like Google, EBSCO Horst, SAGE, ERIC, policy documents, to mention a few. The HoDs perform valuable leadership and managerial role and reports directly to the principal of the school (Philips, 2009). Dinham (2000) argues that although the HoDs form part of management, they are subject specialists who need to provide an instructional leadership to their colleagues in their areas of speciality. In view of the workload of HoDs in schools. Dinham (2000) further alludes to the multi tasks HoDs need to execute in the school i.e. being a class teacher and subject specialist. An effective HoD is able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009).

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2.2 THEORETICAL FRAMEWORK

This study is guided by Hersey-Blanchard's (1998) situational leadership theory. The Hersey-Blanchard model suggests that followers' maturity level is key to the leaders adjustment of the leadership style and their competence and commitment are ranked in order from low to high. The performance of allocated duties in the schools depends on the skills that individuals have and relationships between the leaders and the followers. This theoretical framework is relevant to the study because it suggests that different situations require different styles of leadership. To be effective in leadership one requires the ability to adapt or adjust one's style to the circumstances of the situation (Morgan, 1997:93). Therefore, leadership behaviour becomes a function not only of the characteristics of the leader but of the follower as well. Yuki (2002:162) argues that leadership should be less about ones' needs, and more about the needs of the people and the institution. In the context of this study different educators deserve different treatment owing to their different levels of maturity (Hersey & Blanchard, 1998). The HoDs as leaders are expected to offer individualised support to educators in their departments. Yuki, (2002:234) further notes that the managerial job is too complex and unpredictable. Leadership necessitates effective analysis of problems, followed by adopting the most appropriate response to the issue or situation (Yuki, 2002). The next section discusses curriculum management before and after 1994.

2.3 CURRICULUM MANAGEMENT PRE AND AFTER 1994

During the apartheid era South Africa did not have a National Curriculum Policy. Coleman (2003:35) describes the policy at the time as fragmented and racially offensive. Many people viewed the curriculum as inappropriate and culturally biased because it was performed to consolidate the position of one race over others and the National Party used education as a tool to create a completely segregated society (Christie, 2008). Marianne, Graham-Jolly, and Middlewood (2003:101) argue that the rigid nature of the curriculum left no role for principals in curriculum decision-making. These approaches hindered team spirit because staff assisting and guiding each other in task performances were regarded as interference.

When the African National Congress came to power, its first priority was to introduce an education system that discourages racial segregation (Harley & Wedekind, 2004:41). There are four curriculum policy cycles that have built curriculum reform within the democratic South African post-1994. Christie (2008) indicates each curriculum policy cycle as follows: the first cycle indicated the desires to redress the inequalities of the past. During curriculum reform, purification became evident in the content, participation and principles underpinning the curriculum. In the second cycle, curriculum 2005 (C2005) was the first post-apartheid curriculum that was implemented and underpinned by the principles of OBE and social justice. The third curriculum policy cycle is underpinned by a period of doubt as various role players claimed that C2005 was failing our education system. C2005 was criticized for having downplayed the subject content and being full of slang language. It was reviewed in 2000 and resulted in the introduction of the NCS in 2002. A fourth curriculum policy cycle emerged in July 2009.

Hoadley and Jansen (2012:04) state that NCS retained OBE as its principle organizing feature, irrespective of criticisms. During the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (DBE, 2009:62-67), the Ministerial Committee made the following recommendations.

- Streamlining and clarification policies: to develop a single Curriculum and Assessment Policy document for every learning area and subject (by phase).
- Clarification of the role of subject heads nationally and specification of the exact nature of the in-classroom and school support they should provide to teachers.
- Simplification and streamlining of assessment requirements and improvement of the quality and status of assessment by making General Education and Training (GET) and Further Education and Training (FET) bands consistent.
- The quality assurance and catalogue development of textbooks and other learning and teaching support material (LTSM) need to be centralized at national level.
- The training of HoDs to support curriculum implementation should be subject-specific and targeted only where needed.

The timeline of curriculum changes in South Africa are indicated in the following table:

Table 2.1: Timeline of curriculum changes in South Africa

Year	Different curriculum changes
1992	National Education Policy (NEP) investigate a set of policy alternatives to apartheid education
1994	Democracy in South Africa
1995	Apartheid syllabi are cleansed in terms of race and gender stereotypes. A resume of instructional programmes in schools, Report 550 becomes interim syllabus
1996	Learning area committees develop out comes
1997	Curriculum 2005 (C2005) was piloted in some schools
1998	C2005 was implemented in grade 1
1999	C2005 was implemented in grade 2
2000	Implementation of C2005 in General Education and Training (GET) Band
2001	C2005 was revised
2002	Revised National Curriculum Statement (RNCS) for grade R-9 published
2003	Teachers got training in RNCS
2005	Implementation of RNCS IN GET phase
2006	Implementation of NCS IN Further Education and Training (FET) phase
2009	New minister of Education reviewed the NCS
2010	All grades and subjects of NCS revised to CAPS
2011	CAPS finalised. Teacher training for CAPS started
2012	CAPS implemented in Foundation phase and in FET, other grades planned for 2013 and 2014

Source: Hoardley and Jansen (2012:160-161)

In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national CAPS was developed for each subject listed in the NCS for Grades R to 12. Recognising the previous implementation problems, an expert Ministerial Committee embarked on the development of textbooks and learning and teaching support materials, including learner workbooks.

2.4 CURRICULUM ASSESMENT POLICY STATEMENT (CAPS)

Even though support was positive for the new curriculum, there has also been substantial disapproval of a range of aspects of its implementation, manifested in teacher overload, confusion and widespread learner underperformance in international and local assessments (Marianne et al., 2003:120). In July 2009, the Minister of Basic Education, Minister Motshekga, appointed a panel of experts to find out the nature of the challenges and problems experienced in the implementation of the National Curriculum Statement. The committee was further asked to develop a set of recommendations designed to improve the implementation of the National Curriculum Statement (Hoardley & Jansen, 2009). The panel recommended that there was a need for the development of a coherent, clear, five-year plan to improve teaching and learning across the schooling system, and that curriculum policy should be streamlined and clarified.

Teacher workload and administrative burden should be reduced (Department of Education, 2009). Every subject in each grade should have a single, comprehensive and concise Curriculum and Assessment Policy Statement that provides details on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. A national Learning and Teaching Support Material (LTSM) catalogue should be developed and the approved textbooks should be aligned with the Curriculum and Assessment Policy. All these recommendations were implemented in 2010. Its aim was to improve all aspects of education such as teacher training and recruitment, learner enrolment, school funding, literacy and numeracy together with overall quality of education (Department of Education, 2009:54). The goals of the five-year plan system was to create a new South African identity that encompasses critical consciousness, to transform South African society, to promote democracy and to maximise learner involvement in education. Due to these changes, curriculum management in schools had to be a much more open, democratic and participatory process involving principals, HoDs and teachers (Department of Education, 2002: 6). Head of Departments have to become proactive leaders who must learn and gain a deeper understanding of curriculum management activities rather than perform already made tasks to be followed rigidly (Marianne et al., 2003: 120). Such activities

include understanding the meaning of curriculum management, curriculum leadership styles and being knowledgeable about roles in curriculum management and functions of a Head of Department as stipulated by the Department of Education (Marianne et al., 2003). Teachers are the key participants in curriculum decision-making, they have the freedom to plan the curriculum to accommodate contextual factors such as learner experiences, and relevance of learning area content to suit the level of learners being taught. Such practices need teamwork so that there would be a joint decision making in curriculum management and delivery in the classroom.

The HoDs perform valuable leadership and managerial roles, and report directly to the principal of the school. Dinham (2000) argues that although the HoDs form part of management, they are subject specialists who need to provide an instructional leadership to their colleagues in their areas of speciality. Dinham and Scott (1999:288) allude to the multi tasks HoDs need to execute in schools, being a class teacher and subject specialist on the other hand. An effective HoD is expected to be able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009).

In the context of this study, curriculum management means the clarification of the curriculum policy in schools by the HoDs and ensuring that the design features that strengthen the curriculum are accepted and promoted in teaching and learning environment. According to the Department of Basic Education, from 2012, the two National curriculum statements for grade R-9 and grades 10-12 respectively were combined in a single document and would simply be known as the National curriculum statement grades R-12 which represents a policy statement for learning and teaching in South African schools. This would comprise of Curriculum and Assessment policy statements (CAPS) for all approved subjects (Department of Education, 2009). There are several factors that affect the implementation and management of CAPS in the primary schools. For example, lack of facilities such as classrooms, laboratories and libraries (Hoardley & Jansen, 2009). The availability of resources such as funds and an environment which is conducive for teaching and learning also play a major part in ensuring effective curriculum implementation (Hoardley & Jansen, 2009).

Mdutshane (2007) asserts that the allocation of resources by the Department of Education is one of the aspects that affect curriculum implementation and management, as it will make a considerable difference for learners in highly resourced schools and learners in under resourced schools. Similarly, Van der Westhuizen (2004) states that adequate facilities such as classrooms, halls, libraries, laboratories and playing fields are the key factors in implementing the curriculum. Badugela (2012) supported Mdutshane (2007) by stating that the availability of resources, funds, training of teachers and a positive school climate are all important for the success of curriculum implementation. Schools need financial support from the government, parents, and other stake holders such as non-governmental organisations (NGOs) in order to implement the new curriculum effectively. Badugela (2012) also indicated that funds are needed in order for schools to purchase learning and teaching support materials.

Van der Nest (2012) further argued that most South African schools receive funds from the Provincial Government and they are allowed to add on to those funds by charging school fees from parents. Mdutshane (2007:28) indicated that in terms of the South African Schools Act, Act no 84 of 1996, the state finances public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past imbalances in education. Nxumalo (2009) conducted a study on no-fee schools and the findings were that the funding of the no-fee schools has to be allocated and deposited into schools' accounts in January of the school year in order to allow schools to operate effectively.

Teachers are mostly regarded as receivers of curriculum changes as they play an important part in the implementation and management of the curriculum. Kirkgoz (2008) indicated that the implementation of the curriculum cannot be achieved without the significant intervention of HoDs in managing the work of teachers in the process. According to Badugela (2012), educators are afraid of changes, they have fear of the unknown, they lack knowledge and understanding of implementing new things and as such they faced enormous challenges in implementing the new curriculum. Thaanyane (2010) further argues that in South African schools' experience, if the government makes a decision to change the curriculum, teachers should accept it as it is and this

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causes challenge as teachers may struggle to understand the content of the new curriculum. Badugela (2012) further indicates that teachers need to be trained on how to develop their own resources and this needs time on the side of teachers to prepare and construct classroom resources. Kirkgoz (2008) highlighted factors such as lack of training and guidance for teachers, large class size and insufficient resources. He further suggested that HoDs need to be supported so that they can adapt and accommodate new ideas into their leadership while Thaanyane's (2010) study indicates that teachers were not adequately trained on how to implement the new curriculum since many teachers were not involved in the design of the new curriculum.

According to Mdutshane (2007), HoDs need to support teachers and undertake a monitoring process in order for them to get a clear picture of what is happening in classroom situation. Mdutshane (2007) also added that teachers' training and support play a major role in how teachers implement the curriculum. Mbingo (2006) revealed that teachers are confused with regards to their attendance of in-service training opportunities and workshops which are insufficient and left them with little knowledge. It is very important for teachers to be provided with appropriate skills, support and sound knowledge prior to the implementation of the new curriculum (Kydd, Anderson & Newton, 2000).

2.5 HODs' PERCEPTIONS TOWARDS CURRICULUM MANAGEMENT AND IMPLEMENTATION

This section gives a brief exploration of HoDs' perceptions in curriculum management and implementation in primary schools. The way HoDs perceive curriculum changes might be the reason curriculum changes impact negatively or positively on teaching and learning. Wallace and Fleit (2005:192) assert that most teachers seem to be confused and lack understanding of what curriculum change is and how it should be implemented? Wallace and Fleit (2005) further indicated that, teachers and school managers are faced with the degree in which they choose to accept or reject change. However, Jansen (2009) points out those managers lack clarity concerning innovation skills and knowledge, as well as the unavailability of required instructional materials reinforce their lack of motivation. This might be the cause of resistance to change in

curriculum implementation. Furthermore, Lyman, Lyman and Dezendorf, (2005:108) emphasise that the reality of teachers' resistance to change to the publication of studies dealing with understanding of the curriculum change, environment and the development of the effective strategies to achieve curriculum change. The fact that teachers have to deal with many changes made them not understand how to deal with the expected changes and as a result they developed a negative attitude towards curriculum changes that were implemented. Anderson and Bannett (2003) state that acceptance predicament happens when teachers have to deal with curriculum constraints such as texts, tests, and staffing as well as systemic constraints such as curriculum guidelines calling for particular methods of instruction or assessment. Teachers are still struggling with the sudden changes of policies and approaches in curriculum, and are still debating on whether to adopt or resist the new changes (Wallace & Fleit, 2005:191). The fact that teachers are expected to implement one change after another in curriculum might be the cause of their negative attitudes toward curriculum reforms (Wallace & Fleit, 2005:191).

2.6 CHALLENGES IN CURRICULUM IMPLEMENTATION AND MANAGEMENT

This section discusses challenges in curriculum management and implementation. Some of the challenges this literature review discusses include amongst others the following: lack of continuous training of HoDs in curriculum management, lack of resources, conflicting roles among SMT members, and teacher attitudes towards curriculum change (Van der Westhuizen, 2004).

2.6.1 Lack of resources

According to Rammapudi (2010) the concept 'resources' is defined as teaching materials used in planning a lesson that will bring the subject content being fruitful. He stated that resources make the lesson to be an exciting undertaking and provide opportunities for practical activities and interaction with real objects. According to Brown and Gordon (2009), children learn better in classrooms that are well resourced, with appropriate materials. The idea of resources is supported by Smith (2010:18) who acknowledged that each learner should have his or her own individual study package

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to be able to work on his or her own ability and pace. It is indicated that textbook programme has an influence in improving teaching practices if proper orientation is provided.

Studies conducted by Jansen (2009) and Msila (2008) indicate that a curriculum demands more resources, such as textbooks, stationery, wall charts, photocopiers, and audio-visual equipment. The Minister of Basic Education in South Africa initiated a programme of workbooks from Grades 1 to 6 to assist teachers to improve learner performance in Numeracy and Literacy in their classrooms. Lack of resources such as infrastructure is an important factor that hinders effective curriculum management. Yet, successful curriculum management requires infrastructure, human and financial resources, it affects most of the historically disadvantaged schools that lack almost all teaching and learning materials, including human resources (Mabude, 2002:99). On many occasions, teachers find themselves teaching overcrowded classrooms because of insufficient school finances to employ extra teachers in order to reduce the learner-teacher ratio. These schools also lack finances to buy materials and other physical resources in the form of furniture that enhance teaching and learning. Thaanyane (2010) states that there are some schools where buildings are collapsing; they hardly have any libraries, laboratories and sanitation. Thaanyane (2010) further argues that some schools have no books or they receive books late from the Department and as a result it becomes difficult for teachers and HoDs to plan and implement the curriculum. Thus teachers struggle to manage and implement the curriculum because of several reasons stated which include lack of human resources and lack of teaching and learning materials.

2.6.2 Lack of understanding CAPS policy

Van der Westhuizen (2004) indicates that due to poor training curriculum management is quite a demanding job which requires that HoDs should be well prepared to take on the rapid pace of change in matters regarding curriculum policy and implementation. Sayed and Jansen (2001:75) argue that HoDs play a major role in interpreting the educational policies as well as policy documents. Knowledge, skills and attitudes are essential for educational innovation and to enhance effective curriculum management.

Contrary to Sayed and Jansen (2001), Cardno (2003:44) comes up with different views arguing that most HoDs lack knowledge and skills for effectively managing the implementation of curriculum. The quality of training workshops is not good, facilitators are not clear about the curriculum changes and there is inadequate follow-up support for managers after training which leads to a lack of knowledge that forms the foundation of effective performance in teaching and learning (Cardno, 2003).

2.6.3 Clarity of roles

Sayed and Jansen (200I:57) state that clarity of roles for all stakeholders in curriculum matters should be a pre-requisite for effective curriculum management in schools. HoDs often encounter problems in understanding what it means to be a curriculum manager and are not sure of the specific nature of curriculum leadership, their roles are full of confusion and ambiguity because they are not sure of what is expected from them (Marsh, 2003:125).

Thurlo, Bush and Coleman (2003:84) argue that in their roles as curriculum managers they are team leaders, monitors of teachers' work and organisers of phase development workshops, while at the same time dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practices of apartheid policy that ignored shared decision-making, the school management team may struggle with these activities in understanding and deciding who is responsible for which area in curriculum management.

2.6.4 Expanded responsibilities

Cardno (2003:49) states that managing schools today means taking a lot of responsibilities and most educators would hesitate to occupy that position. On top of that Kirkgoz (2008) reveals that the challenges that HoDs encounter in curriculum management are curriculum changes and policy implementations. Kirkgoz (2008) further stated that managers carry out enormously variety of workloads and the nature of the job has become more complex, this includes high administrative workloads such

as financial and asserts management and accountability to education authorities often takes priority over attention to curriculum management. On the other hand, paper work, interruptions, crisis within schools and conflict management involving staff, learners and parents takes up most of HoDs' time.

2.6.5 Teachers' attitudes and behaviour towards CAPS implementation and management

Nsibande (2002:101) states that a well implemented curriculum depends on the ability of teachers who understand curriculum changes which they are faced with on a daily basis. The interpretation of the curriculum policy into practice is the responsibility of teachers because they have the influence to change meanings by applying numerous methods while implementing the curriculum. This requires teachers who have the knowledge, skills, positive approach and passion for teaching. Glatthom (2000:22) states that in most cases when curriculum reforms are being considered, teachers' beliefs, values, attitudes, practices and interests are normally not taken into account by policymakers, this in the process hinders implementation because teachers may not understand the foundations for curriculum change. Van der Westhuizen, (2004:72) points out that because people are not the same, they also have different ways of transforming to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. Carl (2002) identifies some of the factors why people on many occasions resist change.

In his study, Carl (2002) found that teachers are resistant to change because of the following reasons: some are not sure about what the curriculum changes imply, poor departmental motivation, lack of clarity about curriculum development, lack of understanding of nature and extent of the envisioned change, insufficient resources and support from education practices. These factors may influence curriculum implementation, its effectiveness will depend on those in leadership positions to influence people to respond positively to change. Marianne et al., (2003:67) affirm that, generally South African schools in rural, semi-rural and in urban settings appear to

have responded positively to curriculum change. In spite of this, they learnt that some schools did not have adequate support in terms of resources for curriculum implementation. Furthermore, curriculum documents were found to be overloaded with terminology and complex language. Marianne et al., (2003) indicated that this resulted in frustration among teachers, it appears that this is still evident in teacher practices,including curriculum management for school leaders because schools still face some problems with effective implementation of the curriculum.

2.6.6 Teachers' knowledge of learner assessment practices

Johnson and Green (2010:14) define assessment as the variety of methods that are used to determine what the learners know and are able to do before and after the instructions. This indicates that the purpose of assessment is to evaluate the learners' performance and to identify the support each learner requires. Since the adoption and implementation of CAPS in South Africa, teachers have been experiencing challenges with classroom assessment. Nsamba (2009:76) revealed that teachers did not follow the assessment guidelines when assessing learners and, therefore, the action affected learner performance in primary schools. The learners' tasks were not properly designed, learning outcomes were not stated, and the assessment methods were not indicated. This contravenes the principle that assessment should be well designed in accordance with the content of the subject, indicating the skills and knowledge to be achieved (DBE, 2011b:3).

Johnson and Green (2010:291) detected difficulties encountered by teachers in scoring the performance activities using rubrics as feedback to learners and parents. Kanjee (2009) indicated that providing teachers with assessment resources could improve their classroom practices. However, Kanjee, (2009) indicated that teachers require adequate support and the relevant workshops to enhance their classroom assessment practices because there is a gap between teaching practices and the assessment policy application, created by lack of orientation programmes.

2.7 LEADERSHIP STYLES SUITABLE FOR CURRICULUM MANAGEMENT

The efficiency and effectiveness of curriculum management depends on the ability of the HoDs to perform their duties as curriculum managers (Cardno, 2003:43). This includes the adoption of leadership styles that impact positively to the teachers in curriculum. Calitz, Fuglestad and Lillejord (2002:70) emphasise the importance of leadership styles in curriculum management and argue that managers need to adopt visionary leadership which guides curriculum management in schools. They will be able to develop and interpret the school's vision in line with curriculum needs.

Cardno (2003:43) also concurs with this when he states that the school's vision should guide and motivate teachers and learners in sustaining high standards of achievement. Furthermore, Everard and Morris, (1990:105) express that leadership styles could impact negatively on teacher quality of life in their work as curriculum disseminators and implementers. In the next section, the researcher discusses the various leadership styles in educational management.

2.7.1 Transformational leadership style

Leithwood and Kenneth (1992:8-12) posit that a transformational leader serves as an example to followers because followers trust and respect the leader; they imitate the leader. A transformational leadership style has the potential to engage all stakeholders in the achievement of educational objectives. Leaders and followers unite in a way that it may be realistic to assume a good relationship and a sincere connection that resulting in an agreed decision (Leithwood & Kenneth, 1992).

In the South African context, transformation requires action at all levels and there are limits to what leaders can attain in the lack of physical, human, and financial resources. The Task Team on Education Management Development (Department of Education, 2002) observed that real transformation will depend on the nature and quality of internal management. Self-management must be accompanied by an internal decentralisation of authority within the school and transformational leadership.

Transformational leaders take up three important goals:

1. Transformational leaders engage staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and communicate the school's norms and beliefs (Leithwood & Kenneth, 1992:8).

2. Transformational leaders promote teacher development: Teachers' encouragement for development is enhanced when they internalize goals for professional growth. This process is monitored when they are strongly engaged to the school's mission. When leaders give staff an activity that is new to them, or not a routine school improvement problem, they should make sure goals are clear, motivating and realistic (Leithwood & Kenneth, 1992:8-13).

3. They also assist teachers to solve problems more effectively. Transformational leadership is valued by majority of people because it encourages teachers to engage in new activities and putting more efforts in what they do. Leithwood and Kenneth (1992) found that transformational leaders use practices to help staff members to work smarter not harder, these leaders trust that solutions that come from a group are better than those of an individual person.

2.7.2 Democratic leadership style

Clarke (2007) affirms that democratic leadership style can be interchangeable with distributed leadership, it is characterised by teamwork and consultation, decentralisation of planning, organising and involvement of teachers in curriculum decision making process. Lunenburg and Ornstein (2004:20) argue that democratic leadership style is all about bringing people together to solve a common problem, management and teachers work as a team to achieve a common goal, it opens up communication channels and creates a positive environment so that when the decision is made, everyone will be on the same understanding. Teachers are encouraged to share their thoughts; this leads to better ideas and more creative solutions to problems in curriculum processes. Teachers also feel more involved and committed to the implementation process, making them more likely to care about the results.

Lunenburg and Ornstein (2004:26) found out that this style is usually one of the most important and directs to higher productivity, better engagement from staff members and increased group morale. Managers who use the democratic leadership style call multiple meetings with their staff to solve a particular problem. They want to know what the group members think, and build the strategy around the overall consensus (Lunenburg & Ornstein 2004:26). Democratic school managers attend to all dimensions of leadership, cultivate professional openness and honesty, encourage the staff to participate fully in the sharing of ideas, and provide a moral crucial and a commitment to good relationship among teachers and learners. Democratic leadership style is also most effective in a school when the manager wants to provide chances for teachers to develop a high sense of personal growth and job satisfaction.

2.7.3 Autocratic leadership style

Autocratic leadership is an extreme form of transactional leadership, leaders have more authority over their people and team members have little opportunity to share their ideas, even if it would be in the team or organization's best interest (Lunenburg & Ornstein, 2004:20). The benefit of autocratic leadership is that it is incredibly efficient decisions are made quickly, and work gets done. The disadvantage is that most people feel irritated of being treated this way, therefore, autocratic leadership often leads to high levels of non-co-operation, absenteeism and high staff turnover (Clarke, 2007). On the other hand, the style can be good for some routine and unskilled jobs, in these situations, the advantages of control may outweigh the disadvantages. Autocratic leadership is often best used in crises, when decisions must be made quickly and without delay (Clarke, 2007).

2.7.4 Bureaucratic leadership style

Bureaucratic leaders follow rules very well, and ensure that their people follow procedures accurately, it may be useful in organizations where employees do routine tasks (Van der Westhuizen, 2004). In a school situation this leadership style may not work well especially in curriculum matters where SMT and teachers are to be

innovative and apply their mind (Van der Westhuizen, 2004). This leadership style is ineffective in groups and organizations that rely on flexibility, creativity, or innovation such as a school. Most of the time, bureaucratic leaders achieve their position because of their ability to conform to and uphold rules, not because of their qualifications or expertise. This can cause infuriation when team members' expertise or advice is not considered valuable (Van der Westhuizen, 2004).

2.7.5 Laissez-Faire leadership style

Clarke (2007:66) emphasises that Laissez-Faire leadership style shows leaders who allow their followers to work on their own. This leadership style can also occur naturally, when leaders do not have enough control over their work and their people. This style may not work well in a school because once the leader of the school is unable to control staff and learners, every feature of the school will be affected. Laissez-faire leaders may give their teams' complete freedom to do their work and set their own deadlines. They provide team support with resources and advice, if needed, but otherwise they do not get involved (Van der Westhuizen, 2004). The main benefit of laissez-faire leadership is giving team members so much autonomy which can lead to high job satisfaction and increased productivity. The disadvantage is that it can be harmful if team members do not manage their time well or if they do not have knowledge, skills, or motivation to do their work effectively (Clarke, 2007:71). A structure of the school as an element of an organization embraces the Department, the roles, the hierarchical levels and authority (Everard & Morris, 2004: 15).

It is therefore safe to state that individuals in structures are defined by roles as presented by the organisational chart above, showing the authorized relationships between members of organisation. It outlines the demarcation of roles and exchanges among individuals. Decentralised systems transfer significant powers to subordinate levels and are referred to as site- based management (Bush, 2008:51). HoDs are on the third tier, answerable and accountable to the Deputy Principal for the work of teachers, and teachers on the lower level being answerable and accountable to the HoDs for learners' performance, they stand between two clearly defined groups, namely the top management of the school and the teachers on the ground (Kelly,

1999).

Dean (2002: 37) describes HoDs as the "back bone" of the performance management system. Whereas Bush (2003: 65) affirms that HoDs possess the power which arises from their knowledge and skills, and expertise that contrasts with their position. The accountability, as mandated by legislation, presents HoDs with the crucial task of providing learning opportunities that meet the needs of teachers and learners. The HoDs' accountability will only become reality when they can exercise management and leadership in the learning process.

Based on their position in the school structure, it can be said that the significance of their effective leadership and management for the successful operation of departments has been increasingly acknowledged (Kirkham, 2005: 160). From the evidence provided one can conclude that HoDs should be both good managers and leaders, while supervising teachers in their departments.

2.8 THE ROLE OF HEAD OF DEPARTMENTS IN CURRICULUM MANAGEMENT AND IMPLEMENTATION

HoDs are appointed in their positions on the basis of their knowledge and the competence to issue appropriate support and development to teachers and as such they should have the skills and knowledge to direct the actions of their subordinates (Bush, 2003: 39). On the other hand, Ayers and Grey (2001) state that the responsibilities of HoDs amongst others include to:

- Ensure that lessons are prepared and planned in terms of aims, objectives, and learning content, materials and presentation and see that they are monitored and evaluated both in summative and formative forms.
- Indicate effective teaching qualities.
- Make sure that they are knowledgeable about their curriculum area, have relevant teaching skills, engage in self – appraisal and be equipped with managerial skills.
- Ensure that learners are involved throughout the learning process.

Looking at the complex role of HoDs, this section will now look at the range of the HoDs' areas of knowledge ability and accountability as managers and leaders in schools.

2.8.1 Head of Department as curriculum manager

The core function of a school is to provide educative teaching and learning. The curriculum comprises all the strategies required to achieve these (Davidoff & Lazarus, 2010: 22). HoDs should support teachers by managing and co-ordinating the curriculum in such a way that teaching time can be used effectively as stipulated in the National Curriculum Statement for Grades 10-12 (DoE , NCS: 2011).The responsibility for curriculum planning is granted to HoDs and their leadership role is directed to successful curriculum management. HoDs have the responsibility of helping teachers in the implementation of the curriculum in order to bring about meaningful learning experiences for the learners. Dean (2002: 39) maintains that HoDs as curriculum managers should carry out curriculum management responsibilities:

- Make sure that there are enough materials available for teachers.
- Provide the required training for teachers in the specific subject.
- Assist in creation of conducive learning environment.
- Help teachers to conceptualize diversity in classrooms.
- HoDs should support teachers to encourage learners actively involved in the teaching and learning situation.

On the other hand, Leonard, (2002: 4) states that HoDs should encourage teachers and learners to share their knowledge, contribute ideas and develop plans for the purpose of achieving educational and organizational goals. Manning and Bucher, (2003: 159) suggest that for teachers to create positive classroom discipline, HoDs should help teachers to plan lessons for teaching learners; they should also encourage them to teach effectively. Dean, (2002: 38) suggests that HoDs should ensure that adequate resources are available for teaching the subject and that teachers get the required assistance in their classrooms.

2.8.1.1 Learners' assessment

National Curriculum Statement for Grades 10-12 (DoE, NCS: 2011) indicates that one of the responsibilities of HoDs is to help teachers to demonstrate competence in monitoring and assessing learners' progress and achievement. HoDs have a statutory duty to monitor and assess the learners' progress by means of tests and examinations both formally and informally. They should guide teachers in managing school assessment records and basic requirements for learner profiles, report cards, record sheets and schedules as set out in the National Curriculum Statement for Grades 10-12 (DoE , NCS: 2011).

2.8.1.2 Record keeping

Barker and Searchwell (2004: 61) declare that instruction should be made by HoDs to teachers that they must have the following records which must be available on request at all times for moderation purposes:

- Time tables: time tables for different activities including class time table should always be available when needed for supervision.
- Mark sheets: teachers should keep a record of the learners' progress of performance that will be used to explain the final rating a learner receives at the end of each term.
- Teachers' files: all teachers are expected to have portfolios containing all documents related to assessment. These should contain the tasks for assessment, the planning that informs the development of the tasks, the CAPS documents, the assessment tools and records of all the formal tasks.
- Registers: every teacher must mark the class register on a daily basis and ensure that is kept well.

2.8.1.3 Supervision of teachers

To ensure that teachers receive guidance and support as effectively as possible, supervision and teachers' development should be instilled as set out in IQMS in the Employment of Educators Act (South Africa, 1998). Sullivan and Glanz (2006) state

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that supervision should therefore be cooperative, collegial, democratic and should be discussed with the teachers and whatever the intent of supervision, it must have elements of teacher appraisal and assessment and the professional development of teachers, aiming at the improvement of their teaching abilities. Sullivan and Glanz (2006) posit that when effectiveness, efficiency and relevance are combined, they enable judgment about whether the outputs and outcomes of the curriculum are worth the importance of the inputs that effectiveness, efficiency and relevance can be regarded for the different methods, tools and approaches rather than questioning the value of the approach as a whole. Furthermore, Sullivan and Glanz (2006) discuss some of the steps that are suitable for monitoring and supervision as:

- Develop an instrument for monitoring
- Identify items on which feedback is required
- Fix the responsibility of monitoring at different levels
- Process and analyse the reports
- Identify the critical areas in the implementation
- Provide feedback and corrective measure

2.8.1.4 Teachers' appraisal

Any appraisal system needs to be acknowledged by HoDs as schools will function better if the performance of teachers is systemically managed. It is therefore compulsory upon HoDs to develop staff appraisal systems (Bush, 2003: 58). The implementation of intergraded quality management system (IQMS) is uncommon and in substantial, meaning that it consists of once off visit from HoDs with little follow up support and does not match the needs of teachers (Dean, 2002: 129). The accountability and professional support to confront individual teachers or team of teachers who failed to fulfil their responsibilities fall to HoDs who are accountable to line managers for the quality of the work of teachers in their respective departments. HoDs have the ability to direct their actions and evaluate teachers by concentrating on the quality of curriculum achievement (Bush, 2003: 58). Teachers evaluation provides the HoD with valuable information, indicating how successful they were in meeting an agreed upon standard (Peters, 2003).

2.8.2 Head of department as an instructional leader

According to Bush (2003: 186) the HoD traditionally holds the position of teacher leader. Leadership is a process of propelling others to achieve a goal and to ensure the implementation of the school's vision and mission. Furthermore, Yuki, (2002: 3) states that leadership involves a social influence process of others' actions in achieving desirable ends. Yuki (2002) indicates that leadership practice can be seen as the interaction of leaders, followers and their situation when tasks are performed.

HoDs should be both good managers and good leaders. One can conclude that there is a difference between leadership and management. In addition, to be a good manager who does things correctly by facilitating the work of the department, leaders shape the school's culture by creating and articulating a vision, winning support for it and inspiring others to attain it. According to Bush (2007: 391) schools require effective leaders and managers if they are to provide the best possible education for their learners. Although it is expected that HoDs exercise academic leadership and take overall managerial responsibilities for their departments, they need to work with teachers to improve teaching and learning in schools (Ruding, 2000: 3). Instructional Leadership has been a popular model to school management teams, thus it may be of interest for the Education Department to reassess a strong leadership improvement plan at the middle manager level to improve classroom practice and learner performance (Ruding, 2000). This literature review indicate that providing extra support to HoDs as instructional leaders may also have a great influence in classroom practice. Whilst instructional leadership is a well-researched area of study in the international context, it is a relatively new in the South African schooling system (Bush, 2007: 391). If the levels of learner performance can be improved at school level, then the role of the Head of Department is of major importance (Bush, 2007). The competence and motivation of the teachers would still vary and it is clear that the influence of curriculum managers can be most evident (Van der Weisthezen, 2004). If instructional leadership is considered to be the factor that can influence learner performance, the level of leadership that should influence this most directly are the HoDs as they are the ones that are directly in control of how educators implement the

curriculum in their classrooms on a daily basis (Bush, 2007).

2.9 CURRICULUM IMPLEMENTATION

Curriculum implementation is seen as the delivery process, the implementation of the planned activities in a purposeful way, Therefore, the successful implementation of a new curriculum depends on the extent to which all consumers and interested stakeholders are informed and have been prepared for the predicted change, and whether they are also prepared to associate themselves with it (Carl, 2002: 172). According to Mabude (2002) challenges facing managers in the implementation of a new curriculum require adjustment of personal habits, ways of behaving and learning space of the new existing curriculum and schedules, it requires management and teachers to move from the current programme to the new one and this is a modification that can be met with great resistance. The simplicity with which a curriculum leader can trigger such behavioural changes in staff depends on the quality of the initial planning and the precision with which the steps of curriculum development have been carried out (Carl, 2002).

Hierarchical management in schools makes the implementation of the new curriculum difficult because messages have to pass through many levels (Carl, 2002). According to Mabude (2002) implementation takes time; it needs the attention of all stakeholders within the schools to be won in order to influence their attitudes sufficiently so that they alter their present ways. If individuals feel involved and their views valued, they will contribute their best to the curriculum implementation. Besides that Carl, (2002) further asserts that leaders in their schools (principals, deputy principals, head of departments and subject masters) should put into practice the key aspects of the new curriculum. This will help teachers not only in their development but also their willingness to receive and implement these new ideas, and develop their own teaching strategies. Bush (2008) elaborates how and why certain implementation practices have occurred for many years and identifies the following factors as contributory towards curriculum implementation.

2.9.1. In-service training

In-service training in the implementation of the new curriculum is very important. It will familiarize school managers and teachers with innovations of the curriculum implementation (Carl, 2002). The department of education should redevelop HoDs to become effective in managing the implementation of the new curriculum. These trainings should be given enough time to allow proper dissemination of the new curriculum to take place. Furthermore, it is the wish of the researcher that the in service-training be facilitated by well-trained facilitators with extreme knowledge of the new curriculum that needs to be implemented.

2.9.2. Paper documentation

To be successful in the implementation of the new curriculum in schools, paper documentation is significant in understanding existing perspectives and philosophies within the school. Reflections are critical as part of dissemination process from the distributed documents such as policy guidelines, circulars related to the new curriculum and other relevant information should be properly distributed and documented (Nxumalo, 2009).

2.9.3. Application of the strength, weakness, opportunities and threats (SWOT) analysis

Nxumalo (2009) states that application of SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is critical in the successful implementation of any curriculum that is introduced. School managers as agents of change should take an advantage of the strength that a teacher has and build on it by propelling such a teacher in order to strive to contribute and to know more about the envisaged change. Nxumalo, (2009) says that motivation will close the gap in the weaknesses of teachers, thus encouraging them to participate and work hard in order to overcome the weaknesses they have, the opportunities and threats will be identified and attended in time, thus making the implementation of the curriculum easier.

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Hargreaves (2000) views that implementation plans should include the particular components which constitute the characteristics of change. The rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly. The implementation plans also need to specify the specific programmes, activities, tasks, resources, time schedules, responsible persons and the duties of supervisors. Whereas (Hargreaves, 2000: 288) emphasises that activities included in curriculum implementation plans need to be realistic in order to enable effective management, and appropriate implementation plans should be context-responsive. In this regard, HoDs must ensure that their plans towards the implementation are planned in consideration of their schools' communities as they play an important role in the influence of the education of their learners. It is also crucial to note that effective curriculum implementation plans also include staff development strategies, as teachers need to be equipped to adjust their classroom instructions according to the requirements of the new curriculum. In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills to be implemented effectively (Hargreaves, 2000:289).

Curriculum development is not something which should be done for teachers, they must be involved in the process since they are the ones who should go and implement it (Carl, 2009). Teachers should be empowered in regard to the whole process of curriculum development. They should participate in the process of curriculum development by implementing it well in their classrooms. Curriculum success depends on the involvement of teachers, therefore, they must be at the heart of the process. Teachers should be well developed to be able to achieve their duties as empowered agents of curriculum implementation (Carl, 2009). Milner (2010:118) indicates that when new teachers enter the field of teaching, their perspectives and overall understanding of the teaching and learning exchange and need to be addressed because these conceptions shape their curricula and instructional practices. From the researcher's experience as HoD, most teachers have negative attitudes towards their job and professional development initiatives. They indicate the problem of ineffectiveness of workshops and short periods of time allocated for workshop development. If teachers attend workshops with such negative perspective, teaching and learning will be impacted negatively as well. Thus, teachers should not stand on

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the side but must be active participants in the process of curriculum development and implementation (Milner, 2010).

Zepeda (2008:1) says that "schools that succeed are schools in which every participant is a learner". Zepeda (2008) continues to state that, effective teacher development is learning at the site from the work that teachers do and that teacher development takes place in the company of others who support, encourage and learn along in partnership. In this context, professional development brings out the best in teachers because they develop, progress and emerge as professionals. Hargreaves and Fullan (2010) emphasize the view that teachers can learn once they get outside their own learning environment and associate with other teachers when they can see beyond their immediate worlds that surround them.

Fullan (2010) further states that professional development or teacher development can be done by teachers on peer support, this is received from teachers who have developed strong competency in particular domains to improve instructional practices. It can be carried out by Head of Department (HoD) to other teachers and also an expert from outside who can come and work at the school on daily basis, i.e. internal teacher developer or school-based expert. An expert who is not based at school can also assist in teacher development through in-service training of teachers (Fullan, 2010). Carl, (2009:1) shows that each teacher must be empowered with regard to curriculum development to maximise the teaching and learning activities in the classroom. Elmore, (2006) stresses that the value of professional development is measured by what it contributes to the individual's capacity to improve the quality of the overall education. Teacher development is seen as a process of extending an individual's career, whereby the teacher continues to develop the knowledge and skills required for effective professional practices.

2.10 BARRIERS TO LEARNING

The new international trend in South Africa is that education has accepted an inclusive education as a means by which learners that experience barriers to learning will be educated. Inclusivity should become a focal point of the organization, planning and

teaching at school. This can only transpire if all teachers and school management teams have a sound understanding of how to acknowledge and address barriers to learning and how to prepare planning for diversity. The key to manage inclusivity is to make sure that barriers are pinpointed and addressed by all the relevant support structures within the school, community and all stakeholders.

Walton, Nell and Hugo (2009:106) affirm that in 2001 South Africa published the White Paper 6 on special education which profiles a national strategy for systematically addressing barriers to learning; these may include prior learning, culture, religion, language, socio-economic status, etc. Donald (2008:86) states that the curriculum must be designed to have students construct and reconstruct social reality. This construction process is essential for ensuring uninterrupted and maximum participation of learners. To ensure equal recognition of all learners requires one to use an approach which accommodates diversity. Donald (2008) further stated that some barriers may be inherited; this is when a barrier within the same family is transferred from one generation to another. One might also think of genetic disorders as part of the barriers. Psychological barriers may be due to thought or memory loss processes. One may notice that some learners underperform at school due to retardation and difficulty in recalling. Social factors are wide in a sense that they involve interconnection with the environment. Such interactions should provide the chance to socially construct knowledge and attach its meaning.

Implementation of CAPS requires HoDs and teachers to be well-equipped with proper skills to deal with any sort of barriers to learning. Educational difficulties may be intrinsic and extrinsic to learners. Walton et al., (2009:107) further point out that intrinsic complications include physical, sensory, neurological, psycho-social disturbances and differing intellectual ability, whereas extrinsic barriers may be from family and its social, cultural, economic context and lack of parental involvement in education. It is obvious that barriers to learning can be located within the learner, the site of learning, the education system itself and within the broader social and economic environment.

2.11 CONCLUSION

Chapter two provided the literature review on the HoDs' perceptions and experiences in the implementation and management of CAPS and the theoretical framework that underpins the study. This literature review discussed timelines of recent curriculum changes in South Africa. Such changes clearly indicated different curriculum periods that were implemented before CAPS. The key changes of CAPS implementation were identified. The concept of CAPS was relooked by teachers. This chapter also discussed classroom implications of NCS Grade R-12 principles with regard to CAPS. An in-depth comparison between CAPS and NCS was addressed. The chapter also indicated the HoDs perceptions towards curriculum, the leadership styles, the position of head of departments in school structure, the roles of HoDs and possible barriers to curriculum implementation were also discussed. The next section, chapter three discusses the research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter one presented the study's introduction. Chapter two presented literature review which guided this study. In this chapter the researcher discussed the study's historical background regarding curriculum changes in South Africa and how the changes affected teaching and learning in schools. The literature reviewed identified various challenges that are encountered by HODs when managing and implementing the curriculum in schools. This chapter discusses the research design and methodology used to undertake the study. In this chapter the following important topics were covered: research approach, population and sampling, research instruments and data collection methods, data analysis, study trustworthiness, and finally the chapter concludes with ethical considerations.

3.2 RESEARCH DESIGN

According to Rahi (2017: 03) research design is a set of guidelines and instructions to be followed in addressing the research problem accordingly. The function of research design is to provide the collection of relevant information with minimal expenditure of effort, time and money. Influenced by the anti-positivist perspective, this study is located within a qualitative research design which according to Maree (2007:54) focuses on understanding the people's experiences on how they interact and form their relationships in the world in which they live. According to Denzin and Lewis (2000:3), in a qualitative study the researcher studies things in their natural settings, attempting to interpret the phenomena in terms of the meanings people bring to them. Creswell (2014:25) states that the purpose of a qualitative research method is to identify the phenomena through how they are perceived by the participants in a situation. The qualitative approach used in this study is meant to answer the following main research question:

- What are the primary schools' HoDs experiences of curriculum implementation and management in the Soutpansberg East Circuit?

The above research question assisted the research in achieving the main research objective which is:

- To investigate primary schools HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit, Limpopo Province.

In this study, HODs in primary schools expressed their experiences of curriculum management and implementation in their teaching contexts. Qualitative research design fitted the purpose of this study because the researcher generated information from experienced participants who are HoDs and teachers in curriculum implementation in natural settings.

3.3 RESEARCH METHODOLOGY

Cohen (2011) argues that methodology is a coherent group of methods that complement one another and while attempting to answer the research questions in depth with the single phenomenon. In the context of this study the researcher involved the collection of data from primary school HoDs and teachers using interviews, observation and document analysis to explain their experiences regarding curriculum management and implementation. Cohen, Manion and Morrison (2009) recommend the use of interviews in qualitative research because they provide the researcher with flexibility to engage in natural conversations that provide deeper insight.

3.3.1 Study Population

This study was conducted at Soutpansberg East circuit primary schools, Vhembe District in Limpopo Province, South Africa. The specific primary schools were selected as a suitable and convenient site for this study, taking into consideration the following reasons. The areas are accessible and convenient to the researcher which would assist to minimise the costs in terms of travelling. The researcher selected one HoD and one teacher each of the ive selected primary schools at Soutpansberg East circuit in Vhembe District in Limpopo province.

3.3.2 Study sample and sampling procedure

A sample is an illustrative of the population from which it is taken if the characteristics of the sample imitate those of the population. Strauss and Cordin (1990:46) argue that a research population is generally a large collection of individuals or objects. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is unserviceable. Therefore, researchers rely on sampling techniques. In this study, the researcher used purposeful sampling to select one HoD and one teacher from each of the selected primary schools. The rationale for using purposeful sampling was because the researcher wanted to use participants who were information rich regarding the phenomenon being studied. Furthermore, Patton (2002:126) emphasises that in purposive sampling people who are unsuitable for the sampling study may be eliminated.

Before selecting the participants, the researcher used inclusion and exclusion criteria. For example, the researcher selected the HoDs and teachers to participate in the study and other school management team (SMT) members such as principals and deputy principals were excluded because there were not knowledgeable about the subject and the researcher want people who understand the phenomenon being investigated which in this case is to understand HoDs experiences of CAPS management and implementation. The table 3.1 below shows the profile of the participants from five selected primary schools.

Table 3.1: The profile of the participants

Information	School A.	School B.	School C.	School D.	School E.
GENDER					
Male	1		2	1	
Female	1	2		1	2
AGE					
30-40			1	1	1
41-50	1	1	1	1	1
51-60	1	1			

EXPERIENCE AS AN HOD					
1-5					
6-10			1	2	
11 and above	2	2	1		2
TEACHING EXPERIENCE					
1-10			1	1	
11-20	1	2		1	2
21 and above	1		1		
QUALIFICATIONS					
Teacher's Diploma Only	1			1	
Further Diploma	1	1			1
B. Ed Hons		1	2	1	1
M.Ed.					
RACE					
Black	2	1	2	2	2
White		1			

3.3.3 Data collection procedures and methodology

Cohen, Manion and Morrison (2007:47) state that methods are a range of approaches used in educational research to gather data, to be used as a basis for inference and interpretation, and for explanation and prediction. For the purpose of this study, different data collection techniques were used to gather rich data and for triangulation, that is establishing the richness and complexity of human behaviour by studying it from more than one standpoint (Cohen et al., 2007:141). Interviews were used to collect relevant data for this study. The main method of collecting empirical data was structured individual interviews. This was done to obtain the maximum response from participants, because it is assumed that they feel more comfortable to talk as individuals, rather than in a group. The first data were collected through the use of structured interviews. Interviews in qualitative research refer to a way of asking questions related to the research problem.

Maree (2010: 87) defines an interview as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants. A semi- structured interview refers to an interview technique in which all participants are required to answer a set of predetermined questions, but are given an opportunity to define their lines of individual responses. Maree (2010: 87) further indicates that semi- structured interviews are commonly used in research projects to corroborate data emerging from other data sources. They basically depict the line of inquiry. They give the researcher an opportunity to explore different emerging lines of inquiry that are directly related to the research questions.

Creswell (2009) indicates that the purpose of interview is to find out what is in someone's mind by accessing the perspective of the interviewee. Interviews allow researchers to obtain important data that they cannot acquire from observation and documents alone. Similarly, Delport, Fouche and Strydom (2007:292) define semi- structured interviews as organised conversations around areas of particular interest, which in this study was to investigate the HoDs experiences of CAPS implementation and management in their contexts by accessing their personal perspectives. Interviews were guided by open-ended questions with the aid of an interview schedule, which contained a list of questions on teachers' experiences of CAPS management and implementation. The research questions asked were based on teachers' implementation of the curriculum principles in their working environment, workshops, experiences of planning, teaching and learning in the classroom, and assessment practices. Flick (2007) agreed with the decision to use open-ended questions by stating that they are flexible, allow an interviewer to explore in order to clear up any misunderstandings, and to try out the limit of a respondent's knowledge and experiences. Interviews were scheduled for 30 minutes in each session, with two participants interviewed in their respective schools. The researcher divided the interview questions into two groups: questions for teachers and questions for HoDs. The researcher conducted interviews after school hours depending on the schedule of that particular school. Before the interviews were started the researcher made sure that:

- Participants' responses were recorded by means of a voice recorder.

- A journal is kept in which notes are written.

- All recordings should have a date, time and the purpose of the interview.

- Leading questions were avoided by not reframing them.

- Participants were given enough time to express themselves until they exhaust all the items.

- Recordings were arranged immediately after each interview to avoid forgetting the impression which might be explained briefly.

- Participants were given an opportunity to draw in and see the transcript of the whole interview if they want to do so.

- Participants' confidentiality of the information was maintained.

According to Henning et al., (2004), all documents related to research questions are valuable sources of information, regardless of how old or new the information is and whether in printed, hand-written or electronic format. In this study, the documents that were analysed include: CAPS documents, curriculum management file, management plans, school timetable, and teachers' files with their components. Learners' files, homework books, workbooks and classwork books were also analysed.

Those documents were used to investigate HoDs monitoring and supporting system in CAPS and to explore teachers' knowledge and experiences in planning, teaching and learning, assessing, recording, and reporting according to the requirements of the National Curriculum statement. In addition, document analysis was used to reveal the influence of HoDs and teachers' understanding and experiences in implementing the curriculum. Creswell (2009:180) stated that document analysis is advantageous because data can be accessed at a convenient time to the researcher. The researcher preferred to review documents during participants' free time. The triangulation method was utilised with the aim of measuring the accuracy of data. Cohen et al., (2007) argue that the use of triangulation gives a broader understanding and scope of data to explain the study fully. They further argue that the use of one method may lead to bias and distort the real information about the phenomenon under study (Cohen et al., 2007). These were the factors that motivated the researcher to use various methods to obtain reliable data about HoDs' experiences in curriculum implementation and management, particularly in primary schools.

3.4 DATA ANALYSIS

Data analysis was defined by Creswell (2009:175) as a strategy used by the researcher to build patterns, categories, and themes by organising the data into increasingly more abstract units of information. In this study, data were analysed thematically. A qualitative data analysis involves the breaking up of the data to elect meaning, gain understanding and develop empirical knowledge (Babbie, 2014:33). The aim was to make an interpretation of the larger meaning of the data collected from the participants on curriculum implementation. To analyse data, the researcher took the sequential steps that were recommended as relevant in a qualitative study by Creswell (2009:138). The steps include the organization of details about the case, categorization of data, interpretation of single instances, identification of patterns, synthesis, and generalisation.

This is where the researcher summarised what has transpired in terms of common words, phrases, themes or patterns that will help in the interpretation and understanding of the collected data, and enable the researcher to draw conclusions (Maree, 2010). The collected data was organised into manageable data. This involved reducing the volume of raw information to significant patterns to construct a meaningful framework. The researcher ventured into presenting different perspectives of individuals in a logical manner that integrates loose information, patterns, differences and similarities, and comments from interview transcripts. In this study, the following procedures were followed during the data analysis phase.

- **Coding:** The gathered information was coded into meaningful segments of text in the transcripts. This assisted the researcher to identify emerging themes and sort them according to defined segments. Names of participants were provided with codes to avoid possible embarrassment and character deformation.

- **Organisation of details:** The collected information about the case was sorted in a logical manner to allow the researcher to pick up differences and similarities in the responses.

- **Categorisation of data:** The researcher identified categories that helped to sort the collected data into meaningful groups. This enabled the researcher to easily determine connections from the participants' responses.

- **Identification of patterns:** After creating a list of categories, the researcher embarked on the identification of data that is relevant to the topic. In this study, this data included those experiences that were reflected in the literature review, as indicated by other theorists, and the new themes that emerged during the data collection process. This is where categories were compared to develop central themes that assisted in answering the research questions.

- **Synthesis and generalisation:** This is where the researcher built the overall picture of the data analysis, and presented conclusions and recommendations.

In this study, two participants in each school were interviewed under the four categories formulated from the research question which were:

- What are primary schools' HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit?
- Which leadership styles are suitable or appropriate for managing curriculum challenges in primary schools?

The transcription of each interviewee was given a code for reasons of confidentiality namely TA up to TE and HODA1 up to HODE5. The code was recorded in the interview schedule. According to Cohen et al., (2007) coding is the process of trying to find patterns and meaning in data collected through interviews. Through the process of coding, similarities and differences from participants' answers were identified and new categories were developed. Once the transcriptions were done and the codes were awarded to different units of meaning, the related codes were then grouped into categories to form themes. The collected data was used to guide the researcher on deciding what name should be given to certain categories.

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3.5 STUDY TRUSTWORTHINESS

According to Cresswell (2008: 267) qualitative researchers use the term trustworthiness to measure the accuracy of data collected, participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. It also depends on the methodological skills, sensitivity and integrity of the researcher (Patton, 1990:11). Ali and Yusof (2011: 30) view trustworthiness as "a criterion to test the quality of a research design. In this study, trustworthiness was achieved through credibility, transferability, dependability and conformability.

- **Credibility**

McMillan and Schumacher (2010: 03) explain credibility as the extent to which the findings approximate reality and are judged to be accurate, trustworthy and reasonable. It is a criterion for monitoring the truthfulness of results. The researcher used this technique by spending extensive time in the field (prolonged engagement) collecting data from HoDs through in-depth interviews to reflect lived experiences, to achieve a picture of HoDs experiences in curriculum management. The researcher conducted member checks by returning the transcripts to the participants allowing them to confirm that what has been deduced and written presents a true and valid reflection of their responses. It requires that individual participants respond honestly and openly and do not use the opportunity to disagree with what they think others may disapprove of. For this reason, time was granted for each respondent to read through the transcript of their interview and to view ideas on both the actual interview and the coding of the data. This provided them with an opportunity to validate the data generated through the interview (Babbie & Mouton 2001:275).

- **Dependability**

Dependability refers to the consistency of the inquiry processes used over time, the more consistent the researcher has been, and the more dependable the results will be (Polit & Hungler, 1997: 306). The researcher maintains solidity in the logic used to select participants and settings for interviews and observation and ensures that the collected data are kept in the form of audited files.

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- **Confirmability**

Trochim (2006: 32) views confirmability as the degree to which the results can be corroborated by others. The researcher makes sure that the method used to collect and analyse data is objective and neutral. Critical to this process is the audit trail, which allows any observer to trace the course of the research step-by-step. The researcher has to keep in mind that any interested person can access the information upon request.

- **Transferability**

Transferability is a technique which shows that findings in a qualitative project can be applicable to other situations and populations (Shenton, 2004). In the context of this study, data collection involved a small group of participants. Therefore, the researcher has to understand that findings cannot necessarily be applied to a broader population. In this regard, this study applies to similar contexts in South Africa.

3.6 ETHICAL CONSIDERATIONS

The study was conducted in accordance with all the ethical considerations of a social research. Babbie and Mouton (2006:117) confirm that it is important to observe ethical principles to avoid unforeseen circumstances that may arise during research and also to protect the rights of participants. The researcher applied for permission from the Department of Basic Education to interview HoDs and teachers of the sampled schools. Participants were requested to sign consent forms as proof that they agreed to participate in the study voluntarily. According to Flick (2007:69) informed consent means, "no one should be involved in research as a participant without knowing about the research and without having a chance of refusing to take part." All participants were assured of their rights to withdraw from the study at any point of the study without any penalty. Participants' confidentiality was maintained at all the times. To safeguard participants' anonymity, pseudonyms were allocated to them.

3.7 CONCLUSION

The aim of this chapter was to present the research design and methodology used to undertake the study. The methods for analysing and interpreting the data were also narrated. Furthermore, the chapter concluded with a discussion of ethical issues. The results and interpretation of the empirical research is done in chapter four.

CHAPTER 4: PRESENTATION OF THE STUDY FINDINGS AND DISCUSSION

4.1 INTRODUCTION

Chapter one provided the study's introduction. Chapter two presented the literature on which the study is based. Chapter three presented the research design and methodology procedures that were used to undertake the study. This chapter presents the findings from the methodology used in chapter three of this research study. A qualitative research approach was used in this context. The researcher conducted semi structured interviews with teachers and HoDs from the five sampled schools. Before the process of data collection started, all participants were assigned pseudonyms to protect their anonymity and maintain their confidentiality. Again, the researcher applied for ethical clearance from the University's ethics committee. Both the researcher and the study participants signed a consent form which made it possible for the research information to be confidential and used for research purposes only.

Furthermore, the researcher did not use the schools' names where the data were sourced. The findings of this study are located within a qualitative interpretive design. In this study, the researcher used Heidegger's (1982) and Husserl's (1981) descriptive-interpretive approach because it has the potential to allow the researcher to identify the essence of human experiences about a phenomenon, which in this context is HODs' experiences of CAPS management and implementation as described by participants, on the understanding that meanings are not directly available to us but are interpreted. In Heidegger's (1982:119) view, basic qualitative inquiry starts with "things as they are experienced, with other people as we are related to them and with the way people live." Heidegger (1982) showed that our primary relationship with things is through experiences and that every form of human awareness is interpretive. The findings presented in this section are meant to answer the following research questions:

- What are the primary schools' HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit?
- Which leadership styles were suitable for managing curriculum challenges in primary schools?

The above research questions assisted the researcher to achieve the study's objectives which are:

- To investigate the HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit.
- To suggest suitable leadership styles for managing curriculum challenges in primary schools.

This chapter therefore, presents the findings which were sourced from the individual interviews conducted with the study participants who were teachers and HoDs. What comes next is a discussion based on the themes which emerged as a result of the data collected.

4.2 DISCUSSION OF THE STUDY FINDINGS

The data for the study were collected from five public primary schools within Soutpansberg East Circuit, Vhembe West District in Limpopo Province, South Africa.The research data was collected within the period of 30 days on a weekly basis. Relevant literature was also used to support, compare or highlight important points and relevant issues to ground or locate the study in an interpretive qualitative research design. The schools were identified as School "1", "2", "3", "4" and School "5". For teachers and HoDs in School "1", the researcher used TA to TE and HODA1 to HODE5. These codes assisted the researcher to identify teachers and HoDs throughout the study, e.g. TA and HODA1 for School "1". The findings of the study are based on the themes and categories that emerged during the data collection stages. From the data collected and analysed, the following six (6) important themes were identified based on that the majority of participants highlighted them as the majar problems with in curriculum: (1) Resistance to change (2) CAPS high load (3) Teachers development workshops (4) Curriculum management (5) Monitoring of teachers' work and (6) Leadership styles suitable for addressing curriculum challenges.

4.2.1. Theme 1: Resistance to change

Wallace and Fleit (2005) indicated that, teachers and school managers are faced with the degree in which they choose to accept or reject changes. However, Jansen (1992:206) points out those managers' lack clarity concerning innovation skills and knowledge, as well as the unavailability of required instructional materials reinforce their lack of motivation. This might be the cause of resistance to change in curriculum management. Furthermore, Lyman, Lyman and Dezendorf, (2005:108) emphasise that the reality of teachers' resistance to change has led significant amount of professional literature dealing with understanding of the curriculum change, environment and the development of the effective strategies to achieve curriculum change. The fact that teachers have to deal with many changes resulted posed some challenges as they failed to understand what is expected from them and they resisted change and such a negative attitudes towards the curriculum change affects the HoDs' planning and management. Wallace and Fleit (2005:191) state that acceptance predicament happens when teachers have to deal with curriculum constraints such as texts, tests, and staffing as well as systemic constraints such as curriculum guidelines calling for particular methods of instructions or assessment. Carl (2002) identifies some of the factors why people in many organisations resist change. The factors include amongst others the following:

- Not sure about what the curriculum changes imply
- Poor departmental motivation
- Lack of clarity about curriculum development
- Lack of understanding of the nature and extent of the envisioned change
- Insufficient resources and support from education practices.

The reviewed literature further shows that there are challenges that are associated with CAPS implementation and management. One of the biggest challenges that were identified by HoDs was resistance to change from teachers. According to Badugela (2012), educators are afraid of changes, they have fear of the unknown, they lack knowledge and understanding of implementing changesand as such they faced enormous challenges in implementing the new curriculum. Furthermore, Lyman, Lyman and Dezendorf, (2005:108) emphasise that the reality of teachers' resistance

to change has led to significant amount of professional literature dealing with understanding of the curriculum change, environment and the development of the effective strategies to achieve curriculum change. The fact that teachers have to deal with many changes resulted to them not understanding what is expected from them and to make the change process succeed might be the cause of their resistance and negative attitudes towards the curriculum change which affect the HoDs' planning and management. HoDs further indicated that teachers are unable to unpack and chunk CAPS topics as indicated by HOD1A in the following excerpt:

> T*eachers are resistant to change in such a way that they even fail to adopt the new teaching approaches and able to unpack all the CAPS topics within stipulated time frame, they don't want to fill trackers and unable to comply with curriculum coverage.*

HOD1A was supported by HODB2 who stated that:

> *Majority* of *teachers do not like changes, they don't want to use their policy documents, Annual teaching plans, Lesson plans and they still prefer memorandum than Rubrics.*

HODB3 who has vast experience on teaching and learning also complained about lack of support as indicated in the following excerpt:

> *Shortage of teaching and learning materials, lack of support from curriculum advisors and lack of support from the department are the challenging factors that contribute to resistance to change. Other teachers are even unable to use the Pace Setters, instead they use textbooks only.*

Similarly, HODD4 also has the following to say regarding resistance to change:

> *"Most of the times we find ourselves as teachers writing notes without even having a lesson plan to refer to, even though we do have a planner and tracker, we do not know how to use them effectively because we are resistance to change. We are not comfortable with too many changes taking place with regards to CAPS".*

In support of what was said by HODD4, HODE5 had this to say:

> *The biggest factor is that some teachers are not comfortable about many changes taking place in the CAPS as a whole. There are issues such as lack of resources and lack of information which may result as resistance to change due to unavailability of them and time provided to complete the content is not enough for them because teachers have to teach using different methods to accommodate all learners and end up failing to implement CAPS well.*

From the responses above, it is clear that teachers are resistant to change because of the many changes that are currently taking place. Even the issue of a planer and tracker is a challenging factor to the teachers because it needs to be completed on a daily basis and also compared with the lesson plans and programme of assessment. Based on the strategies for addressing teachers' resistance to change, the researcher found that majority of the HoDs must conduct meetings with their teachers in order to identify CAPS challenges such as lack of information, and also provide support on how to use CAPS documents to ensure that teachers are not overloaded so that they can cover the curriculum within stipulated time frame.

4.2.2 Theme 2: Workload

The second important theme which emerged during data analysis and interpretation was that of workload for HoDs and teachers. Dinham and Scott, (1999:288) allude to the multi tasks HoDs need to execute in the school, i.e. being a class teacher and subject specialist. An effective HoD is able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009). Kirkgoz (2008) further stated that managers carry out enormously variety of workloads and the nature of the job has become more complex, this includes high administrative workloads such as financial and asserts management and accountability to education authorities often takes priority over attention to curriculum management. On the other hand, paper-work, interruptions, crises within schools and conflict management involving staff, learners

and parents takes up most of HoDs' time as shown in the comment made by TA in the following excerpt:

> *The workload is too much, a lot of writing and developing lesson plans, completion of pace setters on a daily basis, giving learners too much homework, too much work for controlling learners' books and Workbooks. All these make me lose interest in being creative.*

Another participant, only identified as TB mentioned that:

> *CAPS is very specific because it determines what contents need to be taught each term, because of this specified contents the work load is higher and it depends on the teachers' interpretation of the learning outcome which has got a negative impact on a daily lesson. In most cases I go to class with just textbook, I cannot meet the CAPS needs if I only work with textbook, sometimes I find myself carrying CAPS document and unable to open it at all due to high workload that we have.*

However, TC differed with TA and TB with ideas, especially when it comes to the issue of workload, he had this perspective:

> *Even though CAPS has got a high volume of work load it is user friendly, it is developed cordially to fit well with the work load, if well followed the teacher can meet the expected work in time and very effectively. The teacher can be able to unpack all the contents using different methods of teaching with ease.*

Furthermore, TD indicated that CAPS is a very good curriculum although it has some flaws as shown in his comment below:

> *CAPS is an excellent curriculum but it puts a lot of pressure in the classroom time management. This in turn affects the learners' understanding of content and lead to failure because they do have lots of subjects which need to be taught.*

Similarly, TE also complained about the workload as shown in the following comment:

CAPS workload is too much to finish with learners in the amount of time we have in class. It does not allow enough time for revision and intervention. There is also not enough time to enrich those learners who are behind others.

According to this researcher, high volume of work is a major factor to teachers and HODs. Both HODs and teachers are working under pressure of CAPS because they fail to complete the work within the given stipulated time. Currently, most of the teachers are calling for the reduction of their workload because it makes it impossible for them to complete their syllabi in time. Teachers are further expected to interpret the learning out comes and again to fill or complete the planer and tracker on a daily basis which is strenuous to them. Even though CAPS is user friendly, there is too much content to be covered within a short period of time. This researcher is therefore not satisfied by the countless roles that HoDs play because this affects their managerial roles.

4.2.3 Theme 3: Teachers' development workshops

Another important theme which came out strongly was that of teacher development workshops. Kanjee (2009) indicated that teachers require adequate support and relevant workshops to enhance their classroom assessment practices because there is a gap between teaching practices and the assessment policy application, created by lack of orientation programmes. Kirkgoz (2008) highlighted factors such as lack of training and guidance for teachers and large class sizes. Thaanyane's (2010) study indicated that teachers were not adequately trained on how to implement the new curriculum since many teachers were not involved in the designing of the new curriculum. According to Mdutshane (2007), HoDs need to support teachers and undertake a monitoring process for them to get a clear picture of what is happening in classroom situation. Mdutshane (2007) also added that teachers' training and support play a major role in how teachers implement the curriculum. It is very important for teachers to be provided with appropriate skills, support and sound knowledge prior to the implementation of the new curriculum (Mbingo, 2007). This was shown by the

comment made by T1 in the following excerpt:

CAPS teacher development workshops are not effective because some time you will find that facilitators are fellow teachers like us. During workshops they will be reading page by page from the provided manual. Some of the Curriculum advisors are still new in the field, they even unable to unpack all the topics well.

This was further elaborated by T2 who stated that:

The workshops are sometimes effective as they keep them up to date with the changes in the implementation of CAPS. Even though the training programmes are effective, we do fail to implement because our HoDs do not run the internal workshops to emphasise what we have been told by the curriculum advisors during main workshops.

T3 also supported T2 when he mentioned that:

The training is very effective although he would recommend that they should be conducted at the end of the current year for the next year and all the management plans for workshops should be distributed to teachers on time so that they can adjust their work plan considering the workshops as well.

Similarly, T4 also supported T2 when he indicated the following:

The workshops help with guidelines which in turn helps us as teachers to can be able to implement the CAPS in the classroom effectively, they even provide us with programme of assessment during these trainings so that we won't get confused during time of assessment.

Furthermore, T5 made the following comment regarding teacher development:

I have learned a lot from some subject advisors, in most cases it felt like I knew more about my subject and the CAPS policy than my peers and thinking of wasting my time listening to things that I know.

It is important to indicate that teachers are not well supported during teachers training workshops because the time frame for workshops is not enough and some of the facilitators do not highlight the clarity of roles and the strategies for curriculum coverage to them and this results in ineffectiveness of these workshops. Some of the curriculum advisors fail to disseminate information and to unpack the topics to the teachers. Majority of teachers who participated in the study revealed the ineffectiveness of teachers' development workshops. They emphasised that the inconsistency for workshops was also noticed as teachers did not experience the same number of days for training and some of them did not even get a chance to attend. The researcher recommended that the support from workshops must be taken into consideration by the Department of Basic Education.

4.2.4 Theme 4: Curriculum management

Curriculum challenges were discussed in the literature review section of this study, chapter two to be precise. Some of the challenges discussed include amongst others the following: lack of continuous training of HoDs in curriculum management, conflicting roles among SMT members, and teacher attitudes towards curriculum change (Van der Westhuizen, 2004). An effective HoD should be able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009). In the context of this study, curriculum management means the clarification of the curriculum policy in schools by the HoDs and ensuring that the design features that strengthen the curriculum are accepted and promoted in teaching and learning environment. To show some of the important challenges that educators and school management teams encounter regarding curriculum management, HODA1 made the following comment:

It is difficult for us as HODs to implement and manage Curriculum
where learning environment is not conducive for learning to take place.
There are a lot of problems affecting curriculum itself, problems such
as: high number of learners in classroom, infrastructure and shortage
of teachers, more especially those for scares subjects such as Science
and Mathematics.

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This was further supported by HODB2 who indicated that he did not have a good experience as shown in this excerpt:

> *The experience that I have in managing curriculum in my Department is that teachers are not knowledgeable in implementing curriculum, they need to be trained. Some of them are unable to cover the curriculum do to that they don't follow CAPS documents when planning. Lack of resources and heavy workload that I have as HoD are hindering my management responsibilities.*

HODC3 made the following comment when referring to all the responsibilities entrusted to him:

> *As the teacher and HoD, I have to co- ordinate between the principal and the Deputy Principal. It is very difficult to implement and manage curriculum well because I have lots of responsibilities such as teaching, planning meetings and administrative work. I must draw my term plan at the beginning of each term stipulating all the monitoring programme and formal meetings.*

HODD4, indicated that it is not simple to be a curriculum manager. This is how he put it:

> *It is not simple to monitor curriculum management because if you request either the work schedule or learners work from the teachers, they fail to submit because some of them show the doubt about the changes in CAPS. The failure to submit created a huge gap between CAPS implementation and management.*

Contrary to what HODA1, B2, C3, and D4 have said, HODE5 has this to say:

> *As the HoD I have a good theory about the support structure and systems to be in order, I am also clear about my roles as curriculum manager. I create the time for regular meetings with my teachers, I draw the schedule for monitoring teachers work and make sure that the curriculum is well covered and learners are taught and assessed.*

According to the researcher, it is clear that the HoDs viewed their roles as curriculum managers, they carry out the responsibilities to improve learners' performance, but the researcher concluded that most of the participants were sensitive to the process of curriculum implementation. Plans must be done so that teachers can know what must be done, when and how? HoDs must be recognised as monitors, educator support, acquisition of resources and being knowledgeable on CAPS issues. All these roles contribute to effective curriculum management. The Department of Basic Education must give full support to HoDs on how to play their roles.

4.2.5 Theme 5: Monitoring of teachers' work

The fifth theme, monitoring of teachers' work is a classroom management technique of checking to see whether activities are going according to the plan. The purpose of monitoring is to collect information and facilitate improvement in the classroom practice which should be done at least once per term for curriculum coverage. To most HoDs, it was proved to be problematic by the researcher. HODA1 indicated that,

> *I monitor curriculum coverage quarterly and monitor pace setters on a weekly basis and sometimes I conduct classroom observation in order to track the teachers while teaching once per quarter as well. He further stated that he conducts pre and post moderation when formal assessment is administered to check if the teachers covered all the aspects. After monitoring I give positive feedback to teachers individually or as a group.*

HODB2 has got a clear understanding of monitoring of teachers' work and did not hesitate to mention that:

> *I usually monitor curriculum coverage once every month through class visit. After class- visit, we discuss the outcomes with individual teachers about their strength and weaknesses. I also form subject comities so that they can assist me because some of the duties are unable to be executed because of too much work that I have such as checking progress every Monday and give support by equipping teachers with necessary resources.*

HODC3 supported HODB2 when showing a clear understanding of monitoring of teachers' work in the following except:

I monitor curriculum every Friday through Planner and tracker and curriculum coverage tools to find out how far the teachers are? I make sure that learner teacher support materials (LTSMs) are used. I also provide Annual teaching plans (ATPs) to the teachers; sometimes I fail to run phase meetings when there is a genuine matter which needs to be addressed but I try to come up with the strategies in order to mitigate the gaps.

HODD4 and HODE5 highlighted more or less the same views that,

Work must always be monitored for quality assurance even though the load is too high for HoDs. It is the responsibility of every HoD to monitor teachers' work on a monthly or weekly basis depending on the size of the school by using different monitoring tools such as class visit monitoring tool, planner and tracker, curriculum coverage monitoring tool and learner's activities book. They indicated that once they discover any problem after monitoring and evaluation they try by all means to come up with different strategies and approaches in order to mitigate the gaps.

According to the researcher, majority of HoDs indicated that they monitor teachers' work once per month, others indicated once per term. Furthermore, some indicated that it is highly impossible to monitor teachers' work on regular basis because of the high workload they have. They further indicated that after monitoring teachers are given feedback and support where necessary. From the researcher's perspective, it is the HODs' core function to monitor teachers' work and give them support and guidance on a regular basis to ensure that teachers are in line with the planed curriculum. If teachers do not cover the curriculum in time, it is the HoDs' responsibility to come up with the strategies for closing the left-out gaps. There were a lot of comments that were made by some of the teachers who took part in the study as shown in this excerpt:

Our HoD monitors pace setter on a weekly basis, class visits once per

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term and pre and post moderation every time when there is a formal
task which needs to be administered. Support is given every time when
there is a need.

However, there is some ideological differences between TB and TA regarding the issue of curriculum monitoring and evaluation as shown in the following quotation.

Dissatisfaction about the way in which the HoD monitors and control
teachers' work, HoD just control for formality by stamping the papers
without opening the question paper or having monitoring tools. It is
very rare to have subject meetings or class visit, which means that we
are working on our own without having support from HoD.

Teacher C made the following comments which were more or less the same with that of HODA1, HODB2 and HODC3 in the following excerpt.

My HoD controls my work, under normal circumstances quarterly, in
certain cases the HoD can just request to see my learners' written work.
After checking the work he gives us the copy of monitoring tools and
necessary support and feedback either through the subject meeting or
as an individual teacher. We getbfull support when it's needed.

TD's mentioned that,

Their works are frequently controlled by the HoD through moderation of
the teachers file, lesson plans and checking the learners book. Regular
feedback is provided and support during and after controlling.

Similarly, all teachers indicated that:

Our work is checked frequently, all assessments are moderated before
and after the learners writing. The class visits are done once per quarter.
She further indicated that the feedback is given regularly, and an
individual support is given as well if the teacher is experiencing any
challenge.

This researcher supported the ideas of teachers when they indicated that the curriculum coverage is monitored frequently and given feedback by HoDs. The teachers did not highlight monitoring and controlling in the same way. Majority of them mentioned that their HoDs do monitor and control their work weekly, monthly or once per term depending on the school. On the contrary, one teacher indicated that his HoD does not control their work at all. He just stamped the papers without even opening them and no feedback is given. The researcher as HoD emphasised that even though they have got a high volume of work, monitoring should not be compromised and HoDs must draw term management plans which will assist them to manage teachers' work.

4.2.6 Theme 6: Leadership styles

The last theme which came forward was that of leadership styles for addressing curriculum challenges. To be effective in leadership one requires the ability to adapt or adjust one's style to the circumstances of the situation (Morgan, 1997:93). Therefore, leadership behaviour becomes a function not only of the characteristics of the leader but of the follower as well. Yuki (2002:162) argues that leadership should be less about one's needs, and more about the needs of the people and the institution. In the context of this study, different educators deserve different treatment owing to their different levels of maturity (Hersey & Blanchard, 1998). The efficiency and effectiveness of curriculum management depend on the ability of the HoDs to perform their duties as curriculum managers (Cardno, 2003:43). This includes the adoption of leadership styles that impact positively on the teachers. Calitz, Fuglestad and Lillejord (2002:70) emphasise the importance of leadership styles in curriculum management and argue that managers need to adopt visionary leadership which guides curriculum management in schools. They will be able to develop and interpret the school's vision in line with curriculum needs. Cardno (2003:43) also concurs with this when he states that the school's vision should guide and motivate teachers and learners in sustaining high standards of achievement. To further indicate the importance of leadership styles in managing curriculum challenges, HODA1 made the following comment:

> *I understand the democratic leadership style because it is a collegial*
> *style of running a team, it involves all teachers in planning and asks for*
> *their ideas most of the time to avoid mistakes. As a democratic leader*

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my strength comes from teachers' support.

The above statement was supported by HODB2 who had the following to say:

We must apply democratic principles in our schools because it encourages teachers to get involved in all school curriculum matters, delegate responsibilities but take full responsibility for the outcomes.

HODC3 outlined the following regarding leadership style:

Transformation is here, which means transformational leadership style is better to me. We are mixed races and cultures in this school: Indians, African and whites. As a transformational leader, it is my responsibility to adjust with the current situation. All mixed races and cultures must be taken into consideration or treated equally without any discrimination in one way or another.

HODD4 came up with a different view that "one size doesn't fit all" in the following manner:

Different leadership styles can be used to manage curriculum challenges, it will depend on the current situation. For example, the HoD can use Instructional leadership to coach and monitor the teachers to improve their planning, teaching and assessing learners which will make performance to improve. The HoD can also use Transformational leadership style to give teachers individual support on their classroom challenges and building productive relationship with teachers.

Similarly, HODE, HODA1, and HODB2 stated that:

Democratic leadership style is when all members of the group take a more inclusive role in the decision-making process. In this case, HoD and teachers work together to achieve a common goal for the outstanding results. It is encouraging to note that we are leaning in a democratic environment in our schools. Sharing of decision-making with educators promotes social equality. It also emphasises to the notion that everyone, irrespective of their position should play a role in

the decisions which is good for a school. However, leaders have to bear
in mind that democratic style of leadership needs guidance and control
from them.

According to this study, leadership is not a "one size fits all", leaders must adapt a style that fits a current situation or a specific group at a given time. They must be able to change depending on the current situation at hand. All the participants are familiar with the democratic leadership style which is understandable; it's given the fact that South Africa is a democratic country that is why majority of the participants embarked on democratic leadership style. It is important to indicate that transformational leaders have integrity, they propel people with a common vision of the future, they set clear goals, motivate people and they communicate well with their team. The researcher further highlighted that some of the participants use a variety of leadership styles when managing curriculum which is good because they can produce maximum results when leading a team.

4.3 CONCLUSION

This chapter presented the analysis, interpretation, and discussion of the study's findings. A qualitative interpretive research was adopted as a data collection strategy. The findings were presented in the form of themes under the following headings: (1) Resistance to change (2) CAPS high load (3) Teachers development workshops (4) Curriculum management (5) Monitoring of teachers' work and (6) Leadership styles suitable for addressing curriculum challenges. Each theme was discussed and the participants' statements were included in the analysis. The findings of this study revealed that HoDs and teachers are not comfortable about CAPS changes because the workload is too much for them and not sure of what is expected from them. The next chapter presents a summary of the study's findings, conclusions, recommendations and limitations.

CHAPTER 5: SUMMARY OF THE STUDY FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents a summary of the study's findings, recommendations, limitations and conclusions. Chapter two presented the study's introduction, problem statement, research objectives, research questions, research design and methodology, definitions of key terms, preliminary literature review, theoretical framework, chapter division and chapter summary. The purpose of this study was to understand HoDs' experiences of curriculum implementation and management in selected primary schools in Vhembe District. Chapter two presented literature which guided this study. In chapter two, the researcher discussed the study's historical background regarding curriculum changes in South Africa and how the changes affected teaching and learning in schools. The literature reviewed identified various challenges that are encountered by HoDs when managing and implementing the curriculum in schools. To locate the various sources of literature review, the researcher relied on various electronic databases or search engines such as Education Resource Information Centre (ERIC), Google scholar, SAGE, EBSCOHost, to mention a few.

Chapter three presented the research design and methodology that were used to conduct the study. The researcher used a qualitative approach to collect and analyse data. The researcher conducted semi structured interviews with teachers and HoDs from the five sampled schools. Before the process of data collection started, all participants were assigned pseudonyms in order to protect their anonymity and maintain their confidentiality. Again, the researcher applied for ethical clearance from the University of Venda's ethics committee. Both the researcher and the study participants signed a consent form which made it possible for the research information to be confidential and used for research purposes only. The research design and methodology were meant to answer the following research questions:

- What are the primary schools' HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit?
- Which leadership styles are suitable for managing curriculum challenges in

primary schools?

These research questions played a very important role because they allowed the researcher to achieve the study's objectives, which are:

- To investigate the HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit.
- To suggest suitable leadership styles for managing curriculum challenges in primary schools.

Chapter four provided the analysis and interpretation of the data gathered through the research design and methodologies explained in chapter three of this study. This chapter therefore, provides a summary of the study's findings which were sourced from the interviews conducted with the participants. In this chapter, the following important themes were discussed: (1) Resistance to change (2) CAPS high load (3) Teachers development workshops (4) Curriculum management (5) Monitoring of teachers' work and (6) Leadership styles suitable for addressing curriculum challenges, with specific attention to the challenges faced by HODs in curriculum management. The next section provides a summary of the study's main findings.

5.2 SUMMARY OF THE STUDY'S FINDINGS

The purpose of this study was to understand HoDs' experiences of curriculum implementation and management in primary schools. Heads of Departments (HoDs) were expected to assume the role of instructional leadership, this was essential for the successful implementation of the curriculum. A qualitative research approach was adopted to extract information from the participants using interviews as data collection strategy. From the data collected and analysed the following important themes were identified: (1) Resistance to change (2) CAPS high load (3) Teachers development workshops (4) Curriculum management (5) Monitoring of teachers' work and (6) Leadership styles suitable for addressing curriculum challenges, with specific attention to the challenges faced by HODs in curriculum management.

5.2.1 Resistance to change

The first theme which emerged as a result of the data collected was that of resistance to change. The study indicated that the HoDs' lack of management skills are influenced by teachers who are demotivated to CAPS implementation in classrooms due to that they are resistance to change. The role of the HoDs is the most crucial indicator of the success and failure of curriculum implementation and management. The issue of teacher's resistance to change affect the delivery of curriculum because the majority of them do not want to follow the planner and tracker and prepare the lesson beforehand. The HoDs high volume of workload would eventually determine the degree of success or failure in the classroom. The fact that teachers have to deal with many changes resulted posed some challenges as they failed to understand what is expected from them and they resisted change and such a negative attitudes towards the curriculum change affects the HoDs' planning and management. Wallace and Fleit (2005:191) state that acceptance predicament happens when teachers have to deal with curriculum constraints such as texts, tests, and staffing as well as systemic constraints such as curriculum guidelines calling for particular methods of instructions or assessment. Carl (2000) identifies some of the factors why people in many occasions resist change. The factors include amongst others the following:

- Not sure about what the curriculum changes imply
- Poor departmental motivation
- Lack of clarity about curriculum development
- Lack of understanding of nature and extent of the envisioned change
- Insufficient resources and support from education practices.

5.2.2. Workload

The second important theme which emerged during data analysis and interpretation was that of workload for HoDs and teachers. One of the most important factors affecting teaching and learning is the high workload given to the teaching staff. Workload in this context refers to teaching, marking, administration, extra-curricular activities, etc. To deal with the workload problem, the study recommends that each HoD should monitor the operation of workload planning on regular basis, and there

should be an equitable distribution of workload between the various levels of the staff members to ensure that one or two of the levels or an educator is not over-burdened. The objective is to ensure that the work undertaken is seen to be reasonably evenly distributed. Perhaps it is also important to mention that teachers should introduce a workload policy that would create an atmosphere of mutual accountability that unites teaching and administration. The theme further revealed that the high volume workload for both teachers and HoDs prevents them from paying attention to their core responsibilities as teachers and curriculum managers. There is a lot of writing and developing lesson plans, completion of pace setters on a daily basis, giving learners too much homework, too much work for controlling learners' books and giving them feedback. On the other hand, paper work, interruptions, crises within schools and conflict management involving staff, learners and parents takes up most of HoDs' time. Dinham and Scott, (1999:288) allude to the multi tasks HoDs need to execute in the school, i.e. being a class teacher and subject specialist.

An effective HoD is able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is a systematic observation of what is happening in the classroom (Philips, 2009). Kirkgoz (2008) further stated that managers carry out enormously variety of workloads and the nature of the job has become more complex, this includes high administrative workloads such as financial and asserts management and accountability to education authorities often takes priority over attention to curriculum management. On the other hand, paper work, interruptions, crises within schools and conflict management involving staff, learners and parents takes up most of HoDs' time.

5.2.3. Teachers' development workshops

The study shows that little effort is done by HoDs at school level with regards to the actions they take on teachers' personal and professional development workshops. Teachers mostly rely on workshops and training offered by the Department of Education because their HoDs are failing to conduct such kinds of workshops, they encourage teachers to implement CAPS in the proper way or in relation to the

programs offered by the department. However, professional development programs that are imposed by the department are not enough for the individual needs and goals of the schools, and also lack proper follow-up and coaching. Kanjee (2009) indicated that teachers require adequate support and the relevant workshops to enhance their classroom assessment practices because there is a gap between teaching practices and the assessment policy application created by lack of orientation programmes. Kirkgoz (2008) highlighted factors such as lack of training and guidance for teachers and large class sizes. Thaanyane's (2010) study indicated that teachers were not adequately trained on how to implement the new curriculum since many teachers were not involved in the designing of the new curriculum. According to Mdutshane (2007), HoDs need to support teachers and undertake a monitoring process for them to get a clear picture of what is happening in classroom situation. Mdutshane (2007) also added that teachers' training and support play a major role in how teachers implement the curriculum.

5.2.4 Curriculum management

This theme discusses challenges in curriculum management and implementation. Curriculum challenges were discussed in the literature review section of this study. Some of the challenges discussed include amongst others the following: lack of continuous training of HoDs in curriculum management, conflicting roles among SMT members, and teacher attitudes towards curriculum change (Van der Westhuizen, 2004). In the context of this study, curriculum management means the clarification of the curriculum policy in schools by the HoDs and ensuring that the design features that strengthen the curriculum are accepted and promoted in teaching and learning environment. The study disclosed that HoDs are experiencing a lot of challenges in managing the curriculum. In highlight of the fact that their responsibilities keep on changing and increasing all the time, some of the HoDs were confused about their responsibilities as curriculum managers and they indicated that their responsibilities seemed to be strenuous and unclear. The study further indicated that workshops and training for curriculum management are not effective because departmental representatives are not well knowledgeable about the content, therefore the recipients do not get the knowledge required to lead the teachers. The HoDs' knowledge of the

curriculum is not enough due to some of the challenges that they face. An effective HoD should be able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (Philips, 2009).

5.2.5 Monitoring of teachers' work

The study indicated that teaches' work are monitored for quality assurance. It is the responsibility of every HoD to monitor teachers work on a monthly or weekly basis depending on the size of the school by using different monitoring tools such as class visit monitoring tool, planner and tracker, curriculum coverage monitoring tool and learner's activities book. When there is a problem, they try by all means to come up with different strategies and approaches in order to mitigate the gaps. It is one of the core functions of HoDs to monitor teachers' work on a regular basis to ensure that teachers are in line with the planed curriculum. Monitoring of teachers' work is a classroom management technique of checking to see whether activities are going according to the plan. The purpose of monitoring is to collect information and facilitate improvement in the classroom practice which should be done at least once per term for curriculum coverage. To most HoDs, it was proved to be problematic by the researcher.

5.2.6 Leadership styles

The study indicated that leaders are adapting to a style that fits a current situation or a specific group at a given time. They must be able to switch from one style to another depending on the current situation at hand. All the participants are familiar with the democratic leadership style which is understandable due to the fact that South Africa is a democratic country and that is why mostparticipants embarked on democratic leadership style. It is important to indicate that transformational leaders have integrity, they propel people with a common vision of the future, they set clear goals, motivate people and they communicate well with their team. The researcher further highlighted that some of the participants use variety of leadership styles when managing

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curriculum which is good because they can produce maximum results when leading a team. To be effective in leadership, one requires the ability to adapt or adjust one's style to the circumstances of the situation (Morgan, 1997:93). Therefore, leadership behaviour becomes a function not only of the characteristics of the leader but of the follower as well. Yuki (2002:162) argues that leadership should be less about one's needs, and more about the needs of the people and the institution. In the context of this study, different educators deserve different treatment owing to their different levels of maturity (Hersey & Blanchard, 1998).

The efficiency and effectiveness of curriculum management depend on the ability of the HoDs to perform their duties as curriculum managers (Cardno, 2003:43). Calitz, Fuglestad and Lillejord (2002:70) emphasise the importance of leadership styles in curriculum management and argue that managers need to adopt visionary leadership which guides curriculum management in schools. They will be able to develop and interpret the school's vision in line with curriculum needs. Cardno (2003:43) also concurs with this when he states that the school's vision should guide and motivate teachers and learners in sustaining high standards of achievement.

5.3 STUDY RECOMMENDATIONS

The research findings revealed that the participants are not satisfied by CAPS management and implementation, teachers still need support with regard to CAPS issues. After data were collected and analysed through the use of thematic data analysis framework, the researcher made the following recommendations: First, teachers must always use CAPS documents to prepare their lesson plans, and assessment programmes. It is important that HoDs should always monitor teachers' work to ensure that there is curriculum delivery at classroom level. Furthermore, the HoDs are expected to hold regular meetings aimed at discussing possible factors that could have an impact on curriculum delivery.

HoDs, together with members of the SMT should ensure that teachers are held responsible for curriculum coverage to ensure that there is effective teaching and learning. Again, this study recommends that all HoDs have to embark on school based

professional development in order to help teachers under their supervision. If all the HoDs embark on professional development, majority of teachers will know what is expected from them which can also curb the problem of resistance to change. In addition, workload for HoDs should be reduced considering that they have dual roles, they are managers on the other hand class teachers. It is also important for the department of education to consider the training of the newly appointed HoDs and school managers. The HoDs' administrative duties need to be taken into consideration as they impact negatively on effective monitoring and of teachers' and learners' work.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

Although the researcher managed to achieve the objectives as set out in chapter one of this research study, there is a need for further research to be conducted on various topics of CAPS. For example, after the researcher collected and analysed data, the researcher recommended that there is still a need for future research and investigation to be done with regard to the CAPS implementation and management for both HoDs and teachers because the study will give ideas to the new researchers as a way of reference and another recommendations will emanate. Additional research could be conducted on learners' experiences and perceptions regarding CAPS management and implementation at secondary schools. In addition, a study could also be undertaken looking at principals' management styles of the CAPS curriculum. There is also a need to conduct a study to examine or compare that curriculum is well managed and effective teaching and learning is taking place. It can be beneficial if the future research can be conducted targeting all SMT members to ensure that curriculum is well managed and implemented.

5.5 LIMITATIONS OF THE STUDY

Although the researcher managed to address the study objective, the study was limited to the use of a qualitative research approach, and as a result, the findings from this study cannot be generalized to other situations. It is also important to acknowledge that this study was conducted at a time when the world was experiencing a global health hazard, the COVID-19 pandemic, and as result, the researcher did not have the luxury

of time to collect data as she would have wished to do so.

5.6. CONCLUSION

The objective of this research study was to investigate the HoDs' experiences of curriculum implementation and management in the Soutpansberg East Circuit and to suggest suitable leadership styles for managing curriculum challenges in primary schools. To achieve the above objective, the researcher employed a qualitative research approach in which individual and focus group interviews were used as data collection strategies. The interviews conducted revealed the following important themes: (1) Resistance to change (2) CAPS high load (3) Teachers development workshops (4) Curriculum management (5) Monitoring of teachers' work and (6) Leadership styles suitable for addressing curriculum challenges, with specific attention to the challenges faced by HoDs in curriculum management. The literature review conducted in chapter two has shown that teacher empowerment is important if the Department of Education is serious about curriculum delivery in our primary schools. During the investigation of HoDs' experiences in curriculum implementation and management. This study highlighted the training teachers received, inadequate monitoring and supervision, lack of resources and lack of CAPS knowledge and the context in which the curriculum was delivered. The context included provision of relevant resources, suitable infrastructure, and support from HoDs.

The interview with participants highlighted that some of teachers are eager to implement CAPS, but there are some major challenges which affect them such as management of CAPS implementation and management by both the Department and HODs. This study also indicated that teachers do not have problems but the DBE never discussed the curriculum readiness with teachers before initiating the implementation dates for CAPS. The HoDs are not well trained with regard to curriculum management. HoDs are regarded as managers of the curriculum in terms of planning, organizing, leading and controlling. The findings of the study will assist the school managers to design strategies and approaches to overcome the solutions for the implementation of CAPS challenges. Even though some participants viewed the implementation of curriculum as a burden to them, the researcher further concludes that the department

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of education together with the HoDs and teachers will benefit from the study in educational changes as it provides learners with meaningful knowledge and skills for life.

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ANNEXURES

ANNEXURE 1. INTERVIEW GUIDE FOR TEACHERS AND HODs.

Researcher: Netshiombo Lufuno Asnat

Student Number: 18019857

Degree: M.Ed.: Educational Management

Title: Experiences of primary school head of Department with curriculum implementation and management: A case of Soutpansberg East Circuit.

INTERVIEW GUIDE QUESTIONS FOR TEACHERS.

1. What are the difficulties you encounter when implementing CAPS in the classroom?

2. What are your experiences regarding CAPS workload and its impact?

3. How frequently is your work controlled by your HOD and do you get any regular feedback and support after work being controlled?

4. What is your role in the effectual implementation of CAPS in your daily lessons?

5. How effective is the CAPS teacher development workshops?

INTERVIEW GUIDE QUESTIONS FOR HEADS OF DEPARTMENTS.

1. What are your experiences of curriculum implementation and management in your department?

2. What challenges do you encounter when managing curriculum?

3. Which strategies do you use to address CAPS implementation challenges?

4. In your point of view, which leadership styles do you think is suitable for managing curriculum challenges?

5. How often do you monitor curriculum coverage and which support do you provide to teachers?

ANNEXURE 2: CONSENT FORM FOR THE TEACHERS AND HODs

CONSENT FORM FOR TEACHERS AND HODs

TITLE OF THE RESEARCH: **Experiences of primary school head of Departmentwith curriculum implementation and management: A case of Soutpansberg East Circuit.**

CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, (*Netshiombo Lufuno Asnat*) about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature
I ,……………………	……………	…………	…………………...

(*Name of researcher*) herewith confirm that the above participant has been fully

Informed about the nature, conduct and risks of the above study.

Full Name of Researcher

Netshiombo Lufuno Asnat   Date: 05 November 2020   Signature: *ANETSHIOMBO*

Full Name of Witness (If applicable)

…………………….   Date **……………….**   Signature**…………………..**

Full Name of Legal Guardian (If applicable)

………………………   Date …………………….   Signature**……………………**

ANNEXURE 3: APPLICATION FOR REGISTRATION OF A RESEARCH PROJECT

University of Venda

Year:	2020

R.1

APPLICATION FOR REGISTRATION OF A RESEARCH PROJECT

<table>
<tr><td>

INSTRUCTIONS

- The application must be typed
- The following documents must be attached:
  - Brief abstract of the Proposed Project: Yes/No
  - Recommendations (All signatures):

</td></tr>
</table>

1.   **PERSONAL DETAILS**

<table>
<tr><td>

1.1   Title: Mrs Staff/Student Number: 18019857

1.2   Name of Applicant (Project Leader): Netshiombo L.A

1.3   Academic Qualifications: M.Ed

1.4   Department: Educational Management   School: Education

1.5   Position: Student

1.6   Email: L.anetshiombo@gmail.com Contact Number: 0822261499

</td></tr>
</table>

2. PROJECT LEADER(S) AND CO-WORKERS

Initials	Surname	Qualification	Mark Appropriate Block				
			L*	C	P	S	O
NP	Mafenya	D.Ed				x	
MP	Tshisikhawe	D.Ed			X		

93

*L= Leader; C= Co-workers; P= Staff member; S= Students; O= Outside person

2.   **Title of Project:**   Primary school Heads of Departments' experiences of curriculum implementation and management: A case of Soutpansberg East Circuit.

3.   **Keywords:** curriculum, curriculum change, management, monitoring and instructional leadership

4.   Field of Study: _____   *(ATTACH ABSTRACT OF THE PROPOSED RESEARCH PROJECT)*

ABSTRACT

This study will investigate Heads of Departments' (HODs) experiences regarding curriculum implementation and management at primary schools in the Soutpansberg East Circuit in Limpopo Province. The study will employ anti-positivist paradigm and qualitative design. Purposive sampling will be used to select participants for the study. Data will be collected using individual and focus group interviews. The study will use thematic analysis to analyse data and seek to answer the following main research question: What are primary schools HoDs' experiences of Curriculum management in the Soutpansberg East Circuit?

University of Venda

5. <u>February 2018</u>   **ANetshiombo**   <u>March 2021</u>

   Starting date   Signature   End date

6.   **FUNDING**

INSTITUTION	AMOUNT R50,000	
	Applied for	**Available**
University of Venda	M.ED	N\A

Project Leader

<u>Netshiombo L.A</u>   **ANetshiombo**   <u>05 November 2020</u>

Surname and Initials   Signature   Date

7.   **RECOMMENDATIONS:**

7.1   HOD:

Comments:

_____

_____

   ----------------------------·   ----------------------   --------------------

   Surname and Initials   Signature   Date

7.2   Dean:

Comments:

_____

---------------------------------   -------------------   ---------------------

Surname and Initials   **Signature**   **Date**

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8.   CHECK LIST: (Research Office)

8.1   All signatures: Yes/No

8.2   Brief abstract of the Proposed Project: Yes/No

9.   Director of Research: Forwarded to RPC/Returned to the applicant

Comments: _____

_____

_____   _____   _____

Surname and Initials   **Signature**   **Date**

9.1   **Research and Publications Committee resolution:**

Chairperson, Research & Sub Committee:_____

ANNEXURE 4. ETHICAL CLEARANCE CERTIFICATE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mrs LA Netshiombo

STUDENT NO:
18019857

PROJECT TITLE: **Primary school Heads of Departments' experiences of curriculum implementation and management: A case of Soutpansberg East Circuit.**

PROJECT NO: SEDU/20/CSEM/18/1111

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NP Mafenya	University of Venda	Supervisor
Dr MP Tshisikhawe	University of Venda	Co - Supervisor
Mrs LA Netshiombo	University of Venda	Investigator – Student

Type: **Masters Research**
Risk: **Minimal risk to humans, animals or environment**
Approval Period: **November 2020 - November 2022**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.
- The project leader (principal investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project,
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
  - Any unethical principles or practices of the project are revealed or suspected.
  - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  - The required annual report and reporting of adverse events was not done timely and accurately,
  - New institutional rules, national legislation or international conventions deem it necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: October 2020

Name of the RESSC Chairperson of the Committee: Prof Takalani Mashau

Signature:

UNIVERSITY OF VENDA
OFFICE OF THE DIRECTOR RESEARCH AND INNOVATION
2020 -11- 1 1
Private Bag X5050 Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950: LIMPOPO PROVINCE: SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
"A quality driven financially sustainable, rural-based Comprehensive University"

ANNEXURE 5. REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT VHEMBE WEST DISTRICT

PO Box 2305

Dzanani

0955

29 October 2020

The District Senior Manager

Department of Education

Vhembe West District

Sibasa

0970

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

I Netshiombo Lufuno Asnat ID no. 7504220560084, persal no 21047626 a Master of Education degree student under the supervision of DR NP Mafenya in the Department of Educational Management at University of Venda hereby request your consent to conduct a research at five primary schools under Soutpansberg East circuit with in Vhembe West district. The target group will be two HODs and one teacher per school. My topic is: **Experiences of primary school head of Departmentwith curriculum implementation and management** " *A case of Soutpansberg East Circuit".*

The purpose of the study will be explained to the participants before participation. The right to privacy and confidentiality will be taken into consideration. No names will be revealed at any stage of the study and if participants wish to withdraw from the study, they are free to do so without providing any valid reason. This study will be beneficial to the Schools' HODs in designing strategies of determining remedy to curriculum management and also help to investigate teachers' experiences of implementing CAPS in selected schools at Soutpansberg East Circuit. The research process will not disrupt teaching and learning time.

Yours faithfully

ANETSHIOMBO

Netshiombo L.A (18019857)

E-mail: L.anetshiombo@gmail.com

ANNEXURE 6. REQUEST TO CONDUCT RESEARCH AT THE LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

REQUEST TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF EDUCATION

1. **PARTICULARS OF THE RESEARCHER/S** (if there is more than one researcher involved, provide the details of the main researcher)

1.1. Personal details	
Title (Prof/Dr/Mr/Mrs/Ms):	Mrs
Surname and initials:	Netshiombo L.A
First name/s:	Lufuno Asnat
SA ID number:	7504220560084
Work permit number (If not SA citizen):	

1.2. Contact details	
Tel home:	
Tel work:	076307888
Cell:	0822261499
Email address:	L.anetshiombo@gmail.com
Home address:	House no 2008, Dzanani Township
Postal code:	0955
Postal address:	P.0 Box 2305, Dzanani
Postal code:	0955

2. **PARTICULARS OF AFFILIATED ORGANISATION** (if applicable)

2.1. Affiliated organisation	
Name of organisation:	
Position:	
Head of organisation/research promoter:	
Tel (head/research promoter):	

2.1. Affiliated organisation	
Email address (head/research promoter):	

3. **STUDENT AND POSTGRADUATE ENTROLMENT PARTICULARS** (if applicable)

3.1. Enrolment particulars	
Name of institution:	University of Venda
Degree/qualification:	Med
Faculty and discipline/area of study:	Educational Management
Name of supervisor/promoter:	Doctor NP Mafenya
Student number:	18019857

PURPOSE AND DETAILS OF PROPOSED RESEARCH

4.1. Purpose of the research (please indicate by placing a cross where appropriate)	
Undergraduate study – Self	
Postgraduate study – Self	X
Private company/agency – Commissioned by National Government Department	

Private research by independent researcher	

100

Non-government organisation	
Department of Basic Education	
Commissions and committees	
Independent research agencies	
Statutory research agencies	
Higher education institutions only	
Other (specify)	

4.2. Details of proposed research

Full title of research project/thesis/dissertation

Primary school Heads of Departments' experiences of curriculum implementation and management: A case of Soutpansberg East Circuit.

Brief description of proposed research

This study will investigate Heads of Departments' (HODs) experiences regarding curriculum implementation and management at primary schools in the Soutpansberg East Circuit in Limpopo Province. The study will be guided by an anti-positivist paradigm which employs a qualitative research design as its data collection approach. Purposive sampling will be utilised to select study participants who in this context will be teachers and Heads of Departments from different primary schools within the Soutpansberg East Circuit, Vhembe District, and Limpopo. Data will be collected through the use of individual and focus group interviews. The data collected will be analysed through the use of thematic data analysis framework. The study will seek to answer the following main research question: What are primary schools HoDs' experiences of Curriculum management in the Soutpansberg East Circuit?

Value of the research to the Provincial Department of Education

Upon the completion of my study, I undertake to provide the department of Education with a copy of a full research report.

4.2. Details of proposed research	
It is a part time full thesis research in Educational management in the department of Education under post graduate study.	
Envisaged date of completion of research at the L DoE (day/month/year):	28 February 2020
Envisaged date of submission of research report and research summary to L DoE (Month/Year):	January 2020

4. **REQUEST OF INTERVIEWS WITH DBE OFFICIALS**

5.1. DBE official details	
Name of official/s requested to interview*:	
Unit/division:	
Area of interest of research (if you do not know the name of a particular **L DoE** official/s you would like to interview):	Primary schools

∗ *If you do not know the name of the official in the L DoE that you would like to interview, specify the unit or area of interest for your research, and the IPR&R Directorate will advise accordingly.*

5.2. Key questions for the L DoE official (also attach a draft questionnaire)

5. DATA REQUEST

6.1. Request for datasets available to the L DoE (please indicate by placing a cross where appropriate)	
Education Management Information System ("EMIS")	
Grade 12 examination results	
Former Systematic Evaluations	
Annual National Assessments ("ANA")	
National Education Infrastructure Management System ("NEIMS")	
Personnel Salary System ("PERSAL")	
Learner Unit Record Information and Tracking System ("LURITS")	
Other (specify)	Curriculum Assessment Police statement

6.2. Data should be disaggregated by: (please indicate by placing a cross where appropriate)	
Gender	
Race	
Age group	
Geography (urban/rural)	
Province	
Time period (specify)	
Other (specify)	Circuit

6.3. Request for supporting letter for access to the options below (please indicate by placing a cross where appropriate)	
Provincial Department of Education	X
National Government Departments (specify)	
Trends in International Mathematics and Science Study ("TIMSS")	

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Progress in International Reading Literacy Study ("PIRLS")	
The Southern and Eastern Africa Consortium for Monitoring Educational Quality ("SACMEQ")	
Data from the World Bank	
Data from the HSRC	
Other (specify)	

6. **ATTACTHMENTS** (please indicate which of the following attachments are accompanying this form)

7.1 Attachments (please indicate by placing a cross where appropriate)	
Approved research proposal	X
Draft questionnaire for **L DoE** official/s to be interviewed/survey for **L DoE** officials to complete	X
Ethics clearance for study	X
A letter from your supervisor confirming	
registration of your course (university students)	X
Other (specify)	

7. **COMMENTS**

If you have any additional comments/concerns, please specify them in the box below.

This form, along with the relevant documentation should be emailed to masilatc@edu.limpopo.gov.za. All queries pertaining to the status of the research request can be directed to Dr. Makala MC at makolamc@edu.limpopo.gov.za or Mr Makgati DC at makgatidc@edu.limpopo.gov.za

University of Venda

ANNEXURE 7. PEMMISSION TO CONDUCT RESEARCH FROM LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2   Enq: Mabogo MG   Tel No: 015 290 9365   E-mail:MabogoMG@edu.limpopo.gov.za

Netshiombo LA
P Box 2305
Dzanani
0955

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "**PRIMARY SCHOOL HEAD OF DEPARTMENT EXPERIENCES OF CURRICULUM IMPLEMENTATION AND MANAGEMENT : A CASE OF SOUTPANSBERG EAST CIRCUIT** "

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: NETSHIOMBO LA

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494
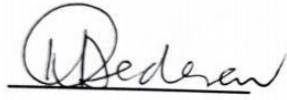
The heartland of southern Africa - development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Mrs Dederen KO
Acting Head of Department

30/11/2020
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: NETSHIOMBO LA

ANNEXURE 8. RESEARCH ETHICS COMMITTEE

Mrs Netshiombo L.A REC Template Nov 2020

To: Senior Prof GE Ekosse
Director Research and Innovation
Applicant Name   **: Netshiombo L.A**
Staff/ Student No   **18019857**
School   **: School of Education**
Department   **: Educational Management**
Project Title   **: Primary school Heads of Departments' experiences of Curriculum implementation and management.**
Supervisor/Promoter   **: DR NP Mafenya**
Date   **: 05 November 2020**

The following comments and recommendations were made:

Recommendations	Corrections	Page Number
Science and Methodology		
Research problem not very clear.	Research problem is tightened up	Page 1
Indicated research questions	Is main research question	Page 10 of R7
Insert capital letters	Circuit, District and Province	Page 11
Shenton, (2004:7) indicates……	Shenton (2004:7) indicates……	Page 12
Change time frame	New time frame inserted	Page 16
Ethical Considerations		
How confidentiality will be ensured	Well explained	Page 14
2(a) of R7 forms not correct	New information inserted	Page 3 of R7
No consent forms	Consent form attached	Annexure 3
4.1 of R7 no risk involved in full ethics	Corrections done	Page 5 of R7

ANETSHIOMBO   **05 November 2020**

Signature by Applicant   **Date**

6/11/2020

Approval by Supervisor/Promoter   **Date**

ANNEXURE 9: EDITING AND PROOFREADING CERTIFICATE

mawokomayi@gmail.com
0725948848

Date: 11/05/2022

RE: TO WHOM IT MAY CONCERN

This letter serves to confirm that I have edited a dissertation titled:

Experiences of primary school heads of department with curriculum

implementation and management: A case of Soutpansberg East Circuit, Limpopo

Province

By

Lufuno Asnat Netshiombo

18019857

I carefully read through the dissertation, focusing on grammatical errors and spelling mistakes.

Please do not hesitate to contact me for any queries.

Yours sincerely,

Dr B. Moffat

Member, Professional Editors' Guild

Ph.D, Communication, Master of Social science, Communication, (University of Fort Hare)
B.A. Honours, Literature & Media Studies (University of Venda), B.A. Media Studies (University of Venda).

University of Venda

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