

**AN INVESTIGATION INTO THE MANAGEMENT AND IMPLEMENTATION
OF THE NATIONAL CURRICULUM STATEMENT AND ITS IMPACT ON
EDUCATORS AND CHILDREN IN RURAL SCHOOLS IN MOPANI DISTRICT,
LIMPOPO PROVINCE: A CASE STUDY OF GROOT LETABA CIRCUIT.**

BY

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ABSTRACT

The quest for change in the new South Africa on political, economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and leveling the playing fields amongst South Africa's diverse population. Those previously disenfranchised on political, economical and social grounds waited in anticipation on the rewards for their participation in the struggle against the discriminative minority regime of the past. These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be flawed with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to address equity and equality and in so doing also provide skilled citizens who are able to be globally competitive. Education in South Africa is facing great challenges, especially with regard to curriculum development. Teachers are principal role-players in the process of addressing these challenges. The question is: Are they allowed to participate in the process, and if they do participate, what is the nature of their involvement? Within the context of the current curriculum changes in education in South Africa, stringent demands are being made on teachers.

This process of continuous change has not yet stabilised and therefore it is imperative that there should be dialogue about what is expected of teachers when it is suggested that they should be "more involved in curriculum development". An attempt is made to contribute to this discourse by focusing on what is meant by teacher involvement in brief, the possible viewpoints regarding this concept, and the real nature and extent of possible involvement within a specific South African context.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by educators during the management and implementation of New Curriculum. Random and purposive samplings

were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publications, research publications, and reports.

Findings of the research project indicated that teachers were for the most part excluded from participation in curriculum development at curriculum levels outside the classroom. The perception was that, although they were the subject and/or learning area specialists, little attention, if any, was given to their "voice" they were only involved in the implementation of the new curriculum.

This study recommends that an interesting study that can be undertaken in a follow up of this research might be to explore how the institutions and teachers are coping now that the new curriculum has been implemented and has been functioning for some time in the schools. Focus on specific issues which followed thereafter in the study brought to light interesting facts on the empowerment of the teachers and the development of the new curriculum in the practical everyday life in the classrooms.