



A Conceptual Framework for the Role of School Principals in Curriculum Development and Management

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DECLARATION / VERKLARING

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ABSTRACT

This study identifies the roles of principals in curriculum development and management and sought to find out the challenges they faced in curriculum implementation. The study was guided by the following aims that were crafted to:

- determine what curriculum management entails
- investigate what aims are encompassed in the South African curriculum
- investigate curriculum management in other countries
- identify the role of the school principal in curriculum management
- Establish the challenges faced by school principals in managing the curriculum, and
- Develop a conceptual framework that could help principals in curriculum management.

The study was conducted in the North West Province in Ngaka Modiri Molema District in Mafikeng. The study used a quantitative empirical approach where the questionnaire was the main data gathering instrument. The researcher employed simple random sampling. Out of 263 principals, only 211 responded to the questionnaire.

The study was guided by experiential theory developed by David A Kolb in 1984. The choice of this theory was informed by its utility for managers and implementers of curriculum in understanding the underlying motivations and principles of the overt curriculum. The literature review established that principals and teachers are often excluded in the development of the curriculum although they participate in managing and facilitating its delivery in schools.

The results of the empirical study was conducted using descriptive and inferential statistics. The results were analysed using analysis of variance, the Kaiser-Meyer-Olkin, Measure of Sampling Adequacy, Bartlett's Test of Sphericity and Confirmatory factor analysis (CFA). The results indicate that principals carry out most of the activities of managing the curriculum effectively except conducting class visitations. It was also

established that the greatest challenge faced by principals was pressure to meet the demands of examinations, overcrowding in classrooms and lack of resources to meet the demands of the new curriculum. These challenges informed the development of a conceptual framework that could assist principals in managing the curriculum effectively.

Keywords: principal, role, management, curriculum management and curriculum development

LIST OF TABLES

Table 4. 1: Question A1: Type of school	97
Table 4. 2: Question A2: Type of appointment of principal.....	98
Table 4. 3 : Question A3: Gender of participants	98
Table 4. 4: Question A4: Qualifications of principals	99
Table 4. 5: Question A5: Age of principals	99
Table 4. 6: Question A6: Teaching Experience of principals	100
Table 4. 7: Reliability statistics	101
Table 4. 8. Factor Pattern Matrix: Understanding of the concept “curriculum”	102
Table 4. 9. Variance explained.....	102
Table 4. 10: Measuring Sampling Adequacy.....	103
Table 4. 11: Means of constructs regarding Factor 2: Content excluding community curriculum.....	105
Table 4. 12: Reliability Statistics.....	105
Table 4. 13: KMO and Bartlett’s Test	106
Table 4. 14: Total variance explained.....	106
Table 4. 15: Means of constructs regarding the aims of the curriculum	107
Table 4. 16: Reliability statistics	110
Table 4. 17: KMO and Bartlett’s Test	111
Table 4. 18 Total variance explained.....	111
Table 4. 19: Factor Pattern Matrix: Challenges of curriculum implementation	112
Table 4. 20: Means of constructs regarding the challenges in the implementation of the curriculum.....	116
Table 4. 21: Reliability statistics	118
Table 4. 22: The KMO and Bartlett’s test of Sphericity:.....	119
Table 4. 23: Total variance explained.....	119
Table 4. 24: Responses to question items on the role of the principal in curriculum ...	120
Table 4. 25: Effects sizes between the constructs of the questionnaire and different types of qualifications.....	125
Table 4. 26: Effect sizes between the constructs of the questionnaire and different groups of age	127

Table 4. 27: Effects sizes between constructs of the questionnaire and different groups of teaching experience	129
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FIGURES

Figure 6.1. Full conceptual framework

Figure 6.5.1. Stage one (initial)

Figure 6.5.2. Stage two (induction)

Figure 6.5.3. Stage three (implementation)

Figure 6.5.4. Stage four (implementation and assessment)

LIST OF ACRONYMS AND ABBREVIATIONS

ACARA - Australian Curriculum Assessment and Reporting Authority

ACE - Advanced Certificate in Education

AIDS – Acquired Immune Deficiency Syndrome

ANA - Annual National Assessment

ANOVA - Analysis of Variance

CAPS - Curriculum Assessment Policy Statement

CASS - Continuous Assessment

CFA - Confirmatory Factor Analysis

COSC - Cambridge Overseas Schools Certificate (COSC)

DBE – Department of Basic Education

DoE – Department of Education

FET- Further Education and Training Band (FET)

GCSE - General Certificate of Secondary Education

GET - General Education and Training Band (GET)

GCSE- General Certificate of Secondary Education

GTC - General Teaching Council in England

HIV – Human Immune Virus

IQMS - Integrated Quality Management System

KMO - Kaiser-Meyer-Olkin

LEA - Local Education Authorities

MOET - Ministry of Education and Training

MSA - Measure of Sampling Adequacy

NDDC - National Curriculum Development Centre

OBE - Outcomes Based Education

OFSTED - Office of Standards in Education

POLC – Planning, Organizing, Leading & Controlling

RNCS - Revised National Curriculum Statement

SACE - South African Council for Educators

SASA - South African Schools Act

SD - Standard Deviation

SEF - Self-Evaluation Form

SGB - School Governing Body

SMT - School Management Team

TPGP – Teachers Personal Growth Plan

USA – United State of America

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
FIGURES.....	vii
LIST OF ACRONYMS AND ABBREVIATIONS.....	viii
CHAPTER 1	1
1.1. INTRODUCTION AND BACKGROUND	1
1.2. MOTIVATION FOR THE STUDY.....	2
1.3. PROBLEM STATEMENT.....	2
1.4. IDENTIFICATION OF THE RESEARCH GAP.....	3
1.5. Research questions	3
1.6. Aims of research.....	4
1.7. DEFINITION OF CONCEPTS	4
1.7.1. Principal.....	4
1.7.2. Role.....	4
1.7.3. Curriculum Management.....	5
1.7.4. Management.....	5
1.7.5. Difference between management and leadership	5
1.8. Preliminary literature study	6
1.8.1. The liberal theory.....	7
1.8.2. The experiential theory.....	7
1.8.4. Management and leadership theory.....	9
1.9. RESEARCH DESIGN AND METHODOLOGY	12
1.9.1. Research paradigm.....	12
1.9.2. Research design	13
1.9.3 Methodology.....	13
1.9.3.1. Population and sampling	13
1.9.3.2. Measuring instrument.....	14
1.9.3.2.1. The questionnaire as the measuring instrument	14
1.9.3.2.2. Validity.....	14

1.9.3.2.3. Reliability.....	15
1.10. Data collection procedures	15
1.11. Data analysis and statistical techniques.....	15
1.12. Ethical aspects of the research.....	16
1.13. Significance of the study	16
1.14. Preliminary structure/ chapter division.....	17
Chapter 1: Background and orientation	17
Chapter 2: Literature review	17
Chapter 3: Research design and methodology.....	17
Chapter 4: Presentation of data, interpretation of findings	17
Chapter 5: A conceptual framework of curriculum management.....	18
Chapter 6; Summary, findings, recommendations and conclusion.....	18
CHAPTER 2	19
THEORETICAL BACKGROUND OF CURRICULUM MANAGEMENT.....	19
2.1. INTRODUCTION	19
2.2. EXPERIENTIAL THEORY FOR MANAGING AND IMPLEMENTING CURRICULUM	19
2.2.1. Introduction.....	19
2.2.2. The experiential theory	20
2.2.3. Experiential theory and the process conceptual framework.....	21
2.2.4. Experiential theory and the liberal theory	22
2.2.5. Experiential theory and pragmatism.....	22
2.3. THE CONCEPT CURRICULUM	23
2.3.1. Conceptualisation of the term curriculum	23
2.5. Difference between management and leadership.....	31
2.6. HOW THE SOUTH AFRICAN CURRICULUM EVOLVED	31
2.6.1. Outcomes-based education.....	32
2.6.2. Revised National Curriculum Statement (RNCS).....	34
2.6.3. The National Curriculum Statement (NCS)	35
2.6.4. Curriculum Assessment Policy Statement (CAPS).....	35
2.7. CURRICULUM MANAGEMENT IN OTHER COUNTRIES	35
2.7.1. Curriculum management in Lesotho.	36
2.7.1.1. Background.....	36
2.7.1.2. The aims of education.....	37

2.7.1.3. Management structures of the education system.....	39
2.7.1.4. Teaching and learning.....	40
2.7.2. Concluding remarks.....	43
2.8. Curriculum management in England	43
2.8.1. Orientation.....	43
2.8.2. Aims of education.....	44
2.8.3. Management structures of the education system	45
2.8.3.1. The Secretary of State for Education.....	45
2.8.3.2. Local Education Authorities (LEAs)	45
2.8.3.3. School Governing Body	46
2.8.3.4. The inspectorate	47
2.8.3.5. Teaching and learning.....	47
2.8.3.6. Conclusion	49
2.9. Curriculum management in Zimbabwe	49
2.9.1. Background	49
2.9.2. Aims of the education system in Zimbabwe.....	50
2.9.3. Management structures of the curriculum.....	51
2.9.3.1. The Ministry of Education, Sports and Culture.....	51
2.9.3.2. Administrative Education Districts.....	51
2.9.3.3. Standards Control Unit.....	51
2.9.3.4. School Parents Teacher Association.....	52
2.9.3.5. Teaching, learning and assessment.	52
2.9.3.6. Concluding remarks.....	54
2.10. Management of curriculum in Australia	55
2.10.1. Background.....	55
2.10.2. The aims of the education system in Australia.....	56
2.10.3. Structures that control the curriculum	56
2.10.3.1. The Secretary of Education and Training	57
2.10.3.2. The Australian Curriculum, Assessment and Reporting Authority (ACARA)	57
2.10.3.3. Australian Institute of Teaching and School leadership.....	57
2.10.4. Teaching, Learning and Assessment	58
2.10.5 Conclusion.....	59
2.11. DIFFERENT VIEWS ON THE AIMS OF THE CURRICULUM.....	60

2.11.1. Curriculum and the society	61
2.11.2. Curriculum as an entry to the world of work	62
2.11.3. Views of government on curriculum.....	63
2.11.4. The meaning of curriculum to the learner	64
2.12. THE ROLE OF THE PRINCIPAL IN CURRICULUM MANAGEMENT	65
2.12.1. Functions of the principal.....	66
2.12.2. Planning for the curriculum.....	67
2.12.3. Organising function.....	68
2.12.4. Leading (Directing)	69
2.12.5. Controlling function.....	70
2.13. THE ROLE OF THE PRINCIPAL IN CURRICULUM IMPLEMENTATION	72
2.13.1. What curriculum implementation entails.....	72
2.13.2. Actions of the principal in implementing the curriculum.....	74
2.13.3. Challenges in curriculum implementation	76
2.13.3.1. Non-involvement of teachers in the development of the curriculum.....	78
2.13.3.2. Lack of understanding of curriculum reform	79
2.13.3.3. Lack of adequate resources.....	80
2.13.3.4. Lack of training	80
2.13.3.5. Lack of support.....	81
2.14. Concluding remarks	82
2.15. Chapter summary.....	83
CHAPTER 3	84
RESEARCH DESIGN AND METHODOLOGY.....	84
3.1. INTRODUCTION	84
3.2. RESEARCH METHODOLOGY	84
3.2.1. Research paradigm.....	84
3.2.2. Research design	86
3.2.3. Instrumentation.....	86
3.2.3.1. The questionnaire as a research tool	87
3.2.3.2. Construction and structure of the questionnaire	88
Section A: Biographical and demographic details:.....	89
Section B1: Understanding of what curriculum means	89
Section B2: Aims of the curriculum.....	89

Section C: Challenges in the implementation of the curriculum	90
Section D: Role of the principal in managing and implementing the curriculum	90
3.2.4. Pilot study	90
3.2.5. Population and sample	91
3.2.6. Validity	92
3.2.7. Reliability	92
3.2.8. Data collection procedures	93
3.2.9. Data analysis and statistical techniques	93
3.3. ETHICAL ASPECTS OF THE RESEARCH	94
3.4. CHAPTER SUMMARY	95
CHAPTER 4	97
PRESENTATION AND INTERPRETATION OF DATA	97
4.1. INTRODUCTION	97
4.2. DEMOGRAPHIC AND BIOGRAPHIC DATA	97
4.3. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION B1:	101
UNDERSTANDING OF THE CONCEPT "CURRICULUM"	101
4.4. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION B2: AIMS OF THE CURRICULUM	105
4.5. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION C:	110
CHALLENGES OF CURRICULUM IMPLEMENTATION	110
4.6. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION D:	118
THE ROLE OF THE PRINCIPAL IN CURRICULUM MANAGEMENT	118
4.7. The effects size between the biographic details and the constructs of the questionnaire.	124
4.7.1. Effects sizes between aspects of the constructs of the questionnaire and different types of groups according to biographical details	125
4.7.2. Effects sizes between aspects of the constructs of the questionnaire and different types of qualifications	125
4.8. Chapter summary	130
CHAPTER 5	131
SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS	131

5.1. Introduction.....	131
5.2. Aims of the research	131
5.3. Summary of the research	132
5.4. Findings with regard to aim 1: To determine what curriculum management entails.....	134
5.5. Findings with regard to aim 2: To investigate what are the aims of the South African curriculum	135
5.6. Findings with regard to aim 3: To find out the challenges faced by school principals in managing the curriculum.....	136
5.7. Findings with regard to aim 4: To identify the role of the school principal in curriculum management.	137
5.8. Findings with regard to aim 5: To develop a conceptual framework that can help principals in curriculum management.	138
5.9. Chapter summary	139
CHAPTER 6	140
A CONCEPTUAL FRAMEWORK OF CURRICULUM MANAGEMENT	140
6.1. Introduction.....	140
6.2. The rationale for developing a conceptual framework.....	140
6.3. Explanation of the concept conceptual framework.....	141
6.3.1. Introduction.....	141
6.3.2. Theoretical background for developing a conceptual framework	142
6.3.3. Characteristics of a successful conceptual framework	143
6.3.4. Advantages of conceptual framework.....	144
6.4. Conceptual frameworks of curriculum development.....	144
6.5. A conceptual framework for the management of curriculum at school level.	149
6.5.2. Stage 2: In-school training of principals: induction	152
6.5.3. Stage 3: Focus on the main implementers of the curriculum	154
6.5.3.1. The principal and his/her role in curriculum implementation.....	154
6.5.3.2. Role of teachers and the School Governing Body in curriculum management.....	155
6.5.4. Stage 4: Implementation and assessment of the curriculum	156
6.5.4.1. Impact on learners and the community	157
6.5.5. Chapter summary.....	158
REFERENCES	160
APPENDIX A.....	174
QUESTIONNAIRE	174

The type of school.....	174
APPENDIX B	180
PERMISSION LETTER FROM THE UNIVERSITY	180
APPENDIX C	182
MOTIVATION FOR THE CLASSIFICATION OF THE RESEARCH AS LOW RISK: POINT 11	182
APPENDIX D	183
TURNITIN.....	183
APPENDIX E	184
ETHICS CERTIFICATE.....	184
APPENDIX H	185
EDITORS REPORT	185
APPENDIX I	186
PARTICIPANT INFORMATION AND CONSENT FORM	186

CHAPTER 1

1.1. INTRODUCTION AND BACKGROUND

Since 1994, South Africa has undergone radical changes in the education system. The changes affected the way schools are managed and the leadership exercised by principals in schools (Du Plessis, Conley and Du Plessis. 2007:42). These changes were especially felt in the area of curriculum management as the curriculum of the apartheid era was dismantled and replaced by new initiatives (Mahomed 2004:1). One of the changes was to replace the apartheid education system with Outcomes Based Education (OBE), which changed the learning content, teaching strategies and assessment methods (Msila, 2007:149). On 24 March 1997, the then Minister of Education, S Bhengu, announced in Parliament the launch of Curriculum 2005 based on the principles of outcomes based education (Cross, Mungadi & Rouhani (2002:178). According to Jacobs, Vakalisa and Gawe (2010:59), the proposed new system for South African schools was named Curriculum 2005 because the intention was to reform the old system gradually until such transformation was anticipated to have been completed in 2005. The background provided here sets the scene for a number of changes in the management of the curriculum for the South African education system.

Curriculum 2005 soon met with challenges that could not be answered and it was replaced by the Revised National Curriculum Statement (RNCS) (Cross, Mungadi & Rouhani 2002:178). Curriculum 2005 aimed at providing an excellent education to learners, to develop their skills and capacities to full potential. According to Ndou (2009:1), Curriculum 2005 was the “new curriculum that would empower previously suppressed, neglected and disadvantaged communities.” Curriculum 2005 required learners to think for themselves, to learn from the environment and to respond to guidance from the educators. Its aim was to produce critical, self-reliant and self-supporting learners. Douglas (2005:15) and Jacobs *et al* (2010:80) suggest that the Curriculum 2005 framework anticipates teachers with adequate experience to implement it. This is confirmed by Mouton, Louw & Strydom (2012:1212) who contend that implementation was difficult because teachers were not prepared because of inadequate training for the delivery of this new curriculum.

Another factor which led to high student failure was that South Africa was still experiencing a shortage of schools, particularly black schools that had to contend with large classes with scant

resources to implement OBE (Jacobs *et al* 2010:59, Mouton *et al* 2012: 1213, Lombard & Grosser 2008:573). The Curriculum Assessment Policy Statement (CAPS) was subsequently introduced and is currently in vogue. CAPS is not a new curriculum but an amendment to the National Curriculum Statement (Coetzee 2012:1). In CAPS, every subject has its own method of assessment and teachers are guided by topics and themes that they can use for teaching and learning (Coetzee 2012:1). CAPS also brought new terminology for assessment such as rubrics, assessment grids and continuous assessment which most teachers are not familiar with (Department of Education, 2012: 3)

1.2. MOTIVATION FOR THE STUDY

Despite the intensive research that has been done in curriculum management, the role of the principal in such management is not clearly defined. According to Wiles (2009:2), curriculum development is the most essential function of the school leader. In support of this submission, Ifeoma (2010:85) states that principals are the driving force behind any school and as such, they engage in the process of curriculum reform every day of their school leadership by initiating curriculum changes and implementing new policy decisions disseminated from the Education Department. Therefore, most of the changes in the CAPS curriculum affected the principals' management of the schools. Lekamge (2010:43) contends that the role of the principal is to manage and maintain a balance between the common curriculum and extra-curricular activities of the school. This is supported by Sybil (2009:7) who avers that the principal is responsible for managing the curriculum and for ensuring the involvement of all teachers in curriculum issues. Glatthorn (2008:3) and Lekamge (2010:43) point out that the principal can best discharge their leadership role if they develop a broad knowledge of curriculum and also set goals to raise school performance and student learning outcomes.

1.3. PROBLEM STATEMENT

Ifeoma (2010:10) and du Plessis *et al* (2007:102) assert that the principal's key role is to manage curriculum and instruction and also engage in the implementation of the curriculum. Fleish and Christie (2004:102) state three core functions in which apartheid undermined the authority and activity of principals namely, giving them no budgetary authority or influence over the flow of resources such as textbooks, little or no influence over the hiring and firing of staff and almost no curriculum decision-making powers. This means that in education management structures

and legitimate stakeholders were not granted the right to participate in curriculum development. This also means that principals are not doing their job as curriculum managers. The problem of the research is therefore nonperformance of principals when faced with curriculum management. This indicate curriculum is not done well in schools. This is the reason, among any other reasons, that leads to poor examination results in the matriculation examination. According to Kruger (2003:206), the effective execution of all functions of a principal, including curriculum management, would undoubtedly ensure the establishment of a positive culture of teaching and learning, and in so doing, contribute to the effectiveness of the school.

1.4. IDENTIFICATION OF THE RESEARCH GAP

There are several researches on curriculum management. Mouton, Louw and Strydom (2012:1) focus on the implementation of OBE, issues which led to its failure and the reasons why it was scrapped. This is supported by Kobola (2007:1) who investigated the challenges faced by principals and educators regarding curriculum implementation. Lombard and Grosser (2008:1) focus on critical thinking in OBE, and on how to enhance learners' critical thinking abilities. Msila (2007:1) investigates the clash between the RNCS and the market requirements. The main argument was how the RNCS increased the participation of learners in the field of sciences to improve the standard of the national economy. Christie (2010:1) investigates the role of the principal in general. The main question was: What are the things that disturb principals in carrying out their work? Lakamge (2010:1) focuses on leadership and management roles of principal. It is clear from the above that studies on the role of the principal in curriculum management are few and far apart. For the purpose of this study the research focus is: The role of the principal in curriculum management: A conceptual framework.

1.5. Research questions

The study is guided by the following questions:

- What does curriculum management entail?
- What aims are encompassed in the South African Curriculum?
- How is curriculum managed in other countries?

- What is the role of school principals in curriculum management?
- What challenges do school principals face in managing the curriculum?
- What conceptual framework could be proposed to help principals in curriculum management?

1.6. Aims of research

The aims of the study are set to:

- investigate what curriculum management entails.
- investigate what aims are encompassed in the South African curriculum
- investigate curriculum management in other countries
- investigate the role of the school principal in curriculum management
- investigate the challenges faced by school principals in managing the curriculum
- develop a conceptual framework that could help principals in curriculum management.

1.7. DEFINITION OF CONCEPTS

The study is guided by the following key words:

1.7.1. Principal

Principal is the person who holds the highest rank in the school and is responsible for managing the school. According to the South African Schools Act, 1996. No. 84 of 1996, principal means an educator appointed as the head of the school. The principal is someone who provides the school with necessary resources so that the school achieves its goals.

1.7.2. Role

Role is the part played by an individual who has certain skills in an organization or institution. Dimba (2001:3) defines role as a function that is carried out by an individual in a society in order

to fulfil specific objectives. For the purpose of this study, role has been defined as a part played by a school principal in order to oversee the smooth running of activities in the school.

1.7.3. Curriculum Management

In this study curriculum management is used as one concept. It is necessary, however, to define the two parts of the concept separately and then synthesise them. According to O'Sullivan and West-Burnham (2011:76), curriculum refers to the interaction between teachers and learners whereby teachers impart knowledge to the learners. In confirmation of the above statement, Jacobs, Vakalisa and Gawe (2011:35) define curriculum as a course to be run by an individual who desires knowledge and skills that learners could learn from. This means curriculum is what educators want the learners to know and what the learner is required to learn and get assessed on.

1.7.4. Management

Management, in a school, consists of the activities that are carried out to enable the school to accomplish its goals and objectives. Mathibe (2005:13) concurs with this assertion and proceeds to define management as activities of leading or guiding efforts to pursue school goals. According to Christie (2010:696), management relates to the structures and processes by which organizations meet their goals and central purposes. These activities consist of planning, organizing, motivating, staffing and controlling. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:5) argue that the core business of management is the effective delivery of teaching and learning, which implies the management of the curriculum. Curriculum management ensures that all curriculum processes are carried out effectively. It also helps to execute the core function of the school, which is teaching and learning. Curriculum management is about curriculum improvement. It is the role of the principal to monitor curriculum implementation, teaching and learning which is the core business of the school and this execution depends mainly on the effectiveness of the principal. The principal should play an active role in managing the curriculum. In this study, curriculum management identifies strategies for delivering curriculum that bring about good results in the school.

1.7.5. Difference between management and leadership

These two concepts, management and leadership, cannot be separated. They complement each other. For the principal to manage the school effectively, he/she needs to have good leadership

skills. Leadership can be defined as an action taken by an individual in order to lead the people in an organization. West-Burnham, (quoted by du Plessis, Conley and du Plessis, 2007:143) outlined the difference between leading and managing as follows:

- As a leader you are concerned with the vision of the organization, how to set organizational direction and goals, how you are going to achieve that vision while the manager is only worried about implementation.
- Strategic issues constitute the concern of the leader; the manager worries about the operational issues of the organization and also coordinating activities.
- A true leader inspires and motivates people whereas the manager focuses on what the policy says regarding the system.

October (2009:3) states that not all principals received adequate training that enable them to execute their duties. According to Masitsa (2005:1), and Bush, Joubert, Kiggundu and Van Rooyen (2009:1), principals who do not have managerial skills encounter management problems, and this affects progress. They further emphasise that principals should be trained so that they can improve academic performance. The main focus of this study is to determine the role of principals in curriculum management.

1.8. Preliminary literature study

According to Creswell (2009:51), a theory is an interrelated set of constructs formed into propositions, or hypotheses that specify the relationship among variables. Theory is important in guiding the thoughts and actions of a researcher as they explain the phenomenon at hand, in this case, the role of the principal in managing the curriculum. The study is guided by management theory coupled with learning theories in order to understand and clarify the underlying philosophy of curriculum management. This study is underpinned by two important concepts: curriculum and management. It makes sense to embed the study in curriculum and management theories. Jacobs *et al.* (2010:39) mention three theories that are deeply embedded in curriculum thinking, namely, the liberal theory, the experiential theory and the behaviourist theory. The overarching theory in this study is management theory because the role of the principal is embedded in management and leadership practices. The following discussion is based on these four theories.

1.8.1. The liberal theory

The main purpose of the curriculum is to develop learners' minds in such a way that they gain substantial insights into the great ideals of life such as knowledge, truth, equality and justice. The teacher is regarded as the chief policy maker. Crittenden (2006:106) asserts that the curriculum should be integrated with learners' background and experiences so that they can acquire skills that would make them better citizens for democratic participation in their society. Furthermore, the curriculum should develop learners' intellectual dimensions.

The liberal theory is important to the principal's role in managing the curriculum in the sense that such a leader should ensure that educators integrate learners' experiences and backgrounds in their teaching. The principal should encourage educators and learners to build strong relationships so that they come to know each other's perspectives. Learners and educators come from different backgrounds and it is essential that the principal creates opportunities for educators and learners to share these experiences. The principal should create an environment in which learners and educators to express their different identities in a cooperative environment (Dimba, 2001: 9).

1.8.2. The experiential theory

The experiential theory is not a curriculum theory as such but a learning theory that underpins curriculum management. Experiential theory is a holistic conceptual framework of the learning process consistent with what we know about how people learn, grow and develop; it emphasises the central role played by experience in the learning process (Kolb, Boyatzis & Mainemelis, 2000: 2). Since each learner's experiences are different, the purpose of the curriculum should be to facilitate personal growth by exposing learners to as many relevant real-life experiences as possible. Supporters of this theory believe intensely that learners should be allowed to be hands-on in the different tasks of learning. Furthermore, they maintain that the curriculum should focus on the learners' interests, and not necessarily on text material prescribed by the state.

This suggests that the principal should ensure that educators prepare lessons drawn from the experiences of learners. Kolb, *et al.* (2000: 8) maintain that what happens in the teaching-learning situation shapes the learning styles of the students by instilling positive attitudes towards mastery of skills and teaching learners how to learn these. In line with this thought, the principal

should ensure that learners are not only taught how to master the content of the learning area but also how to learn such content. It is important that educators ensure that learners are exposed to all the aspects of this theory: experiencing, reflecting, thinking and acting (Kolb *et al.* (2000:20)

The emphasis in experiential theory is on developing learning materials from which learners can build their experiences. It is therefore the task of the principal to ensure that resources are available as these have a direct impact on teaching and learning (Labane, 2009: 17). This also means that the principal, in their monitoring task, should ensure that educators develop own teaching materials from the environment in which the school is situated. Learners' experiences should also be included because it is easier to learn through personal experiences. Hence Dewey (2005:1) says curriculum development should be integrated with educational approaches such as outdoor education, adult training and experiential therapies. Dewey (2005:1) further emphasised that when educators implement the curriculum, they should bear in mind that learners are different in terms of intellectual development; the curriculum should accommodate all diverse individuals.

1.8.3. The behaviourist theory

The behaviourist theory derives its principles from the stimulus-response theory of learning. Behaviourists view learning as a change in behaviour elicited by the provision of cues from the environment. Behaviour theories define learning as nothing more than the acquisition of new behaviour based on environmental conditioning. According to Bush, 2006 quoted by Weegar and Pacis (2012:2) behaviourist theorists believe that learning is influenced by the specific environment in which learners are located. According to behaviourist theories, each lesson in the curriculum should be divided into definite components and sections as determined by bureaucracies appointed to implement state policy. This theory is based on people's thoughts, feelings and mental processes. They also believe that there is a connection between how children learn and their behaviour (Weegar and Pacis 2012:1).

Curriculum is a plan tied to goals and related to objectives. The curriculum represents a set of desired goals or values that are activated through a development process and culminates in successful learning experiences for the learners (Wiles & Bondi, 2007). In this context, curriculum is what is taught in schools and has learning outcomes. The behaviourist theory has

significance for the environment in which learners learn and are taught. This environment includes the desired goals and values of the school. The principal should ensure that every classroom is equipped with the necessary stimuli to encourage learners to learn. This means also that the school premises should reflect an organised environment in which learners learn proper behaviour by adopting neatness and orderliness.

1.8.4. Management and leadership theory

According to Bush, Joubert, Kiggundu and Van Rooyen (2009: 1), the terms “leadership” and “management” are used differently in international and South African literature. Internationally, the term that is mostly used is leadership of teaching or instructional leadership whereas the term management is more widely used in South Africa. The two terms are intertwined because leadership is necessary to manage an institution effectively. Management is defined as “dealing with systems, structures and the culture of the school for effective day-to-day operations” (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008: 5). The main aim of managing and leading is “to enable the creation and support conditions under which high quality teaching and learning takes place and which promote the highest possible standards of learner achievement” (Bush, *et al* 200:1). Leadership is defined as “the ability to influence the actions of individuals and groups.” In school, this influence is geared towards influencing members to achieve the vision and mission of the school. Obviously, the mission and vision of the school address the core business of the school, viz., improving learner achievement. School management and leadership may therefore be seen as complementary and that are essential for the effective functioning of the school (Naidu, *et al*. 2008: 6).

According to Bush, *et al* (2000: 1), the core duty of the principal is to manage teaching and learning. This statement may be interpreted as meaning that one of the duties of the principal is to manage the curriculum and provide leadership in its implementation. According to Sharma (1992:18) one of the important functions of a school principal is to facilitate curriculum implementation at the school level. In the past, management of the curriculum in schools was chiefly concerned with technical tasks of timetabling, the determination of teachers’ workloads, monitoring and assessment (Coleman, Graham & Middlewood, 2003:7). This system did little to encourage creativity and individual initiative in curriculum matters. There is a need for principals

to take an active role in curriculum management at the school level. Bottoms (2001:1) asserts that school leaders need to understand the “big ideas” that should be taught in the core curriculum. They do not need to be experts, but they should know enough to determine whether learners are being taught the body of knowledge, they understand and the skills that they are expected to learn in the core curriculum.

Labane (2009: 5) advises that the principal and the School Management Team need to develop curriculum plans and to monitor evaluate and review the realisation of these plans. Wiles (2008) is of the opinion that leadership in curriculum does not only entail the maintenance of all programmes that are already in place but also to lead the educators in new directions in their presentation of the curriculum. In addition, he emphasises that curriculum leadership should target the importance of specific, knowledge, attitude and behaviours for learners and at the same time help in engineering the school programmes to achieve all important aspects of the learning process. Sybil (2009:4) states that, as change agents, principals have to provide leadership in times of change, especially in the current South Africa which is characterised by continual curriculum reforms.

There are different role players in curriculum development and management. Stakeholders in curriculum development includes the government and the professional regulation commission that provides license to graduates of different colleges and universities. Professional and community members can source information on curriculum development and progress from government reports on the performance of schools or by enquiring from teachers and school administrators. In South Africa, Department of Education, school principals, teachers and parents are the stakeholders in curriculum development and management. The principal, however, has the task of bringing all these stakeholders together for the benefit of delivering a relevant curriculum in the school. The principal ensures that all stakeholders understand the basis of the curriculum and the objectives that the school strives to attain.

The South African Standard for Principalship (Department of Basic Education, 2015: 11) is clear on the type of leadership suitable for curriculum management. This type of leadership is the instructional leadership, which requires principals to lead, manage and evaluate the curriculum. The core purpose of the principalship is to provide leadership and management in all areas in the school. The Department of Education expects the principal to create and support conditions

under which high quality teaching and learning take place. The principal is, therefore, expected to create a safe, nurturing and supportive learning environments, which enables effective teaching and learning (Department of Basic Education, 2015: 7).

As an instructional leader the principal should have knowledge of the prescribed National curriculum and the values and goals which shape it. He/she show knowledge concerning the practices of effective teaching and learning and support the delivery of the National curriculum by creating systems and processes that deal with curriculum implementation. In this way, the principal will ensure that the National curriculum is implemented effectively in the school.

There are several ways in which the principal could assist educators in delivering the curriculum. According to Labane (2009: 12), the principal should provide support to educators in the form of workshops, meetings with Heads of Departments, class visits and monitoring to ensure that educators understand the curriculum. The School Management Team could assist the principal in this mission by encouraging educators to reflect upon, debate and agree on interpretations of how they should teach the curriculum and on the range of experiences offered to learners.

Betts (2014:2) identified five key questions regarding curriculum management as one role for principals:

- Is there a user friendly, written curriculum available to all teachers?
- Does the planned curriculum accurately reflect the school's values and philosophy?
- Is the planned curriculum being effectively implemented?
- Are the learners achieving desired outcomes?
- Is the curriculum commensurate with both current research and understanding about teaching and learning as well as with the needs of the schools' current population?

When managing the curriculum, Betts (2014) suggests that principals should answer positively to the above questions in their class visits and in meetings with the Heads of Department.

1.9. RESEARCH DESIGN AND METHODOLOGY

1.9.1. Research paradigm

A research paradigm represents the assumptions about the nature of reality and people (Maree & Van der Westhuizen, 2007: 32). Paradigms represent different views concerning ontology (the nature of reality), epistemology (how knowledge is acquired) and the process of research methodology (Creswell & Clarke, 2007: 23). Such assumptions influence the choice of methodology, methods of collecting data and, most importantly, the interpretation and meanings given to research data. The literature advises that a researcher should be aware of the assumptions that they bring into the research, especially graduate students who should identify and articulate the paradigms underlying their studies (Creswell & Clarke, 2007: 21). There should be an explanation of the paradigm in order to place the study in perspective and allow readers to understand the platform on which the researcher stands. This aids the readers to understand explanations given in the text, the reasons why a particular method is selected and the assumptions the researcher makes about reality. As such, I used the deductive method to develop the question items of the questionnaire by a rigorous scrutiny of the literature review so as to test them against the findings of the observable (Neuman, 2006:59). Maree and Van der Westhuizen (2007:33) prefer that the chosen paradigm should be identified early in the proposal and its relevance to each part of the research be explained because a paradigm is the foundation of all research.

This study adopts the post-positivistic paradigm. According to Creswell and Clarke (2007: 22), post-positivism seeks to find out cause and effect, reduces the field of study by selecting variables studied, measures variables and tests theories. Post-positivists affirm that knowledge can be acquired through careful observation and measurement. That is why in this study the phenomenon was carefully measured through a questionnaire and then numeric measures were developed. The post-positivistic paradigm allows for certain truths about the behaviour of principals to be established. The basic factor is that the behaviour of individuals changes over time. The main aim is to find out relationships between variables and to discover trends concerning the role of the principal in managing and developing the curriculum. Also, like positivists, the current research seeks to point out generalisations related to the entire population about the principals' behaviours (Nieuwenhuis, 2007: 65).

1.9.2. Research design

A research design, according to Nieuwenhuis (2007: 70), is strategy that specifies the selection of participants, data gathering techniques and data analysis. The research literature points to a number of research designs from which a researcher may make a choice, for example, experimental research, survey research, mixed methods, action research, conceptual studies and ethnography. A researcher normally chooses a research design that suits their philosophical convictions, research skills, experience and research practices prevalent in the research area. Creswell and Clarke (2007: 4) supports this idea and state that a "research design refers to the plan of action that links the philosophical assumptions to specific methods." I will use non-experimental research which adopts a survey to obtain and explore results (Maree & Pietersen (2007:152).

In this study, I chose a quantitative research design because it is congruent with my philosophical assumptions and is appropriate to gain a broad overview of the opinions of principals concerning their management and development of the curriculum.

1.9.3 Methodology

1.9.3.1. Population and sampling

Sidhu (2002:10) asserts that 'population' in research refers to the aggregate totality of objects or individuals regarding which reference are to be made in a sample study. According to William and Zikmund (2000:45), population is a complete group of entities sharing some common set of characteristics. This view is supported by McMillan and Schumacher (2006: 26) who state that a population is a group of elements, whether individuals, objects or events that conform to specific criteria and to which the researcher intends to generalize the results of the research.

The researcher employed simple random sampling. Sampling involves the selection of a portion of the population to ensure that the sample is representative. The sample was selected from a larger group of persons identified as the population. The purpose of sampling was to estimate some unknown characteristics of the population (William & Zikmund, 2000: 567). Strydom, Fouche and Delport (2000:194) confirm that a sample may therefore result in more accurate information than might have been obtained if one had studied the entire population.

For this study, the target population was school principals in the Ngaka Modiri Molema Education District of the North West Province. From the estimated 263 school's principals in this region, a sample of 150 primary school principals and 90 secondary school principals (N= 240) was selected by simple random sampling. The preponderance of primary school principals is understandable as there are more primary schools than secondary schools.

1.9.3.2. Measuring instrument

1.9.3.2.1. The questionnaire as the measuring instrument

The data collection instrument in this quantitative study is a questionnaire. According to Bless and Higson-Smith (2000:156), a questionnaire refers to 'an instrument of data collection consisting of a standardised series of questions relating to the research topic answered in writing by participants'. A questionnaire comprises a set of open or closed questions to which the participants offer opinions (De Vos *et al*; 2005:89). The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue (De Vos *et al*; 2005:166). I constructed a set of questions relating to the study which participants answered.

I derived the question items from the literature study and I subjected the question items to a rigorous investigation of the constructs regarding curriculum management and the role of the principal. I constructed the questionnaire in such a way that the responses supplemented the development of a conceptual framework. The participants were introduced to the purposes of each section of the questionnaire so that they had an idea of what was expected from them. There were also instructions on completing the questionnaire.

1.9.3.2.2. Validity

To obtain valid and reliable data, the researcher ensured that the measurement procedures and the measurement instruments had acceptable levels of reliability and validity (De Vos *et al*, 2005:160).

Validity of an instrument refers to the degree to which an instrument measures what is supposed to measure. Content validity was used to ascertain the extent to which the instrument covered the complete content of the particular construct that it set out to measure. The researcher carried out a pilot study to validate the questionnaires. The pilot study formed an integral part of the

research process. Its function is the exact formulation of the research problem, and a tentative planning and range of the investigation (De Vos *et al*, 2005:205). The pilot study pretested the measuring instrument on a number of persons who had characteristics similar to those of the target group of participants.

1.9.3.2.3. Reliability

The reliability of a measurement procedure is the stability or consistency of the measurement. Cronbach's alpha coefficient was used to measure the internal reliability of an instrument. (De Vos *et al* 2005:162). This means De Vos *et al* see reliability as the extent to which a measuring instrument is repeatable and consistent. The same questionnaires were used to determine similar results to those derived from the pilot study. According to Cohen, Manion and Morrison (2011:199), reliability is essentially a synonym for dependability, consistency and reliability over time, over instruments and over groups of participants. They further argue that for research to be reliable, it must demonstrate that if it were to be carried out on a similar group of participants in a similar social context, then similar results would emerge.

1.10. Data collection procedures

Questionnaire is the most widely used technique in research to obtain information from participants. I used individual administration of questionnaire with each respondent completing the questionnaire in my presence I travelled from school to school to administer the questionnaire. I sought permission from the principal to allow me to collect data. After completion of the questionnaire, I collected the questionnaires and grouped them according to their levels e.g. primary and secondary principals, and also according to gender.

1.11. Data analysis and statistical techniques

In this study I used both descriptive and inferential statistics. Firstly, I used descriptive statistics- a term used to refer to statistical methods and techniques designed to reduce data sets to make interpretation possible. To this end, I used grouped frequency distributions for biographical and demographic details of the participants. I also used simple frequency distributions for the part relating to curriculum development and management. I then calculated the mean scores and standard deviations for each item of the questionnaire relating to curriculum management and the role of the principal. I presented the data in the form of tables and bar graphs.

Secondly, I used inferential statistics suitable for the study. I calculated the analysis of variance (ANOVA) find out the statistically significant differences between groups such as primary school principals and secondary school principals. Furthermore, I calculated a t-test to determine the statistical significance of the data. I used the d-test to determine the effect size and practical significance of factors relating to curriculum management and the role of the principal.

1.12. Ethical aspects of the research

I observed all ethical considerations. Before administering the questionnaire, I obtained permission from the North West University Ethics committee which granted me permission by giving me an ethics number. I also sought and gained permission to gain access to the school premises from the North West Department of Education and from the principals. I also sought and gained permission from the individual participants (Creswell, 2009: 90). To gain trust of the participants, I explained the purpose of the research to the participants. During the course of administering the questionnaire, I explained that although the North West Education Department gave permission for conducting research, participants should not feel obliged to participate as a result of such permission. I explained to the participants that they could withdraw from the research at any time before, during or after the research without risking any negative consequences (De Vos, *et al*, 2005: 67).

I observed the principle of anonymity by asking participants not to reveal their personal identities or the names of their schools (Neumann, 2003:126). Although I asked the participants to fill in their names on the informed consent form, I did not use these in reporting the results of the research. I ensured that participants were not subjected to any psychological, physical or emotional harm (Creswell, 2009: 89). In fact, the research consisting of filling in a questionnaire does not present any apparent harmful effect on the participants.

After administering the questionnaire, I assured them that their responses will not be made available to any individual except myself and my promoter and the North West University. Then I thanked the participants for their participation in the research.

1.13. Significance of the study

The main significance of the study lies in the fact that it makes suggestions for improving management and curriculum implementation practice. Emanating from this, the study assists principals to realise their roles in curriculum development and management and helps teachers

to get involved in curriculum development and implementation. The principal, as the educational leader could encourage staff members to expose themselves to empowerment opportunities. It also helps the principals to engage with the practicalities regarding education development in South Africa. The outcomes of the research offer a clear understanding of the roles and responsibilities of the principals with regard to curriculum development and management.

The study also adds to the body of knowledge in the area of curriculum development and management. As indicated previously, there are few studies which deal with the role of the principal in curriculum development and management. The envisaged conceptual framework identifies variables that may be tested in developing curriculum theory further. The conceptual framework presents a step-by-step implementation plan of curriculum development and management and contributes to the overall quality of education in South Africa.

1.14. Preliminary structure/ chapter division

The study is structured in the following way:

Chapter 1: Background and orientation

This chapter gives an introduction of the research project, details the background of the study, the research objectives, statement of the problem and the research questions.

Chapter 2: Literature review

Literature review is divided into two sections, which is curriculum development theory and curriculum management (practical in schools). An extensive study of a variety of books, journals, magazines and internet material was used to explain the theoretical framework of the study. Primary and secondary sources were used for collecting information. The chapter also foregrounds the theoretical and epistemological orientation of the researcher.

Chapter 3: Research design and methodology

This chapter focuses on the research design. It clarifies the methods used to collect and analyze data. Ethical issues and trustworthiness of the study are fully discussed.

Chapter 4: Presentation of data, interpretation of findings

This chapter provides a detailed presentation and interpretation of research findings arising from the research questions.

Chapter 5: A conceptual framework of curriculum management

In this chapter an ideal conceptual framework is presented and discussed under the following sub-headings:

- The conceptual framework
- Characteristics of a successful conceptual framework

Evaluation of the adequacy of the suggested conceptual framework in accommodating the principles of authentic curriculum design, implementation and evaluation in a democratic society.

Chapter 6: Summary, findings, recommendations and conclusion

This chapter outlines a summary, discussion of findings as well as recommendations and conclusions arising from research findings.

CHAPTER 2

THEORETICAL BACKGROUND OF CURRICULUM MANAGEMENT

2.1. INTRODUCTION

This chapter focuses on different aspects of curriculum management. It starts off by dealing with the theory that buttress curriculum management. The chapter also covers what curriculum management entails, the aims of the South African curriculum, the historical background of curriculum management in South Africa, whereby different curricula used in South Africa are explored with an emphasis on how these were introduced and why they were phased out. The chapter illuminates the role of the principal in curriculum management in order to achieve the goal of the school which is effective teaching and learning. Then, the chapter presents challenges that principals are faced with in implementing the curriculum.

2.2. EXPERIENTIAL THEORY FOR MANAGING AND IMPLEMENTING CURRICULUM

2.2.1. Introduction

This research is guided by the experiential theory because managers and implementers of the curriculum should understand the underlying motivations and principles of the overt curriculum. Theory helps to discover the underlying principles motivating the introduction of a particular curriculum. Khumalo (2014:15) is of the opinion that theory is helpful in that it triggers insights to improve the practical everyday management and implementation of the curriculum. Understanding what the curriculum stands for guides the managers and the implementers at school level to support and give expression to the principles of the theory in their implementation of the curriculum. The managers and implementers of the curriculum have to understand the purpose of the curriculum so that they constantly reflect on whether they achieve this purpose, shape educational experiences related to this purpose, organise these experiences to suit the purpose and evaluate whether they have achieved these purposes (O'Neill, 2010).

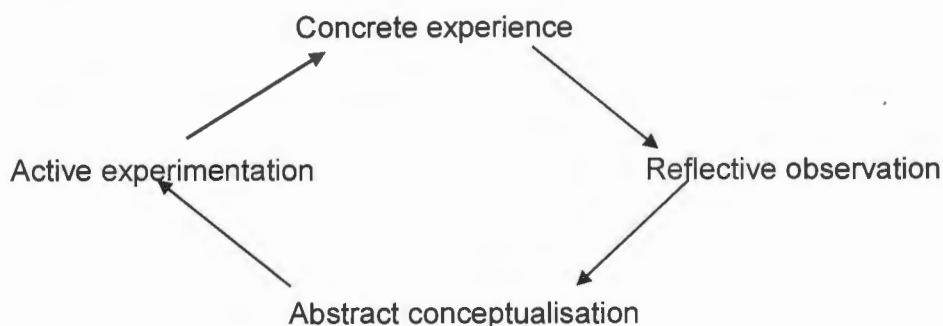
No single curriculum theory influences the management and implementation of a curriculum and no individual theory is suitable for all circumstances (O'Neill, 2010). According to Jacobs *et al.* (2010:39), among the large number of traditional curriculum theories, the four mostly deeply embedded in curriculum thinking are: the liberal theory, experiential theory, behaviourist theory and pragmatic theory. This study is guided by the experiential theory as a relevant theory when dealing with adults such as teachers. Having said that, however, does not mean that other

theories are neglected, especially where the assumptions of these theories resonate with the basic theory guiding this research.

2.2.2. The experiential theory

The experiential theory dates back to the 1970s, when David A. Kolb drew heavily from the works of John Dewey, Kurt Lewin and Jean Piaget to develop the modern theory of experiential learning (Healey & Jenkins, 2000:186). Kolb conceptualized the process of learning as arising from experience, which is defined more specifically as learning through reflection on doing. Learning is, therefore, a process whereby knowledge is created through the transformation of experience (Arnott, Cannon & Kitchel, 2011: 6). This occurs when the individual is directly involved in the experience and reflects upon their own experience to gain a better understanding of the new knowledge. This means that the individual not only learns by doing but continues to reflect on their learning and thus improves their way of doing things.

According to Arnott *et al* (2011:6) Kolb presents a cyclical conceptual framework of learning consisting of four stages:



Experiential Learning Conceptual framework: Kolb, D.A. 1984. Experience as a source of learning and development

- **Concrete experience (Do):** A new situation or experience is encountered requiring the individual to act
- **Observation and reflection (Observe):** The individual observes and reflects on any inconsistencies between experience and understanding
- **Formation of abstract concepts and generalisations (Think):** a new idea or a modification of an existing abstract idea occurs

- **Active experimentation (Plan):** application of new concepts to the world around and to see what results

This conceptualisation is significant for managing the curriculum in that principals create opportunities for teachers to engage in curriculum activities to experience these activities. The principal and the teachers learn by doing and do not only listen to what they are told. In this way, experiential learning shows similarities with pragmatism which includes practical learning and focusing on real world applications of managing the curriculum. The experiential theory places emphasis on the process rather than the outcomes directed by the belief that if the process is right then the outcomes should also be right. Arnott, *et al* (2011:7) finds the experiential theory useful in curriculum development because it focuses on the breadth of interactions between participants and the social environment as it emphasises process over outcomes.

Since the purpose of this theory is to facilitate personal growth, the principal should expose the teachers to as many relevant real-life experiences as possible. This implies that the principal should expose the teachers to a variety of experiences in managing the curriculum and then hold meetings to observe and reflect on those experiences. This helps in the assimilation and distillation of experiences into abstract concepts from which new implications and inferences can be drawn (Arnott, *et al.* (2011:6). In turn, the teachers are likely to suggest alternative plans of managing the curriculum.

The experiential theory is suitable for dealing with adults such as teachers because it helps them to make informed decisions. Its emphasis on learning by doing harmonise with the way adults learn and requires them to think critically and retrieve information related to the occurrences of dealing with the management of the curriculum (O'Neill, 2010). In fact, many commentators agree that adults learn to how to do, solve problems and live life in a more satisfying way (O'Neill, 2010). Moreover, adults attach great importance to personal relevance of their experiences and learning from experience.

2.2.3. Experiential theory and the process conceptual framework

From the above it is clear that the experiential theory touches on the principles of the process conceptual framework as opposed to the product conceptual framework. The process conceptual framework puts emphasis on the processes, messages and conditions existing in the

school with the hope that good outcomes will follow (O'Neill, 2010). Management in a school consists of actions of Planning, Organizing, Leading and Controlling (POLC). These actions represent the processes of managing and are applicable to the management of the curriculum. The messages sent by the principal in the management of the school, their emphasis on academic achievement and expectations of high performance from learners' filter through to the teachers. Moreover, the conditions existing in the school will determine which purposes are achieved in the school. For example, a curriculum such as the Outcomes Based Education relies heavily on the availability of resources and if the school is situated in a poor area thus being classified as quintile 1 school, the implementation of such a curriculum gets difficult if not impossible.

2.2.4. Experiential theory and the liberal theory

Similar to the experiential theory, the liberal theory aims at giving individuals a sound understanding of concepts, theories and findings. It needs individuals who are capable of abstract thought and reflective understanding and who can compare information across many sources in some integrated pattern (Crittenden, 2006:108). Thus, the principal should engage the teachers in the analysis of examination results and find out where the school went wrong or right. This will meet the requirements of the Standard for Principalship (Department of Basic Education, 2016:17) that principals should "ensure that sound data, at class and school level, is collected and used to inform continuous monitoring and evaluation of teaching and learning, together with learner progress and achievement."

2.2.5. Experiential theory and pragmatism

The tenets of the pragmatic theory are almost similar with those of experiential theory. Pragmatism is a practical and utilitarian philosophy that puts an emphasis on what is practical, efficient, and fruitful or satisfying (Akanga, 2014:41). Like experiential theory, it affirms learning by doing and approaches learning through experience. By following the tenets of pragmatism, the principal follows the problem-solving method in managing the curriculum. However, unlike experiential theory, pragmatism considers action rather than reflection. Management involves action as it is a practical way of doing things. The principal who upholds pragmatism acts as a friend, a philosopher and guides teachers in the management of curriculum. The principal does not act as a dictator but a leader of group activities who maintains a close relationship with the

teachers (Akanga, 2014:30). In this way the principal takes the teachers' interests, needs and experiences into account. This theory is based on the belief that teachers, as implementers of the curriculum, should be helped to construct knowledge that is meaningful and useful in their own lives. What is important is not so much what the teachers learn, but how they learn Barnal, Maheshwari & Agarwal, n.d.)

2.3. THE CONCEPT CURRICULUM

This section gives an explanation of the concept curriculum. Firstly, definitions of the curriculum are given, followed by an explanation of types of curricula, and then different views of the aims of the curriculum is given according to the government, society, the world of work and the learner.

2.3.1. Conceptualisation of the term curriculum

There appears to be no unitary definition of the concept curriculum in educational literature. When the term is used in the literature, without qualification or specific examples, it may be difficult to determine precisely what the term means. The indecisive nature of the term is brought about by divided perceptions among stakeholders such as students, educators, administrators and evaluators, each with an agenda at emphasis in educational discourse (Su, 2012:153). Therefore, it is necessary to clarify the term curriculum before the outset of the study related to any curriculum-related endeavours.

The idea of a curriculum is hardly new but the way it has changed its meaning over the years make it nowadays unrecognizable and this leads to considerable dispute as to its meaning. It started originally in the running/chariot of Greece and literally means a course. In Latin the word "*curere*" means to run or to proceed. The idea of a curriculum, therefore, encompasses the running of course. It conjured the meaning that a person runs a course of life when studying.

Marsh and Willis (2003: 57) give different definitions of the term curriculum as follows:

Curriculum means:

- the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites
- the subjects comprising a course of study in a school or college

- those subjects that are useful for living in contemporary society
- all planned learning for which the school is responsible
- all the experiences learners have under the guidance of the school
- all experiences that learners have in the course of living.

The first point about the above definitions define curriculum in terms of the narrower view. The terms of the narrower view are expressed by “the subjects comprising a course of study.” This view exposes the confusion between a syllabus and a curriculum. When some commentators define curriculum they often refer to the syllabus as if the two terms have the same meaning. A syllabus indicates the most important subject matter that must be taught and the sequence in which it should be taught. One of the definitions above refers to the syllabus when it defines a curriculum as the subjects comprising a course of study in a school or college. A syllabus is more specific on the content of the subject or learning area that should be taught to the learners. In this way it limits the teacher to the content or body of knowledge that they wish to transmit. A curriculum includes the term syllabus but encompasses wider goals and competencies that a learner should acquire in their development. Both, however, are developed by the higher echelons in the education system and are implemented at school level.

The second point about the definitions given above, is the broader view of the curriculum. This is expressed by definitions such as “all experiences that learners have in the course of living”. Angadi (2016) define a curriculum” as the totality of student experiences that occurs in the educational process”. Others are so broad that they include all experiences, including negative experiences a learner goes through in the course of living. This means all that a learner learns in the society. This conjures up the idea of the null curriculum, which is viewed negatively but occurs in school and in society. The null curriculum represents what is not taught at school. This might be for various reasons such as the teacher’s lack of knowledge about certain content of the syllabus, mandates from higher authorities and deeply ingrained assumptions and biases. For example, in South Africa, the history of the black people was taught in the previous government because the government intended to prevent blacks from finding their identity. In the present government, there is an on-going debate between the government and the parents about the advisability of teaching sex education in the schools. The null curriculum is also caused

by teachers who fail to complete the syllabus thus leaving out some topics because of time constraints. This implies that the principal should always check whether teachers complete the syllabus or not in order to implement the overt curriculum to the letter.

The third point is that some of the definition presents a curriculum as a plan. This is seen in the definition “all planned learning for which the school is responsible”. It likens curriculum with a blue print of what should happen in the school. This means before a curriculum is implemented in schools, it is first planned. The planning of the curriculum is the duty of the higher echelons in the education system so that all schools may follow the prescribed curriculum, which consists of the following elements (Jacobs et al, 2012:52:

According to Jacobs *et.al.* (2012:52) these elements are:

Objectives: These are the aims and objectives that the government wishes to achieve with the curriculum

Content: This is what is taught, how and when. It is the subject matter specified for a particular subject or learning area.

Context: The curriculum must take into consideration, e.g., the socio-economic status of the environment in which the school is situated.

Method: A teaching method is a specific approach that teachers could use to teach learners. Teachers are allowed to use any teaching method that is effective for teaching and learning.

Assessment: This consists of tasks that are used to obtain information about a learner's competence. Learners are assessed regularly according to an assessment programme based on national assessment guidelines.

This brings us to a consideration of the overt curriculum. The overt curriculum is the stated curriculum, generated from the government and is thus found in a government's core frameworks, user-friendly documents subject syllabuses, texts, pamphlets, resource materials such as textbooks, teacher guides and assessment guides. Usually, it is developed by an authoritative body such as a government department of education or provincial government department. It is always written so that teachers have access to it for implementation. This curriculum provides a guide to teachers about the expectations of government concerning what

it considers important to teach and learn. The content of the curriculum forms the basis for national examinations in the country. It usually concurs with the aims and objectives of the government with regard to what education should achieve. Schools, therefore, should implement this curriculum meticulously in order to give expression to what the society expects of the school and because it is the basis of progression of learners to the next grade. Any deviations from the overt curriculum should not be tolerated as this undermines the aims of the government about what the school should achieve. The overt curriculum becomes known in other countries and when other countries talk about the curriculum of another country they refer to the overt curriculum.

The fourth point in the above definitions is the preparation of learners to be useful in society. This is seen in the definition “those subjects that are useful for living in contemporary society”. It is expressed by the word “*curere*” meaning that the person is led on the road to self-discovery and this may take place through activities of the curriculum. This presents the purpose of the curriculum, which is stated in the curriculum documents of the country. The school-leavers are supposed to gain knowledge and skills that they will apply in the society. The learning at school enables the learners to be useful in society by taking part in the democratic processes of the country and in the economic development thereof. In this way, the curriculum is future-oriented. This is especially true of the South African situation where there is a shortage of skills. The government wishes to increase the availability of skills through the curriculum.

The fifth point arising out of the given definitions is that curriculum is meant occur in a school. This is supported by several definitions such as “all the experiences learners have under the guidance of the school”. This means curriculum is meant for learners in school. The idea that a curriculum is meant to be used in schools brings a difference between formal and informal education. Experiences gained in the school differ from experiences gained in society. Whether learners are in school or out school they learn but this does not mean what they learn out school is curriculum. Curriculum is only what they learn in school. Even extra-mural activities such as tennis, cricket and soccer, to name but a few, occur in the school.

The sixth point, and the last point, arising out of the above definition concerns the content of the curriculum. A definition which supports this idea is “the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites”. A

curriculum represents a process of selecting course of study or content. The Department of Education (Kwa-Zulu Natal) posit that a curriculum refers to what the learner is required to encounter, study, practice and master. It involves decisions on what should be taught, how it should be taught and when it should be taught. The term curriculum is defined in accordance with the content of what should be learnt whereas curriculum is composed of more than the content. This idea shows the influence of Taylor's scientific management whereby attention was paid to what should be done. Only one of the above definitions refers to the acquisition of skills and knowledge. A more precise definition is given by the Department of Education (2005), which defines a curriculum as a dynamic system that helps learners to acquire knowledge and skills in a school environment. This implies that a curriculum is composed of different elements that form a system.

As pointed out earlier there are different types of curricula in the school. In addition to the covert curriculum and the null curriculum, there exists the hidden or covert curriculum and the curriculum in use. The hidden or covert curriculum refers to the unofficial curriculum existing in the school. It is implied in that it emanates from the attitudes, beliefs, values and views of the teachers that are transmitted unconsciously during the interaction between the teachers and the learners. It is also influenced by the structure and organisation of the school and, in fact, it is the messages and lessons implied in the very structure and nature of the school. The hidden curriculum is taught by the school, not the teachers. The manner in which the rules and regulations of the school are carried out sends messages to learners, which are then interpreted as what is expected of them. This includes on-going school activities and routines not documented in the school policy and can indicate the unofficial preferences for certain subjects. The hidden curriculum can have more influence than the official, covert curriculum because it is based on the norms and values of the school. Principals should thus be aware that their management of the school sends messages to learners about what is important in their experiences in the school. The hidden curriculum also emanates from the community surrounding the school. What the community says about the school has much to tell about the effectiveness of the school and this is transmitted to the learners.

Curriculum in use represents what teachers actually teach in their classes. The covert curriculum may be changed by a range of complex classroom interactions. The teacher comes to class with

his/her own beliefs about what knowledge is important in the society. The teacher may ignore what the covert curriculum stipulates and teach what he/she thinks is important in life as a result of his/her beliefs, values and attitudes. Some teachers are examinations-driven, especially where the learners write the national examinations thus using the mechanism called “spotting” by selecting to teach the content that often appears in the examination papers. Curriculum in use shows the preferences of the teacher in selecting the content taught to learners.

The types of curriculum specified above are useful to the principal in identifying the nature and emphases on the curriculum in use. In implementing the covert curriculum, which is prescribed by higher authorities, the null and hidden curricula will reveal the underlying assumptions and biases of the implementers, hence the principal should closely monitor how the teachers in the school facilitate the delivery of the curriculum.

2.4. Aims of the South African curriculum

The South African curriculum was changed because the new government wanted to show a clear break from the apartheid education of the past. The process of curriculum changes in the democratic South Africa started in 1995 after the White Paper on Education and Training established grounds for the transformation of the new school curriculum and the establishment of different structures and democratic committees were also formed to participate in designing curriculum. During apartheid era, in 1954, Verwoerd, the architect of apartheid, uttered a statement in which he said there was no use in teaching Bantu children mathematics because they were not going to use in practice. This really indicated the level of oppression which black South Africans went through during apartheid. The Education and Training Act of 1979 was specifically passed to address the problems of Bantu education.

The designers of the new curriculum wanted a curriculum in which the individual could demonstrate knowledge and skills as outcomes of education. Msila (2007:150) defines OBE as a system of education based on outcomes. The aim of OBE was to dismantle the apartheid system of education. Outcomes-based education which encouraged a learner-centered and activity based approach to education was introduced. The critical outcomes require learners to identify and solve problems and make decisions using critical and creative thinking. Learners should also be able to analyze and evaluate information. The Developmental Outcomes require

learners to explore education and career opportunities and also develop entrepreneurial opportunities.

According to the Department of Education (2002:1), the National Curriculum Statement the aims of the new curriculum was based on principles and values that underpin a democratic society:

- **Social transformation**, which aimed at ensuring equality and that all South Africans get educational opportunities, meaning moving away from apartheid education system to democratic society. All citizens must get equal educational opportunities. This was propelled by the belief that every child can learn.
- **High knowledge and high skills:** The National Curriculum Statement Grade 10 – 12 aimed at developing learners to have high level of knowledge and skills. These skills were used to develop the economy and make South Africa competitive in the global village. As a third world country, South Africa saw education as an instrument to achieve the improvement of the economy, Tarmo (2014:219) confirms that in Tanzania, there is a need for an education system that produces graduates with an aggregate of employable knowledge, skills and attitudes. Students are expected to apply skills and knowledge in real life context. The kind of learner that is envisaged is one who inspired by these values and who will act in the interests of the society based on respect for democracy, equality, human dignity, life and social justice (Msila, 2007:151).
- **Integration and applied competence:** Integration of knowledge and skills across subjects is encouraged. Integration of three competences, namely, practical, foundational and reflective competences was privileged in the design and framework. Curriculum is defined as all activities taking place inside and outside the school. Of course, outside the school does not mean extra-mural activities, which in any case, occur under the guidance of the school.
- **Human rights, inclusivity, environment and social justice**
According to the Department of Education (2002:4), the National Curriculum Statement promotes human rights and social justice. Unlike the apartheid curriculum, which was used to control and domesticate black people, the new curriculum offered them freedom and the practice of their rights. According to the Department of Education (2007:3) the

curriculum expected to produce a type of learner who will act in the interests of society, based on respect for democracy, equality, human dignity, life and social justice. According to the Department of Education (2002:4), the National Curriculum Statement promotes human rights and social justice. The aim was to produce individuals who exercise their own rights and respect the rights of others. In this way the curriculum was aimed at strengthening democracy and promoting democratic principles.

In summary, the Department of Education (2002) states that it aims to produce learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking
- Work effectively as individuals and with others as members of a team
- Organise, and manage themselves and their activities responsibly and effectively
- Collect, analyse, organise, and critically evaluate information
- Communicate effectively using visual, symbolic and or language skills in various modes
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation

In contrast to the apartheid education, which encouraged blind obedience, the new curriculum encouraged critical thinkers who are able to solve societal problems. To combat the devastation of the environment the new curriculum encouraged responsibility towards the environment. The new curriculum introduced new learning styles which changed from passive rote learning, to creative problem solving through active participation in the learning process (Msila, 2007: 147). Whereas the education system of the past encouraged individualism, the new curriculum encouraged team work.

2.5. Difference between management and leadership

These two concepts, management and leadership, cannot be separated. They complement each other. For the principal to manage the school effectively, he/she needs to have good leadership skills. Leadership can be defined as an action taken by an individual in order to lead the people in an organization. West-Burnham, (quoted by du Plessis, Conley and du Plessis, 2007:143) outlined the difference between leading and managing as follows:

- As a leader you are concerned with the vision of the organization, how to set organizational direction and goals, how you are going to achieve that vision while the manager is only worried about implementation.
- Strategic issues constitute the concern of the leader; the manager worries about the operational issues of the organization and also coordinating activities.
- A true leader inspires and motivates people whereas the manager focuses on what the policy says regarding the system.

October (2009:3) states that not all principals received adequate training that enable them to execute their duties. According to Masitsa (2005:1), and Bush, Joubert, Kiggundu and Van Rooyen (2009:1), principals who do not have managerial skills encounter management problems, and this affects progress. They further emphasise that principals should be trained so that they can improve academic performance. The main focus of this study is to determine the role of principals in curriculum management.

2.6. HOW THE SOUTH AFRICAN CURRICULUM EVOLVED

Since 1994, South Africa has had different curricula introduced and phased out with the aim of improving education system. The process of curriculum changes in South Africa found teachers unprepared and not ready to embrace change. Because of inadequate training, teachers resisted the implementation and this made it difficult for successful delivery of the curriculum.

Under Bantu education, learners were forced to use Afrikaans as the medium of instruction. This is what led to the Soweto students' riots in 1976 (Tshiredo 2013:9 and Ndou 2008:9). According to Makua (2010:54), teachers were not actively involved in curriculum design; as a result, their exclusion caused a lot of confusion because they were forced to implement a curriculum which

they did not participate in developing. Teachers are regarded as the key role players in curriculum design because they know what is important in each grade and also how much time is needed for each theme.

The curriculum can only be regarded as successful if it involves the teachers. In the past, teachers were only implementing the curriculum, but now in the democratic system, they are supposed to play a role in the design process (Steyn, de Klerk & du Plessis 2009:71). Mouton, Louw and Strydom (2012:1211) assert that in 1994, government had to abolish everything which was linked to apartheid and introduce new education policies. They further point out that, in South Africa, education was political in that most of the people were given high posts as a reward for their roles in the political struggle against apartheid, Mouton *et al* (2012:1212). Some of those officials were not even suitable in the field of education. This was also the reason which led to the qualitative fall of the education system in South Africa.

The legislation managed only to address the issue of Afrikaans language which was used in schools. Then English and Afrikaans became official languages. This legislation helped in the sense that the then Minister of Bantu Education declared that black and white students would write the same senior certificate and matriculation examination. All those issues led to redesigning curriculum in South Africa and attention was given to classroom context and also societal context. According to Maluleka (2015:1), the reasons for moving from one curriculum to the other were to steer away from apartheid system to a more democratic system. Therefore, the following curricula were introduced: Outcomes-based Education (OBE), Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS).

2.6.1. Outcomes-based education

After a long discussion about curriculum changes in South Africa, outcomes-based education was introduced in 1998. According to Mouton, Louw and Strydom (2012:1211), some first world countries tried OBE approach but unfortunately this failed.

This claim is supported by Mouton, Louw and Strydom (2012:1211) who also observe that One of the most challenging aspects of this transformation has been the adoption of an Outcomes-

Based Education (OBE) approach that underpins the introduction of the new Curriculum 2005 (C2005).

Teachers were not given enough time to explore other teaching methods because they were expected to work within stipulated time frames. Olivier (2009:1) states that the implementation of OBE in South Africa shifted the focus of teaching and learning to administration. The core responsibility of teachers, which is teaching and learning, was neglected because teachers were expected to keep countless files up to date (Olivier 2009:1). Many teachers left the teaching profession because they were not coping with the administration chores when they were supposed to be focusing on teaching. Olivier further states that even student teachers who go out to schools for teaching practice are supposed to focus on lesson preparation with different headings and within a given time frame. Assessments for student teachers were mainly based on the lesson preparation rather than on teaching. Learners' understanding was not taken into consideration, the focus was on time frames, whether learners understood the lesson or not, the teacher had to work within the stipulated time and forget about the pace of the learner.

Teachers found it difficult to develop a method of teaching thinking skills to learners. They needed to be trained on how to teach thinking skills so that learners' performance could be improved. Emphasis is that students should be able to ask questions, analyse concepts and also scrutinize evidence. Lombard and Grosser (2008:562) state that the implementation of OBE affected teachers' teaching practice because curriculum change was not the only thing which was expected to be changed, but also new policies and regulations which teachers were expected to know at the same time having large classes. All these factors compounded made it more difficult to implement new curriculum.

Msila (2007:150) identified two important reasons of the introduction of OBE, firstly, South African education system is not at par with international standards in the fields of mathematics and science, meaning South Africa lags behind in those fields. Secondly, OBE aimed at creating South African citizens who are prosperous and united. This means that OBE aimed at transforming the education system and the society.

Mouton, Louw and Strydom (2012:1212) argue that since the introduction of OBE educators and policy makers became confused because they did not know how to implement it. Jansen (2010: 1) outlines the following factors which militated against OBE:

- Because teachers were not trained for implementing OBE, it means government would have to spend lot of money in training teachers, developing materials, hiring international experts and also reviewing material.
- Opportunity costs
- Motivational costs had to be reckoned.
- The legacy costs had to be factored.
- There were economic costs. OBE used the system of pass one pass all, whether the person had a qualification or not, they were absorbed in the marketplace. This is very costly because people do not have requisite skills for the job that they are doing. It also means that skilled people had to be recruited from outside the country.

2.6.2. Revised National Curriculum Statement (RNCS)

The Revised National Curriculum Statement was introduced in 2000. Before the 1994 democratic elections, South Africa was divided into nineteen different educational departments separated by race, geography and ideology and there was no equality. Immediately after 1994 elections, the South African education system underwent the process of syllabus revision and subject rationalization (Department of Education, 2002:4). In June 2000, council of education ministers agreed that the statement of the national curriculum for Grade R-9 should be revised with the aim of improving Curriculum 2005 (Department of Education, 2002).

The process of revision begun in January 2001 consisted of 150 curriculum developers. On 30 July 2001, the draft Revised National Curriculum Statement for Grades R – 9 was released for public comments for a period of three months. Community members brought some changes and ministerial project committee was called in December 2001 to include suggested changes from the public. This Revised National Curriculum Statement was implemented in 2008. The White Paper emphasized the need for major changes in education and training in South Africa in order to transform teaching and learning (Department of Education, (2002: 4). RNCS aimed to develop high level of knowledge and skills for all. According to Msila, (2007:151), RNCS aimed at promoting learner involvement in their education.

2.6.3. The National Curriculum Statement (NCS)

During implementation of the Revised National Curriculum Statement and the National Curriculum, teachers expressed their challenges experienced in schools. Minister of Basic Education (Angie Motshega), appointed a Task Team to identify those challenges and develop strategies that could be used to address them (Department of Education, 2002:1). The then Minister of Education Naledi Pandor, highlighted the fact that the National Curriculum requires all learners in grade 10 – 12 to do seven subjects, two of these subjects must be South African languages. The National Curriculum Statement requires extensive reading and extended writing in all subjects. The aim was to prepare learners for life and work opportunities.

2.6.4. Curriculum Assessment Policy Statement (CAPS)

Curriculum Assessment Policy Statement was introduced to strengthen the National Curriculum Statement and to improve the quality of teaching and learning in South African schools. According to the Department of Basic Education, (2011: viii), CAPS means the policy documents stipulating the aim, scope, content and assessment of each subject listed in the National Curriculum Statement Grades R – 12. It has a policy document which provides guidelines on how teachers should teach and assess.

CAPS aims at lessening the administrative load on teachers and ensuring that there is guidance and consistency when teaching. The Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996) provides the basis for curriculum transformation and development in contemporary South Africa. The preamble to the constitution states that the aims of the constitution are to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights and also to improve the quality of life of all citizens and free the potential of each person (Department of Education, 2002). In CAPS the learning outcomes and assessment standards were replaced by content and skills. In Foundation Phase, numeracy was called mathematics and literacy was language.

2.7. CURRICULUM MANAGEMENT IN OTHER COUNTRIES

This section is devoted to dealing with curriculum management in other countries. The aim is to compare the South African curriculum with these curricula and to obtain an idea about

international perspectives on the curriculum. Curriculum management in other countries focuses on two developed countries (England and Australia) and two developing countries (Lesotho and Zimbabwe). Both Lesotho and South Africa are former British colonies and have been influenced largely by the British system of education. This allows us to see how these colonies developed their own system of education different from their mother country.

In each system of education, the following issues are dealt with:

- Background
- The aims of education
- Structures that manage the education system
- Teaching and learning

2.7.1. Curriculum management in Lesotho.

2.7.1.1. Background

Curriculum reform began in Lesotho after the British colonial rule in 1996. In 1971, the Minister of Education announced the Education Policy for Development as a response to limitations of the colonial policy administration. In 1977 a consultation programme began whereby public hearings were held to seek input towards a new curriculum that would respond to the needs of a young nation. In 1978 an Education Sector Task Force was established with the aim of reviewing the education policy, examining the existing system of education and its role in the development of the nation and proposing long-term policies (Raselimo & Mahao, 2015: 2). This multi-disciplinary team's report emphasized the necessity of including more practical subjects in the curriculum in order to prepare learners for life in a changing society.

To further distance the curriculum from British influence, the Ordinary Level curriculum and examinations were introduced. Lesotho adopted the Cambridge Overseas Schools Certificate (COSC) in 1961 when weaknesses were discovered in the Joint Board Matriculation examinations administered by South Africa. Still localization was not achieved as the Cambridge University remained in control of examinations and the curriculum remained unchanged. This

situation could no longer be sustained in view of the desire of the Basotho people to achieve full localisation.

Localisation was a long time in coming. Firstly, mooted in the 1995 seminar, it only came in 2012, some solid 17 years later. Explanation of the reasons why it took so long to localise the curriculum in Lesotho are given by Raselimo and Mahao (2015: 4) as follows:

- Lack of coordination among different stakeholders involved in curriculum policy making, implementation and evaluation
- Curriculum activities were not systematically conducted due to lack of a vision to guide the whole process
- Lack of common understanding between the National Curriculum Development Centre and the Examinations Council of Lesotho emanating from tensions between quality and the examinations

After all the efforts mentioned above, a comprehensive policy called Curriculum and Assessment Policy was developed and published by the Lesotho government in 2009. The aim was to minimise the influence of examinations on the education system by integrating curriculum with assessment and pursuing the goals of preparing learners for the world of work (Raselimo & Mahao, 2015:1). The policy introduced internationally-recognised educational ideas such as learner-centred pedagogy, economic competitiveness and production and work-related competencies. The curriculum marked the departure from an emphasis on disciplinary knowledge to real life problems of personal and social significance. This is the present curriculum that is used in Lesotho at primary schools while the old curriculum is being phased out (Selepe, 2016: 5).

2.7.1.2. The aims of education

The Curriculum and Assessment Policy aimed at introducing an education system that would enable Lesotho to deal with problems such as unemployment, environmental degradation and increasing rates of HIV/AIDS. The education was set to respond to these challenges and achieve a stable democracy, a united prosperous nation at peace with itself and its neighbour

and develop a healthy and well-developed human resource base. The aims articulated in the World Data on Education (2010) are as follows:

To provide:

- Everyone with an opportunity to develop competencies necessary for personal growth and social life through the provision of universal primary education
- A sufficient number of individuals with appropriate occupational, technical and managerial skills to enable them to participate in the country's socio-economic development
- Opportunities for continuing education through non-formal programmes in literacy and numeracy and basic skills, agriculture, community development and vocational training programmes, and in-service training in industry, government and organisations
- Educational programmes that incorporate values and activities that enhance individual and social development, in particular, the role of the family and communities in school activities should be enhanced
- An active, cooperative partnership in education administration and management and provision of education services between and among the churches, the government, the community and other non-governmental organisations.

These aims are directed at the development of an individual, their social life and to have opportunities in taking meaningful part in the development of the economy of the country. There are several strands in the aims of education in Lesotho that are strikingly similar to the South African curriculum, namely

- The Lesotho curriculum aims at fostering participation in democratic processes so as to preserve peace, stability and prosperity and preparing people to take control of their own destiny.
- The Lesotho curriculum aims at developing individuals who cherish the principles of justice, peace, equality, equity, integrity and human rights.

2.7.1.3. Management structures of the education system

At the top of the education system is the Ministry of Education and Training (MOET), headed by the Minister. The minister is responsible for the management, provision and regulation of education and teaching. This minister is assisted by the Principal Secretary who is the administrative head and chief accounting officer. In turn, the principal secretary is assisted by the Deputy Principal Secretary and five Chief Education Officers. The curriculum is developed by a unit called the National Curriculum Development Centre, which falls under the MOET.

The education system of Lesotho is managed by a partnership consisting of government and churches because the churches own and operate over 90% of the schools although the government pays 95% of the salaries for teachers (World Data on Education, 2010). Participation of the community is ensured by the advisory School Committees and School Management Committees who advise the school proprietors on the administration and management of schools. In the South African education system, school committees have been replaced by the School Governing Body, which does not act in an advisory capacity but takes the overall responsibility of governance of the school (Serero, 2016:20). The Lesotho conceptual framework of participation is patently pseudo-participation.

The conceptual framework of decentralization has been adopted in Lesotho concerning curriculum management. Education management has been decentralized to District Offices whose duty is to give administrative assistance and professional guidance to schools through the inspectorate. In the South African education system, the inspectorate system has been done away with and replaced by the introduction of the Integrated Quality Management System (IQMS). Decentralization is also evident in the establishment of a Teacher Service Commission consisting of representatives of the government and the churches. The community is represented by the School Committee and School Management Committees. The duty of the Teacher Service Commission is to take responsibility for the appointment, transfer and discipline of teachers – a duty formerly vested in the school manager who is representative of the proprietor (World Data on Education, 2010).

In comparison with the South African education system decentralization is also evident. The duties of the Teacher Service Commission are split among the South African Council for

Educators (SACE) and the School Governing Body. The duty of managing the educator component of human resource falls under the South African Council for Educators (Heystek, 2008:104). As far as discipline of the teacher is concerned, the Council is empowered to uphold the code of conduct. The School Governing Body, together with the Head of Department, are charged with appointment and transfer of teachers.

Another example of decentralization is the National Curriculum Development Centre (NDDC) in Lesotho. The NCDC in its facilitation of the curriculum works through national subject panels consisting of teachers, teacher-training institutions, the Inspectorate, teacher associations and subject specialists (World Data on Education, 2010). Moreover, the National Curriculum Committee is a statutory body representing senior government officials, representative of tertiary institutions, teacher associations and school proprietors. It advises the Minister of Education and Training on all matters regarding the school curriculum.

2.7.1.4. Teaching and learning

The Ministry of Education and Training of Lesotho, in its report to the International Conference on Education in Geneva, mentions that the teaching and learning strategies “should shift towards methods that develop creativity, independence and survival skills” (p9) so as to encourage learners to take responsibility for their own learning. The envisaged change in teaching methods encompasses the following principles:

- A move from teaching to facilitating learning
- From transfer of facts to student construction of knowledge
- From memorization of information to analysis, synthesis, evaluation and application of information,
- From knowledge acquisition to development of knowledge, skills, values and attitudes
- From categorized knowledge (traditional subjects) to integrated knowledge (broader learning areas)
- From didactic teaching to participatory, activity-based and interactive methodologies (World Data on Education, 2010).

The above transitions mean that the curriculum changed from teacher-centred methodologies to learner-centred methods. The method adopted in this case is participatory, activity-based and interactive methodologies. This was supposed to consolidate democracy and entrench it in schools. It is not strange for a developing country to seek to consolidate democracy as it has happened in other countries such as Namibia and South Africa. However, it seems this internationally recognized method can have a negative influence if it does not take cognizance of the values and traditions of the country which adopts it (Raselimo & Mahao, 2013:8).

A salient point is the move from teaching to facilitation of learning. In this way teachers are expected to facilitate learning instead of transmitting knowledge to learners. In the constructivist language this presupposes that learners are constructors not recipients of knowledge. This presents a great challenge to teachers used to the old-fashioned view that the teacher is the possessor of knowledge (Raselimo & Mahao, 2013:7). Moreover, teachers may fail to make the necessary change in a context where parents expect teachers to transfer knowledge in preparation for examinations (Selepe, 2016:16). It means teachers should change their attitudes and their beliefs about pedagogy to suit the new approach, which is a difficult thing to do.

Another feature of the Lesotho curriculum is the inter-disciplinary approach suggested by the move from categorised knowledge (traditional subjects) to integrated knowledge (broader learning areas). The inter-disciplinary approach means that teachers should have a broad view of the knowledge base of other subjects and teach information from other subject areas when dealing with their subject. Given that teacher institutions emphasise the specialisation in specific subjects and offer teaching methods peculiar to the particular subject, it seems difficult for teachers to adopt the new approach. Raselimo and Mahao (2013: 8) contend that application of the inter-disciplinary approach requires a collegial conceptual framework to exist in schools where teachers as a rule consult across the subjects. They go on to point out that a recent study reveals that such a collegial environment does not exist in Lesotho. Selepe (2016:9) contends that the success of the new curriculum lies with the teachers as implementer of reform. Selepe goes on to argue that teachers will find it difficult to implement the integrated curriculum because their identities are formed around the subject that they have been teaching for a long time. For instance, a Maths teacher forms his/her identity as a Maths teacher; now the new curriculum

expects him/her to change his/her identity. Thus policy change makes them feel like novice teachers as they have to acquire a lot of new knowledge (Selepe, 2016:20).

Another point to consider is the assessment policy. According to the Curriculum and Assessment Policy three categories are now used to assess learners, namely, formative assessment, remediation and monitoring of educational progress. Summative assessment takes the form of public examinations at the end of Grades 10 and 12. It is used to certify and select learners for higher education. The summative assessment includes the testing of practical competencies like problem-solving and critical thinking. This means the examination no longer tests cognitive objectives only. Formative assessment takes the form of continuous assessment (CASS), which contributes towards the examination mark in all learning areas, CASS has the following advantages, according to Raselimo and Mahao (2013:9):

- Provided there is equal weighting between CASS marks and examination marks, the policy will achieve the aim of reducing the undue influence of examinations on classroom teaching
- CASS will create opportunities for the assessment of practical skills, which cannot be measured adequately by examinations
- It will bring about quality in teaching and learning processes through the diagnosis of learning difficulties and to monitor performance of learners.

Implementation of CASS is fraught with a number of problems. The very first problem lies with the teachers. Can they be trusted to reflect the true marks of the learners? A problem arises when a teacher does not send in the CASS marks leading to the failure of the learner. Some teachers may inflate the CASS marks so that learners pass the examination. Teachers are likely to confuse CASS with the weekly and quarterly examination conducted in schools. Also CASS may be influenced negatively by factors such as class sizes, high teacher workloads, lack of resources that render monitoring the individual learners' progress difficult. It seems the examination boards should change their mid-set and see their role as providing assessment that facilitates rather than measures students' learning (Raselimo & Mahao, 2013:10).

2.7.2. Concluding remarks

The Lesotho government has crafted a modern curriculum in line with international trends by adopting a learner-centred approach. Thus it has great potential of improving education and be at par with neighbouring countries such as South Africa, Namibia and Botswana. However, it is doubtful whether the aims of this curriculum will be achieved given the problems faced with teacher development, HIV/AIDS, environmental degradation, lack of resources and shortage of teachers. Moreover, the mind-set of the implementers is expected to change from traditional methods of teaching to facilitation of learning and this factor will take time to be effected.

The role of the principal can be gleaned from several aspects in the fore-going discussion. In the first place, in the spirit of decentralisation, monitoring should be done by the principals instead of the inspectorate. This will shift the burden from the shoulders of the inspectorate. Although the inspectorate will be strengthened by forming one united decentralised school inspectorate for ensuring that schools are regularly inspected and given feedback on the required interventions, the principals remain an important cog in the wheel of monitoring.

Given the problems associated with CASS, it seems reasonable to delegate monitoring to principals who are at coalface of teaching and learning and who understand the context of the school better than anybody. Moreover, the principals know the unique needs facing the school and are likely to respond to these needs appropriately. Lastly, the principals will ensure that methods of teaching are congruent with the new policy by conducting regular class visitations.

2.8. Curriculum management in England

2.8.1. Orientation

England has had a wide influence in curriculum management in countries such as South Africa, Lesotho, Botswana and Swaziland through colonization. Like the curricula of other countries, the national curriculum of England has been revised several times since 1988, the latest revision being in 2010 (Roberts, 2018:3). The national curriculum was ushered in by the Education Act of 1944, in terms of which the government took overall responsibility for education policies from the dominance of the church. In 1988 the Education Reform Act was promulgated. It represents

the turning point in democratic education governance and introduced four major changes: national curriculum, national student assessment, parental choice and local management of schools (Seakamela, 2011:136).

The English Education Act of 2000 contains most of the requirements of the national curriculum. It introduced new subjects named sex and relationships education at secondary schools. These subjects are not found in the curriculums of Lesotho and South Africa. As expected from a country influenced by religious institutions that formerly controlled education, religious education was made mandatory for all schools. Academies and free schools are exonerated from presenting these subjects but are required to present a “broad and balanced curriculum” (Roberts, 2018:3). However, primary academies are required to take part in the national curriculum assessments (SATs). The latest review of the national curriculum in 2010 served only to reduce the content of the subjects and emphasised cross-curricular themes, skills and personalised learning.

2.8.2. Aims of education

Firstly, the school curriculum should aim to provide opportunities for all pupils to learn and to achieve and secondly, it should promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Regarding the first aim, the school curriculum should encourage and stimulate the best possible progress and highest attainment for all pupils. This is premised on the belief that all learners can learn regardless of their prior achievement and socio-economic background. Education should equip learners with essential knowledge and skills in literacy, numeracy, and information and communication technology (Qualifications and Curriculum Authority, 2004:10). In this way education prepares learners to develop capacity to learn and work independently and collaboratively, and develop also an enquiring mind to think rationally. What is more, learners should be enabled to think creatively and critically in order to solve problems.

Concerning the second aim, education should lead to a productive and sustainable economy by affirming the commitment to the virtues truth, justice, honesty, trust and a sense of duty. Education should underpin a healthy and just democracy giving equal opportunities to all. In

addition, it should reflect the values reflected in society. Education is the stepping stone towards living within a multi-cultural society and the environment in which people live and work.

2.8.3. Management structures of the education system

2.8.3.1. The Secretary of State for Education

The control of education is in the hands of the Secretary of State for Education. In other countries, notably Lesotho and South Africa, this position is called the Minister of Education. In England the Secretary of State for Education determines policy and is required to publish programmes of study for each national curriculum. In England there is differentiation between the national curriculum and the school curriculum. The national curriculum is followed by maintained schools, and even then schools have the latitude of deciding when and how they deliver it. Academies and free schools do not have to follow the national curriculum except to offer a "broad and balanced curriculum" but they are expected to take part in the national assessments, commonly known as SATs (Roberts, 2018:3)

This arrangement differs from that of South Africa in that all schools are expected to follow the national curriculum. This is a convenient way of attaining unity in the country and makes it easier to inspect schools and for purposes of common assessment. How the English curriculum achieves uniformity is open to debate? By forcing the academies and free schools to take part in the national assessments, the British system of education also forces these schools to follow what is dictated by the national curriculum.

2.8.3.2. Local Education Authorities (LEAs)

The Local Education Authorities consist of locally elected representatives including teachers, parents, councillors and church representatives. LEAs account to the Secretary of State for Education for maintained schools in their area (Ainscow & Tweekle, 2005:165). LEAs represent a localisation of the management of schools for all children in their respective area. They are responsible for distribution and monitoring of funding, educational achievement of the children in their area and are direct employers of all staff in community schools. The Secretary of State

for Education requires them to prepare an educational development plan and a school development plan by which they set performance standards.

The powers of the LEA have been gradually eroded since 1988. Their power was eroded to the level where the LEA does not control schools but challenges the schools to improve. The LEA is expected to support schools which need help to raise standards. This has subsequently resulted in schools becoming independent of the LEA. This is seen as centralisation and a blow to democracy because LEAs were part of the democratic process that aimed at providing education to all children in the area (Ainscow & Tweddle, 2005:166).

2.8.3.3. School Governing Body

The School Governing Body consists of at least two parent governors, the head teacher, and only one staff governor and one local authority governor, two to five elected parents, one or two teachers, nominees of political parties and co-opted members where preference is given to the co-option of at least one businessman. Parents and co-opted members constitute 75% of the Governing Body, while the remaining 25% is reserved for teachers, charitable trusts and non-teaching staff (England Department of Education, 2017:8). This situation is similar to the South African education system where the parents are in the majority in the School Governing Body. This gives parents a stronger voice in the affairs of the school. Almost all the schools in England have governing bodies.

Seakamela (2011:140), quoting Welton and Rashid (1980), lists the following duties of the School Governing in England:

- Ensuring that the school is run according to relevant legislation and policies
- Preparing the school's annual budget
- Deciding how to use and manage the school budget
- Determining admission policies
- Appointing heads and determining their salaries

With the exception of determining the salaries of the heads, all these functions are performed by the South African School Governing Bodies. The School Governing Bodies in England is answerable to the Secretary of State for Education for the successful running of the school. They are inspected every four years and those that fail the inspection are dismissed.

2.8.3.4. The inspectorate

The Office of Standards in Education (OFSTED) holds the responsibility of inspecting a range of schools including state schools and some independent schools. It is accountable to parliament where it should report about the state of education in the country. It appoints inspectors from the ranks of experienced teachers, former principals, deputy principals and those with experience as curriculum designers. They also include those who are experienced in the implementation of assessment policies, in school management and in educational research. The inspectorate is responsible for inspecting schools and presenting the report to OFSTED. Inspectors are appointed by the Queen in Council. The Chief Inspector is at the head of the Inspectorate and holds a position under the Crown. Inspections are conducted at the school site by a panel of inspectors after three years. The inspectors use as a basis for inspection, the Self-Evaluation Form (SEF) which is given and must be completed by schools some two months before inspection. The inspection consists of evaluation of the school management by looking at curriculum provision, teaching, learning and assessment. A qualitative evaluation takes place consisting of class visits. After the inspection, the inspectorate provides verbal feedback to the school community and provide a printed report published on the internet (Department of Education and Skills, 2018:1).

The inspectorate has been the centre of controversy since 2005 where the community and schools complained that certain inspectors have never been teachers. There was also a complaint about the rating of schools. Unlike in South Africa, however, the inspectorate continues to work in spite of these complaints.

2.8.3.5. Teaching and learning

Teaching and learning takes place according to key stages of the national curriculum. According to the House of Commons Library (2018:4) the curriculum is divided into four key stages,

which are as follows:

Key Stage	Age (approx.)	School years
Key stage 1	5 to 7	1 and 2
Key stage 2	7 to 11	3 to 6
Key stage 3	11 to 14	7 to 9
Key stage 4	14 to 16	10 and 11

The core subjects include the usual subjects like English, Mathematics and Science. In addition, a modern foreign language is included among the core subjects at the primary school. There is an emphasis on the teaching of Religious Education in all schools and Sex and Relationships at secondary school, although parents can withdraw their children from these subjects. During years 10 and 11, learners prepare to write the General Certificate of Secondary Education (GCSE) and prepare for the world of work.

Traditional British education changed into a multi-cultural society due to immigration. Many schools were confronted by learners from different cultural groups. The teachers were forced to accommodate children from ethnic minorities and teach them to become British citizens, as well as impress upon them to respect the traditions and ward off the incipient dangers of racist intolerance (Heater, 2001:119).

In England the school has the power to prescribe teaching methods and learning materials because the national curriculum does not officially prescribe them. In each school these are decided by the teacher together with head teacher and subject or key stage leader (Eurydice, 2017:13). Most schools, however, tend to take up learning materials that are congruent with the national curriculum. Schools also have to decide how much time to devote to each subject. English teachers sometimes encourage children to work and talk with each other. The lessons are arranged in a form that promotes collaboration between children mostly in pairs (General Teaching Council in England (GTC, 2006). In this way, English children develop a more holistic and broad perception of work and they regard school as a social interaction site involving hard work. Problem-solving is encouraged while rote-learning is discouraged. Teachers ensure there are sufficient opportunities for differentiated work according to learners' abilities, teaching to

match the needs of learners and previous learning. Teaching is characterized by individual attention to all learners. The situation resembles teaching and learning in South Africa and Lesotho where rote learning is discouraged and learners are taught to develop their critical and inferential skills through projects and assignments.

In England, integration is the hallmark of teaching and learning. Teachers are free to choose to teach within the boundaries of subject or across two or more subjects. This brings about the problem of teachers offering subjects that they were never trained in. Especially, primary school teachers are expected to teach all subjects.

2.8.3.6. Conclusion

The national curriculum is not rigidly enforced in England. Schools are the main developers of the school curriculum as long as they ensure that it reflects the statutory requirements. The head teacher plays an important role in developing the curriculum of the school with the assistance of the governing body. Individual teachers are also responsible for preparing lessons to meet the statutory requirements. This places a lot of responsibility on the head teacher and the teachers in the school because failure to comply with the statutory requirements can adversely affect learner progress. Hence there is a national curriculum in England and the school curriculum. This is the main difference between the national curricula of Lesotho and South Africa where the national curriculum is rigidly followed at schools. The differentiation between the national and the school curriculum has made it difficult to set assessment standards across the nation.

2.9. Curriculum management in Zimbabwe

2.9.1. Background

Like the education systems of the countries already dealt with, the Zimbabwean education system has undergone several reviews since independence in 1980. Although a number of these reviews could not work, the Zimbabwean government persisted in making curriculum reviews. The major mistake which the government made was to neglect the appointment of a commission to lead the introduction of new policies. Added to that, policy makers set up taskforces to improve

the education system without soliciting ideas from the public (Pedzisai, Tevera & Nkhonde, 2014: 163).

The government then set up the Nziramasanga Commission to propose a new curriculum. The commission found that whereas the education system was academically sound at the secondary level, it failed to prepare learners for the world of work. It also found that the curriculum was biased towards academic subjects and failed to cater for learners' preparedness for the Zimbabwean economy ((Pedzisei, *et.al.* 2014:163). Therefore, the Commission proposed the introduction of the Three Pathway education system. The government adopted this curriculum in 2006 under the name of Two Pathway education system. To prepare learners for the world of work, the Two Pathway education system was divided into the Technical/Vocational stream and the Business/Commercial stream.

2.9.2. Aims of the education system in Zimbabwe

According to the Ministry of Education, Sports and Culture (2001: 12), Zimbabwe's curriculum should establish a strong scientific and technological base by strengthening the teaching and learning of Mathematics and Science thereby preparing learners to participate fruitfully in the economic development of the country. Having the aim of providing learners with life skills for survival and appropriately prepare learners for upward mobility in technological areas, Zimbabwe aims at expanding the technical/vocational curriculum. Other aims are as follows (Ministry of Education, Sports and Culture (2001: 12):

- To produce citizens who realize and accept their civic and moral responsibilities within society
- To promote cultural values and norms through the teaching and learning of appropriate humanities and indigenous language.
- To strengthen the development of problem solving skills and attributes
- To enhance cultural identity, national pride and the preservation of Zimbabwe's heritage.

These aims are buttressed by the desire to promote individual and national achievements by recognising individual abilities and the needs of learners. The curriculum should meet individual

attributes, the requirements of the national economy, the needs of society and the future challenges and aspirations of the nation (Ministry of Education, Sports and Culture (2001: 12).

2.9.3. Management structures of the curriculum

2.9.3.1. The Ministry of Education, Sports and Culture

The Ministry of Education, Sports and Culture heads the education system. The main aim of the Ministry is to organise, structure and manage the education system from pre-primary through secondary up to tertiary education. The Ministry was faced with a racially divided education system prior to 1980, unequal in both governance and financing according to whites versus Africans and so had to redress the imbalance norm of the colonial era. It is the aim of the current Ministry to provide good quality basic education, secondary education and tertiary education at all times. The Ministry bases its job on the following values: critical thinking, innovativeness, self-discipline, team work, transparency and professionalism.

2.9.3.2. Administrative Education Districts

The Zimbabwean education system is controlled from nine districts which are divided each into Administrative Districts. Currently there are fifty-nine such districts. Their duty is to monitor and control education in order to see to it that schools deliver the curriculum effectively. The duty of the district offices is to ensure that schools are run properly and to give guidance to principals on school management.

2.9.3.3. Standards Control Unit

This is equivalent to the inspectorate in England. It is responsible for setting and maintaining standards in classroom practice and school administration. It is a body that makes decisions over curriculum implementation, syllabus interpretation, assessment, in-service training courses and curriculum evaluation. It is the backbone of the education system in the sense that it ensures that the curriculum is implemented correctly. The content and methodologies are, however, decided upon in consultation with Teacher Education and Teacher's Colleges. In Zimbabwe,

there is the Curriculum Development Unit (CDU) and the examinations board, ZIMSEC which runs the examination.

2.9.3.4. School Parents Teacher Association

To involve parents, the government published the Education Act of 2006 where parents were to form a School Parents Teacher Association. This was after a long time of neglecting to involve the community in school affairs. The School Parents Teacher Association consists of parents who have children at the school. The responsible authority of any registered school, says the Education Act, shall cause the School Parents Teacher Association to establish a School Development Committee consisting of parents (Mufanechiya, 2015: 25). The duties of this committee encompass the following:

- To promote, improve and encourage the development and maintenance of the school.
- To assist in the advancement of the moral, cultural, physical, spiritual and intellectual welfare of pupils at the school
- To promote and encourage programmes of interest, both educational and social for the benefit of the pupils and their parents and teachers.

In comparison with Lesotho, England and South Africa, parents in Zimbabwe are marginalised in that they do not participate in the governance of the school. This sort of participation can be labelled “pseudo participation”. Mufanechiya’s research (2015) shows that the Zimbabwean authorities do not place a high price on parent participation because since independence, parental and community involvement has been neglected. Mufanechiya even argues for the involvement of parents in teaching and learning and says that “there is a growing desire (among communities) to make an imprint on teaching and learning rather than being relegated to the fringes of effective” involvement (Mufanechiya, 2015:32). Whether this is desirable or not is a point of contestation.

2.9.3.5. Teaching, learning and assessment.

The Two Pathway Zimbabwean curriculum is divided into two options (Pedzisei, *et al*, 2014: 161):

- The General academic core subjects with computer studies and Business/Commerce as majors and one other subject from the Technical/Vocational stream
- The general academic core subjects with computer studies and at least two Technical/Vocational subjects and one subject from the Business/Commerce stream.

Zimbabwe's basic education consists of Early Childhood Education and Care System (0-6 years) and Primary Education (6-12 years). Secondary Education is divided into two: from 13-16 years is the Ordinary level whereupon one could proceed to a 2-year Advanced Level Cycle (16-18 years). Entry to the Advanced Level Cycle is strictly on merit, based on set pass grades and selection criteria.

At secondary level the curriculum offers five groups of subjects being languages, sciences, mathematics, human and social studies and Practical/Technology/Business/ commercial subjects. Consultations occur between the education department and various ministries, departments, research institutes and parastatals concerning curriculum materials. Thus,

- Agriculture – Ministry of Lands, Agriculture and Rural Settlement and Agricultural Technical and Extension Services
- Geography – Surveyor General's Office
- Science – Ministry of Health and Child Welfare (Ministry of Education, Sports and Culture, 2001: 14).

The general principle underlying the curriculum is that the curriculum is outcomes-based. In line with this principle, the Curriculum Development Unit has adopted the following methodologies (Ministry of Education, Sports and Culture, 2001: 16).

- Learning by experimentation, activity and discovery with the use of learning materials in the form of kits or readily available local materials
- Group work in different-sized groups with particular emphasis on interaction and feedback
- Interactive learning through the use of audio-visual aids such as radio, videos, charts and posters

- Collaborative teaching and learning.

To facilitate learner participation, the following strategies are used: value clarification, inquiry/discovery method, role play, case study, debate, discussion and interactive drama. These strategies present a problem to some teachers. As admitted by the Ministry (2001: 23), some teachers find the new methodologies difficult to employ and take some time to adjust to the new methodologies. The case of Zimbabwe is similar to the case of Lesotho and South Africa where the introduction of outcomes-based education resulted in untold difficulties in implementing the new methodology. Teachers were not fully trained to teach in the way policy expected them to teach (Pedzisai, *et al.* 2014: 169). This results in teachers regressing to their old method of teaching thus depriving learners of the benefits of the new approach.

Assessment is done after each topic continuously throughout the term. There is a mid-term assessment after all the topics are dealt with. Then there is the end-of the-year assessment and evaluation. At the end of the cycle, summative evaluation is done which takes place at Grade 7, O-level and A-level. The Zimbabwe School Examinations Council (ZIMSEC) is responsible for decisions concerning assessment objectives, content of the public examinations, assessment and awarding of the end-of-the-year cycle grades.

There are two examinations for which the learners may sit: firstly, there is the General Certificate in Education Ordinary Level (O-level) at the end of the four years of secondary education. This certificate is equivalent to the Cambridge University General Certificate from which it is derived but localised to suit conditions in Zimbabwe. Secondly, there is the General Certificate of Advanced Level (Level A) which is a post O-level programme leading to public examinations used for entry into universities. Additionally, pupils in Zimbabwe are encouraged to attend holiday lessons or to do tasks during the school holidays. The last two weeks of the term are reserved for revising sections of the work that was not done well. Part of the evenings in boarding schools are used for remedial work. All these are done to improve the pass rate in the Zimbabwean examinations.

2.9.3.6. Concluding remarks

Zimbabwe has succeeded in crafting a curriculum that is comparable to international trends. The curriculum has been revamped to match the needs of the learners and the community. Such an

ambitious curriculum needs to be buttressed by the availability of resources both physical and human for effective implementation. However, there is a shortage of resources, for example, some schools have no laboratories for the teaching of science.

Although the teachers underwent in-service training prior to the implementation of the new curriculum, some still find it difficult to cope with the new methodologies required by the new curriculum. Another area which needs attention is the examinations. New examination techniques are necessary to match the new curriculum but the examination still requires knowledge of facts instead of application of knowledge.

These problems may seem formidable but they are not insurmountable. Zimbabwe has already identified these problems and could be set on resolving these as time goes on.

2.10. Management of curriculum in Australia

2.10.1. Background

Australia, like countries discussed above, has recently experienced changes in the curriculum. Australia is not a unitary state but consists of six self-governing states all which were colonies of Britain. In 1901 these states formed a federation following an agreement to form the Government of the Commonwealth of Australia. It goes without saying that each state had its own education system, which was highly influenced by the British conceptual framework. These education departments were characterised by the exercise of strong central authority in the states.

Under the federal government the Commonwealth Office of Education was formed in 1945 to advise generally on educational matters. The Department of Education and Training is one department of 18 departments of the federal government. At the head of the Department is the Secretary who is charged with the responsibility for national policy and programmes that help Australia's young children get access to quality and affordable education across all levels. There are three types of schools in Australia: government schools, which are funded by the federal government and constitutes 64.4% of schools, Catholic schools with 20.3% schools and independent schools which constitute 14.4% of Australian schools. The Catholic and Independent schools are not funded by the government but are fee-paying schools.

2.10.2. The aims of the education system in Australia

The aims of the curriculum are guided by the Melbourne Declaration on Educational Goals for the Young Australians agreed upon by the ministers of the states and territories of Australia in 2008. The Melbourne Declaration is committed to supporting young Australians to become successful learners, confident and creative individuals and active and informed citizens (Tasmanian Catholic Education Commission, n.d. Flyer). The aims of the curriculum as stated by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (2012:8) are divided into three aims:

- To produce successful learners who have essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- To develop confident and creative individuals who have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being
- To cultivate active and ethical integrity among learners to enable them to appreciate Australia's social, cultural, linguistic and religious diversity and are committed to the values of democracy, equity, and justice.

The Australian curriculum thus takes into account the holistic development of learners across the years of their schooling. It also prepares the young for the active role in society as citizens, in the globalised world and in the information-rich workplace of the future. What is interesting is the emphasis on the learning of technologies (comprising of Digital Technologies and Design). This is a look at the future where technology is becoming more and more important in the lives of people. Australia is the only country, among the countries dealt with here, which emphasises technology in its curriculum.

2.10.3. Structures that control the curriculum

Australia, being a federation of states and territories, does not boast one unitary education system. Each state and territory has its education system which is united with other education systems by statutory agreements from the ministers' federal government. However, the Australian curriculum has been agreed upon by all the states and territories and started being implemented in

2012. This means that all the states and territories of Australia are taught and assessed against the same standards. This also means that the movement of students from one state to another is smoother as the students continue to study within nationally-agreed framework. It will enable students to develop the same important understandings and skills regardless of where they live in Australia (Tasmanian Catholic Education Commission, n.d. Flyer).

The federal government has the following structures:

2.10.3.1. The Secretary of Education and Training

The Department of Education and Training is one department among the 18 departments of the Australian government. At the head of the Education Department is the **Secretary** who is charged with the duty of for national policy and programmes that help young Australians access to quality and affordable education at all levels and to carry out the national strategy to strengthen the fundamentals of education system so as to deliver high quality, world class education and student experience (Australian Government, Department of Foreign Affairs, n.d. :5)

2.10.3.2. The Australian Curriculum, Assessment and Reporting Authority (ACARA)

ACARA is a body that is charged with the development of Australia's curriculum. It began its work in 2009 to develop a curriculum that is applicable to all the states and territories of Australia. It has since updated the curriculum several times and in October 2012, it concluded its work. ACARA provides Australia with a world-class curriculum that has been subjected to extensive and sustained consultations, and has been benchmarked against curricula of leading nations during the development process (ACARA, 2012: 28). ACARA was careful not to overload the curriculum but to provide young Australians with the knowledge, understanding and skills to enable them to engage effectively with, and prosper in society.

2.10.3.3. Australian Institute of Teaching and School leadership

This body is responsible for setting standards of teaching and to provide leadership in this area. It ensures that Australia has well-qualified teachers and make a concerted effort to improve teaching and school leadership. Assisted by the **Australian Professional Standards for Teachers**, developed in 2010, it sets out skills and knowledge that teachers at different levels

must demonstrate. Recognising that quality teaching has significant impact on student learning and achievement, Australia established teaching standards on three domains: professional knowledge, professional practice and professional engagements. In addition, **the Australian Professional Standard for Principals** has been developed to assist principals in their leadership of schools. Through the use of this standard principals can monitor their own growth against three leadership requirements: vision and values, knowledge and understanding and personal qualities (Lambert, 2016:470). The Australian standard is similar to the South African Standard for principals.

2.10.4. Teaching, Learning and Assessment

Australia's education starts at kindergarten where the four to five year olds attend. Then comes the primary education for the 6 and 7 year olds, which covers grade 1 to 2. Middle schools are a bridge between primary and secondary schools and encompass grade 5 to 6. Secondary education, known as high school, completes the spectrum of education with children at 18 years of age (Marriage, 2015). Compulsory education is enforced from 6 to 15 years of age. At 12 years, the learners may enter into government-endorsed certificate which varies from state to state but is recognised by all Australian universities.

The Australian Curriculum has three dimensions: learning areas, general capabilities and cross-curricular priorities. For each learning area content descriptions and achievement standards are given. The general capabilities areas include literacy, numeracy, Information and communication technology competencies, critical and creative thinking, ethical behaviour, personal and social competence and inter-cultural understanding. The general capabilities are integrated with learning areas while critical and creative learning are applied across the learning areas. The three cross-curricula priorities are aboriginal and Torres Islander history and cultures, Australia engagement with Asia and sustainability. Cross-curricula priorities are embedded in all learning areas and ensures that the curriculum remains relevant to lives of the students and addresses contemporary issues they are faced with (Klenowski, 2012:2; Connections, 2011: 1-2). Thus Australia covers the culture of the aborigines satisfactorily.

Teaching and learning are not specified in the Australian curriculum. This is based on the belief that children are different, develop at different levels, have different learning preferences and

areas of interest and have differing aspirations. Therefore, schools and teachers determine the pedagogical and other delivery considerations (ACARA, 2012:11). The curriculum is used flexibly by schools as long as they develop programmes that meet the educational needs of students and learning materials that extend and challenge students. Schools are given the latitude to deliver the curriculum, drawing on integrated approaches where appropriate, and using relevant pedagogical approaches (ACARA, 2012:11).

Assessment is in the form of on-going formative assessment within classrooms. The purpose of such assessment has a two-way effect: for teachers to identify and attend to the students' learning needs through monitoring progress and for teachers to gauge their teaching and decide how it can be modified (Klenowski, 2012:3). This is much like the continuous assessment carried out in South African schools whereby teachers are required to re-teach the topic in which learners did not do well and test them again until the learners have mastered the topic at hand.

The second way of assessment is the summative assessment, which differs from state to state. Summative assessment takes place twice a year. It is meant for principals to report to parents on the progress and achievement of students. Reporting of students' progress is done according to scale of A-E in every subject every year. The National Assessment Program conducts sample testing of specific learning area and annual testing during year 3, 5, 7 and 9. Each state and territory has in place its own credential to signify completion of schooling and achievement at the end of year 12 (Lambert, 2016: 480). The student uses then credential to enter university, training college or for employment.

2.10.5 Conclusion

The Australian curriculum was developed by ACARA which was tasked with the development of a curriculum that applies to the whole of Australia. The curriculum in Australia has developed as result of negotiations and consultation between different states and territories. It may, therefore, be seen as a consensus curriculum. It may be concluded that *"Australia now has a national curriculum that both honours the traditional disciplinary knowledge and skills while also enabling students to develop the essential skills, values and dispositions required for living and succeeding now and in the future"* (Lambert, 2016: 466).

2.11. DIFFERENT VIEWS ON THE AIMS OF THE CURRICULUM

The curriculum is developed by higher echelons in an education system. Zeleza (2017: 5) argues that the curriculum is developed by key forces, this being the State, the academic profession and the employment market and each holds a different view of the aims of the curriculum. Zeleza (2017:2) argues that the development of the curriculum is an area of great contestation. This contestation is the result of the growing challenges of trying to balance the traditions of an individual autonomy in curriculum design and institutional goals of quality. Zeleza (2017:5) goes on to point out the key forces in curriculum development:

- **The State:** It determines the curriculum from the political point of view in order to foster what it wants to achieve by the curriculum. Political and ideological concerns of the state determine what the curriculum will look like. For example, the curriculum may be influenced by colonial/post-colonial, communist/socialist, conservative and liberal ideologies. The curriculum is thus a contested site of ideological and political battles within and among societies.
- **The academic profession:** Many new ideas about learning and teaching emerge from time to time. These perspectives redefine understanding of teaching and learning as well as modes of delivery that may influence curriculum development. Nowadays, many countries are influenced by the adoption of learner-centred as opposed to teacher-centred approaches. This implies a curriculum that places learners in the saddle of constructing knowledge whereas the teacher becomes a facilitator. By means of projects the learner must find and report information. The learner is no more considered to be an empty vessel to acquire knowledge poured in by the teacher.
- **The employment market:** The employment market influences the curriculum because of its demands for specific knowledges and skills necessary to push the economy forward. Once there is a discrepancy between the products of the school and the demands of the market, the curriculum is bound to change. The academic attempts to bring into alignment its products in terms of skills required by the economy. Hence the aim of satisfying the market becomes a valued requirement of the curriculum.

As much as there is a difference in the views of commentators about what constitutes a curriculum, there are different views on the aims of the curriculum. Various entities in the society view the curriculum from their position in the lives that they lead. In this section, therefore, the different views of entities in the society, viz., the society, the government, industry and learners are subsequently discussed.

2.11.1. Curriculum and the society

Harber and Mncube (2011:1) emphasize that there is a relationship between education and the development of the country. There is strong relationship between those two concepts. The education system should reflect a society's morals and intellectual values. This means that education must be influenced by the culture of the society. According to Christie (2008:35) education holds the key to the future. Schools link young individuals to their social context in different historical ties. Furthermore, Christie (2008:58) highlighted the three central goals of schooling and learning, namely, systematic teaching and learning, active participation in the world and individual development. Parents are regarded as a link between home and school. There are always extra materials needed which are not provided in school. Parents, as part of curriculum management, should provide those extra things in order to make it easier for their children. The curriculum should prepare our children for the modern world and also instill skills of being resourceful. It should not only provide content knowledge; active participation is also important in the community.

Christie (2008:61) affirms that language gives access to the meanings and symbols of cultures and are an important resource for life. Furthermore, education should prepare young people for the environment in which they are likely to grow up. Society believes that children should be developed in such a way that they have morals. Through the curriculum, learners should be able to communicate across cultural and language differences. Different societies have different needs. It is evident that education is one of the causes of social change in the society. Education aims at preparing children for the future. Through education, children acquire knowledge and skills on how to perform different roles in the society.

Tarmo (2014:219) confirms that in Tanzania, there is a need for an education system that produces graduates with an aggregate of employable knowledge, skills and attitudes. The situation is the same here in South Africa whereby students are expected to apply skills and knowledge in real life context. The kind of learner that is envisaged is one who inspired by these values and who will act in the interests of the society based on respect for democracy, equality, human dignity, life and social justice (Msila, 2007:151). Msila (2007) further states that education is the key because it empowers citizens to exercise their democratic rights and shape their destiny.

The curriculum seeks to create a learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen (Msila, 2007:151). The promotion of values is important not only for personal development but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education (DoE, 2002:3). It is necessary for curriculum designers to take into account the societal consideration; the curricular material should accommodate the culture of the society that the curriculum is seeking to serve. It should however be noted that the curriculum can be used to perpetuate inequities. Society consists of different religions, i.e. Christians, Muslims, Hindus and others. Their views must be considered when designing a curriculum. Society cannot tolerate a curriculum that does disparages or marginalises religious and moral education.

2.11.2. Curriculum as an entry to the world of work

Christie (2008:64) mentions that schooling and curriculum should prepare young people for active participation in the world. The world of work needs flexibility and lifelong learning. Learners can use schooling as an opportunity to develop themselves so that they can meet the demands of this challenging world. Prensky (2014:2) asserts that the curriculum should prepare students to think effectively, relate effectively and accomplish effectively. Furthermore, Prensky (2014:2), emphasizes the point that teachers should not necessarily focus on how they teach, rather on what they teach. Education must enable learners to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work (Department of Education and Skills, 2004).

According to Fataar (2011:45), the economic growth of the country depends on the country's education system that can produce skilled labour. Curriculum should change according to the world context. Teachers are just implementing the given curriculum, focusing on the performance of learners in different subjects and not paying attention to the world needed skills. There are certain skills like persistence, honesty and determination which need to be added in the curriculum. The main question is, even if those skills could be added to the curriculum, do we have skilled teachers who will be able to teach? Prensky (2014:12) further argues that our curriculum is way behind the world; simply, it means it does not meet the required skills. It does not mean that curriculum should change completely, rather introduce something that children can use in the future. Despite the fact that education for blacks was not meant to meet demands of the economy of the country, it was decided that it needs to be revised and made relevant to employment and work in the country (Fataar 2011:14). Fataar further emphasizes that education is a solid foundation for a skilled citizenry.

The children one teaches will need to be employed. The skills needed by industry should be translated into the content and learning experiences of the learners. The skills, knowledge base and attitudes required by industry should be developed in the classroom. The market forces dictate what should be included in the national curriculum. The curriculum implementer, the teachers as agents of change, require classroom supplies such as textbooks, charts, equipment and chemicals for science experiments. These materials are products of industry. It is important that serious consideration be given to economic demands when designing the curriculum.

2.11.3. Views of government on curriculum

In all countries, education is regarded as the mainstay of the society. Hence governments view education as the instrument towards prosperity and affluence of the society. As such, governments view it as its right to direct the issues and affairs of education for the common good of society. In every government there is an education department, which, through policies, gives the direction about the aims of a curriculum. These aims are not necessarily based on societal needs but on the ideology of the ruling government. Usually the curriculum is crafted by government appointed structures, ministers of education, curriculum specialists, teachers and parents. Ifeoma (2010:85), speaking about the Nigerian education system, posits that greater

emphasis is placed on the curriculum because “it is instrumental for enhancing the creativity, productivity and economic prosperity of the people and their nations.”

Indeed, the economic motive is one of the most important aims of the curriculum in most countries. This implies that a flourishing economy increases the competitive edge of a country lending it more power in international affairs. Thus the curriculum of the country must aim at boosting the chances of economic development. Powerful countries such as the USA, England, Russia, are supported by flourishing economies whereas developing countries such as South Africa, Nigeria, Swaziland, etc. have poor economies and have little influence in international affairs. Wolhuter (2014:1) opines that in the current neoliberal economic revolution and world economic order, the national education system is becoming an increasingly important element of power. The author goes on to say that countries are trying to uplift their societies to their appropriate place in the world of the twenty-first century through the curriculum.

All the above aims of education are, however, not expressly stated in curriculum statements of countries. These aims are seldom if at all, stated in government curriculum documents and seem to be hidden to the unwary eye. For example, government documents on curriculum in Australia (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012:4) “emphasise the importance of knowledge, skills and understanding of learning areas, general capabilities, and cross-curriculum priorities as the basis for a curriculum designed to support twenty-first century learning”. Following the same trend, the South African curriculum aims at ensuring that children acquire and apply knowledge and skills in ways that are meaningful to their lives.

2.11.4. The meaning of curriculum to the learner

Theories of learning and child development have to be considered when designing the content of the curriculum and how it is delivered. Child psychology also influences scheduling and timetabling of curriculum. According to Steyn, Klerk and du Plessis (2009:30), every democratic society has the rights to hope and to expect that its children will grow up to be responsible citizens that will honour the rights of their fellow human beings, furthermore, all educational activities shall uphold and ensure the best interest of the child. The learner expects that the curriculum will equip him/her with the necessary knowledge and skills to enable him/her to function successfully in the society (Commonwealth of Learning, 2000:50). The school

curriculum should, therefore, aim to provide opportunities for all pupils to learn and to achieve. Curriculum should also equip learners with the essential learning skills of literacy, numeracy and information and communication technology. The school curriculum should also aim to promote the learners' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experience of life.

2.12. THE ROLE OF THE PRINCIPAL IN CURRICULUM MANAGEMENT

As indicated in par. 2.2.5., the principal is both a leader and a manager of the school. In the present educational scenario in South Africa, principals are expected to lead and manage the school according to principles underpinning and promoting democracy. Thus the new way of leading and managing a school involves a shared leadership mode in which the principal works together with the school management team and the teachers to manage and lead the school. The Department of Basic Education (2016) emphasises in several aspects of the South African Standard for Principals that the principal works together with the School Management Team, The School Governing Body and teachers in executing the functions of leading and managing. This is what Naidu *et. al* (2008:10) refer to as "collective management and leadership". The principal is not alone in leadership and management and does not rule over the school like his/her own fiefdom, but is supported by the School Management Team in a management and leadership style of collaboration, collegiality and shared management. The principal should also learn the following African concepts of leadership which explain how a good leader functions (Naidu *et al*, 2008:13):

- Listening well and asking questions
- Trusting people and being respected
- Being fair and transparent
- Being impartial and having the community interest at heart
- Keeping the community together
- Inspiring and motivating

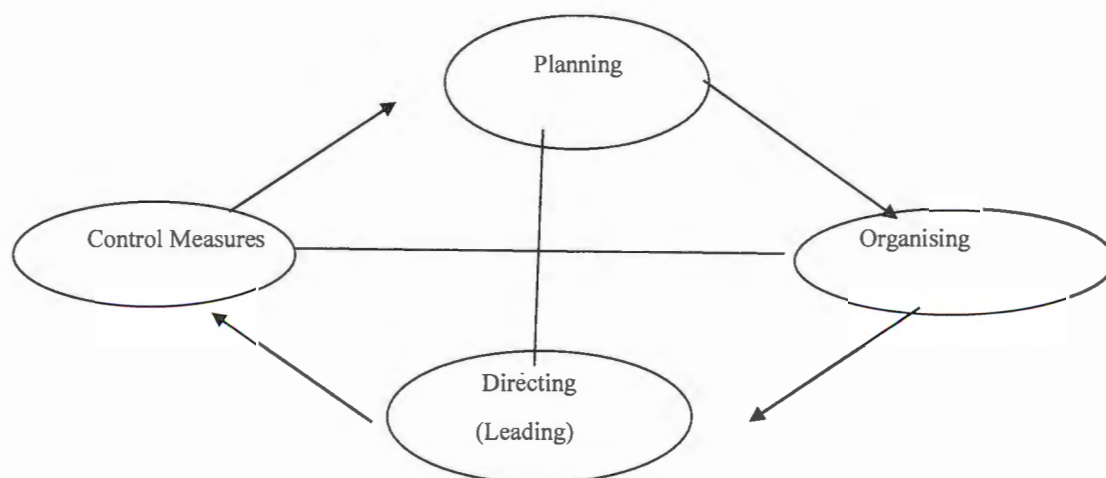
- Being fearless and having the courage to lead
- Enabling a shared vision

The above does not mean the principal, instead of leading the school, should hide behind the principles of democracy and abdicate his role of leader and manager of the school. The Department of Basic Education (2015:9) in the South African Standards for Principals emphasises that “at the heart of the principal’s role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of levels of learner achievement”. The principal is, therefore, the driving force, the focal point and the axis behind the improvement of the school’s achievements especially learner achievement.

In view of the new way of leading and managing the school, Masitsa (2005:1), and Bush, Joubert, Kiggundu and Van Rooyen (2009:1), assert that principals should be trained so that they can be able to improve academic performance. In support of this, October (2009:3) mentions that not all principals received adequate training that enable them to execute their duties.

In order to understand the role of the principal in managing and leading the curriculum, the Mpumalanga Department of Basic Education (2016), in training principals for their role in managing the curriculum, presented the following conceptual framework that will be used in this research:

2.12.1. Functions of the principal



The above conceptual framework is used in this research because it is commonly found in educational management literature especially in the works of Van der Westhuizen (1991) although some of the authors give more functions than the ones depicted above. Therefore, interested persons such as principals will easily relate to this conceptual framework.

In view of the fact that there is no formal qualification for principals, most principals learned the tricks of the trade through experience and through workshops conducted from time to time by the Department of Education. Moreover, the Department of Education introduced a course named ACE: Educational Leadership, aimed at training school principals for their job but it is yet not a requirement for appointment as principal.

The discussion will now focus on the principal's execution of the above management functions in respect of the curriculum.

2.12.2. Planning for the curriculum

These forces are involved in the planning of the curriculum, which is filtered to the school. Planning is the starting point of curriculum management. It forms the basis or foundation for the execution of other management functions. Through the planning activity the goals and objectives of the organisation are set, which gives direction for the functioning of the organisation because planning is the blue-print on which actions of the organisation are carried out. In planning for the curriculum the principal must start by acquainting himself/herself with the legislative basis for the curriculum. The principal should study the respective sections concerning curriculum matters and develop a school policy outlining the role of the stakeholders in curriculum matters (Naidu, *et. al.* 2008:172). Legislation presents what is expected of the role players in curriculum management. The following legislation and policies should be considered in the planning function (Mpumalanga Department of Basic Education, 2016)

- National Education Policy Act 27 of 1996, which stipulates curriculum-related activities to be performed by teachers

- South African Schools Act 84 of 1996, which provides the curriculum framework in which public schools are to function
- National Curriculum Statement, which represents a policy statement for learning and teaching in South African Schools. This is the main curriculum policy which principals and teachers must study meticulously.
- Curriculum and policy statement (CAPS) which presents approved subjects
- National policy pertaining to the programme and promotion requirements of the national curriculum statement Grades R-12
- National Protocol for Assessment Grades R-12 (January 2012)

Besides the above there are supplementary documents such as the Language-in Education (1997), which must be read together with the above documents.

Knowledge of all the above documents is essential in formulating the school policy on curriculum and principals and teachers must be knowledgeable on the implementation of national and provincial policies. This means that the principal and teachers should ensure that a school policy referring to curriculum-related matters is in place. Planning enables the principal to be pro-active in meeting the challenges arising out of curriculum implementation. The principal should hold a number of meetings with the staff in order to deal with challenges imposed by the new curriculum. Therefore, planning should be seen as a continuous, adaptive and congruent activity.

2.12.3. Organising function

In the organising function, the principal arranges activities, allocates duties, responsibilities and authority to people within the school (Van der Westhuizen, 2005:162). Organising involves the creation of organisational structures, delegation of duties to staff and coordination of activities to enable the implementation of relevant policies at the school (Naidu, *et al*, 2008:172). In most schools' structures do not have to be developed as they already exist. There are many committees that have been formed to deal with different aspects of school management. At the head of these committees is the School Governing Body, which oversees the quality of education

offered by the school, School Management Team, which in most schools is directly charged with the implementation of the curriculum and the grade heads and senior teachers, who are directly involved with curriculum delivery. The principal should clarify the roles of each member in curriculum management so as to achieve maximum teaching and learning.

One of the most important instruments for organising is the time table for subject tuition. The principal should first allocate subjects according to the qualifications and area of expertise of the teachers and ensure an equitable distribution of the workload according to the stipulations of the policy. The principal should ensure that each subject is allocated adequate time according to the stipulations of the policy.

The existence of a plethora of activities and structures in the school requires a high degree of coordination. Coordination is a purposeful attempt to synchronise various school activities into a harmonious whole for the effective execution of school goals. Coordination unifies people, resources and procedures to function as a whole in the service of school goals and the vision and mission of the school. The School Management Team should ensure that there is unity of purpose among teachers responsible for the same subject and the same grade. Communication plays a major role in achieving coordination. The principal should, therefore, encourage Heads of Department to hold regular meetings with teachers falling within his/her area of expertise.

2.12.4. Leading (Directing)

The leading function is carried out by all those who are allotted positions in the school. The function of leading is an action-oriented activity aiming at actualising the decisions taken during planning and organising. As the head of the school the principal should convince, inspire, bind and direct the teachers to realise the mission and vision of the school. He/she should provide advice in a collegial way in the execution of tasks of managing the curriculum.

The following ways of directing or leading concerning the management of the curriculum may be suggested:

The principal should

- Develop the school vision and mission together with all structures in the school

- Provide clear aims and policies especially the school policy
- Provide guidance to the staff
- Inspire and lead staff
- Supervise activities in order to ensure the achievement of desired results.

To the above the Mpumalanga Department of Education (n.d.:21) clarify the function of directing by offering the following actions:

The principal should:

- Determine the outcomes of the curriculum
- Establish an ordered and structures environment in which these outcomes can be delivered
- Provide dynamic leadership

The function of leading or directing implies the exercise of leadership. Principals should be aware of their leadership style so that it is infused in all members occupying leadership positions in the school. Naidu, *et al*, (2008:13-14) recommends, in this democratic era, the adoption of “Ubuntu management style” This style of management promotes collective support and responsibility. In this way, every teacher as deliverer of curriculum cooperates with other teachers by supporting them, advising them and generally assisting them in the teaching and learning situation. By collaboration between the leaders and the followers much can be achieved in providing effective delivery of the curriculum.

2.12.5. Controlling function

The controlling function has, in the past, been clouded by controversy as it was considered to be a way of controlling people and forcing them to take actions against their will. It is common cause that teacher unions were against the system of controlling used in the apartheid era by expelling inspectors from schools and being against any measures of controlling in the school. The main criticisms against the inspectorate system were the following (Naidu et. al, 2008:47):

- Inspectors functioned as police, using coercive forces and enforcing compliance to rules and regulations in an authoritarian, rigid, ritualistic and legalistic atmosphere. No traces of Ubuntu were found in this system.
- Supervisors could not fulfil professional development because the inspection was not followed up by strengthening weaknesses of teachers
- Communication between teachers and supervisors was minimal
- Teachers were constantly under surveillance; fear was instilled in them.
- The system was punitive and vindictive rather than supportive and developmental
- Punitive measures were in place, such as transferring teachers to remote schools
- There was constant harassment of defiant teachers
- The inspectorate system represented the abuse of power by those in authority positions.

Today, however, the concept of controlling is replaced by the concept of accountability. Although accountability differs in important respects to the concept of controlling, it aims at achieving the very aims instituted for controlling but using a different approach. Accountability places the ball for controlling in the court of the teacher who is required to be responsible, explicit about obligations and answerable for his/her actions (Naidu, et al. 2008:40).

Education is a public concern and therefore, the deliverers of education should be accountable to the State and to the community for actions taken and actions omitted. The teachers and principals are expected by the State and the community to deliver quality education to the learners in South Africa irrespective of their background and circumstances.

At the disposal of the principal and teachers are a number of instruments to promote accountability in the school:

- Appraisal for each teacher (IQMS)
- Teachers Personal Growth Plan

- School Summary Sheet
- Internal Moderation (reflecting differences between personal and peer appraisal)

The use of these instruments is aimed at identifying the strengths and weaknesses of the teacher and to strengthen the former and eliminate the latter. The principal should ensure that the aim of developing teachers and improving the school is at the heart of the control measures. The principal should also ensure that corrective action is carried out after the appraisal of the teachers to eliminate weaknesses.

In conclusion it may be said that the central thesis of curriculum management is the improvement of learner achievement and the mastery of the curriculum. By effectively managing the curriculum the principal achieves his/her mandate of providing leadership and management in all areas of the school to enable the creation and support of conditions under which quality teaching and learning take place and which promote the highest possible standards of learner achievement (Department of Basic Education, 2016:5-6).

2.13. THE ROLE OF THE PRINCIPAL IN CURRICULUM IMPLEMENTATION

This section presents the role of the principal in curriculum implementation. It first gives a definition of what curriculum implementation entails, the actions that a principal should take in implementing the curriculum and the challenges faced by principals in curriculum implementation.

2.13.1. What curriculum implementation entails

Curriculum implementation is how teachers deliver knowledge to learners. It is an interactive process between a teacher and a learner. Khumalo (2014:13) defines curriculum implementation as “a process of leading and managing curriculum delivery at school level. It is about enabling schools to create efficient systems and procedures for curriculum delivery.” The Commonwealth of Learning (2000:50) presents curriculum as an accomplished fact by asserting that implementation occurs when the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function

effectively in a society. It is important to note that after the Department of Education, curriculum designers, curriculum specialists and other stakeholders such as teacher and principals have designed and developed a national curriculum, it does not automatically mean that the curriculum will be implemented.

The above definition already primes us about leading and managing curriculum delivery without which curriculum will not be effectively implemented in schools. Khumalo (2014:13) posits that curriculum implementation also means to empower teachers to deliver the curriculum for improved learner achievement. In support of this idea, Bagudela (2012:3) argues that curriculum implementation means how the planned or officially designed curriculum is translated by teachers into syllabuses, schemes of work and lessons to be delivered to learners. This implies that the implementers of the curriculum must be willing and motivated to apply the curriculum and must be enabled to articulate their ideas so that they make a meaningful contribution to curriculum implementation.

According to Ndou (2008:31) curriculum implementation needs an ingenious leader, who sets the pace, gives direction and aligns teachers by motivating them and inspiring them to keep moving even in the face of challenges and obstacles. The greatest duty of the principal is to initiate and motivate teachers to implement the curriculum. Teachers on their own cannot implement the curriculum effectively unless they are motivated and introduced to the new curriculum piece-meal or in chewable chunks. Mkandawire (2010:20), quoting Okello and Kagiara, points out that teachers must be enabled to translate curriculum into classroom activities. By this the author means curriculum implementation involves changing peoples' attitudes to accept and participate in classroom activities.

The principal is duty-bound to oversee the implementation of the curriculum. According to the Department of Basic Education (2016:5-6) the core responsibility of the principal "is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning takes place and which promotes the highest possible standards of learner achievement." The Department of Basic Education therefore lays emphasis on the delivery of the curriculum under the guidance of the principal. In reiterating this fact, the Department of Basic Education (2016: 9) contends that the principal's role is a fundamental responsibility for the management of the curriculum. The South African

Schools Act (SA, 1996) holds the principal accountable for providing leadership and ensuring that learner achievement is improved.

The principal must ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies. In terms of section 16A (b) (i-iii) of the Act (SA, 1966), the principal must prepare and submit an annual to the Head of Department in respect of the academic performance of that school. Furthermore, the principal is expected to prepare a plan setting out how academic performance at the school will be improved. These legislative imperatives require the principal to manage the implementation of the curriculum in the school.

The question which arises is: what should the principal do in implementing the curriculum? This question will be answered in the next section.

2.13.2. Actions of the principal in implementing the curriculum

The literature points to certain actions that have to be carried out by the principal in achieving effective implementation of the curriculum. Principals should be aware that the curriculum does not arrive in a vacuum. They should, therefore, take into consideration the previous curriculum and try to match it with the new curriculum where possible (Ministry of Education, New Zealand (2009:7). In South Africa, however, the curriculum which was introduced differed radically with the existing apartheid curriculum to the extent that the new curriculum required a complete change of mind-set and way of doing things in the schools. For example, the previous curriculum was teacher-centered, promoted rote learning and used examinations as the major way of assessing learners whereas the new curriculum was learner-centered, promoted application of skills and knowledge, and used continuous assessment of learners (Bantwini, 2010:85; Govender, 2013:28). Khumalo (2014:12) asserts that during the apartheid era curriculum management was synonymous with compliance management.

From the above discussion it appears important for the principals to effectively manage the transition from the old to the new curriculum. In the transition period the principal and the management team should be careful to make a study of the curriculum and carefully examine the implications of its implementation and how the new curriculum changes the old curriculum. In a meeting, or a series of meetings with the staff, the principal should divulge the findings by

the management team to the staff, carefully leading the staff to get to understand the new curriculum. Effective implementation occurs when the teachers understand the curriculum and its elements (Kwa-Zulu Natal Education Department, n.d:16). The principal should ensure that implementation is an urgent but gradual process that avoids taking too much at once, thus risking getting ahead of teachers' need to understand the curriculum document and its import for their teaching and learning situation (Ministry of Education, New Zealand, 2009:8).

Teachers should not feel overwhelmed by multiple concurrent changes. Bantwini (2010:86) maintains that teachers did not see the difference between the RNCS and the previous Curriculum 2005, whereas the new curriculum was intended to provide more clarity on the RNCS and presented a simplified version that teachers could easily comprehend and implement in their classrooms.

The Kwa-Zulu-Natal Department of Education stipulates the following actions for implementation of the curriculum in the province but all these actions can be undertaken by principals:

- Supervising the taught curriculum at classroom level
- Monitoring and evaluating curriculum implementation
- Providing support services and resources to teachers
- Developing exemplars and demonstration programmes of quality learning activities
- Quality reassuring the assessment for teaching and assessment for learning

In the same breath, Ifeoma (2010:86) suggests the following actions from the principal as facilitator of curriculum implementation:

- The principal should exercise his/her leadership power
- The principal should institute support strategies of making suggestions, giving feedback, conceptual frameworking, using inquiry, soliciting advice and opinions from the teachers
- Improve the capacity of teachers to work together
- Empower individuals to initiate and participate in a trusting team and environment

The action of the principal in empowering others involves giving mandates to the subject heads to ensure that their teams implement the school vision for curriculum delivery. As said above, the crux of implementation lies in the fact that the principal monitors, supervises, gives support to the teachers and insists on building a high moral standard of curriculum delivery. Ramparsad (2000:1) believes that teachers play an important role in curriculum implementation so they need to understand change. If teachers are not treated as part of decision making about change, it will be seen as if they were forced to implement this change.

The principal should institute measures to deal with change because the introduction of a new curriculum means change. Change cannot just happen; it needs hard work and commitment. Theron (2013:189) mentions that principals must assess the school to determine whether there is a potential for change within the school and also organize resources that will drive change within the school. Van der Westhuizen (2009:652) mentions that for change to take place in a school setting, the principal must be aware of the pressure to change and deal with resistance to change. Kobola (2007:204) indicates the following factors that cause resistance to change:

- at the individual level, some individuals exhibit resistance to change if they perceive a lack of personal involvement and control over unfolding events
- some individuals have a negative attitude towards change based upon their previous unpleasant experiences with change.
- At a group level, resistance is caused by group cohesiveness, social norms, participation in decision making and autonomy for self-determination of actions.

For people to understand changes brought by the curriculum; they need to understand the process of curriculum change. Change occurs because there is a need and if the stakeholders do not understand the need for change, it becomes difficult to implement it.

2.13.3. Challenges in curriculum implementation

Angula (2015:19) asserts that the greatest challenge of the curriculum reform lies in the implementation thereof. Ndou (2008:34), quoting Mampuru, asserts that implementation is the most difficult phase of the change process as most shortcomings of the change may appear at

this stage. Rogan & Grayson (2003:1173) indicated that South Africa still has a lot to do when it comes to implementation issues.

It is important that teachers and principals as implementing agents should take ownership of implementing the curriculum. Implementation presents a challenge to those who attempt to introduce the curriculum in schools because of its novelty. As mentioned above, implementation should be urgent but gradual. In South Africa, however, the government did not have the time and space to introduce the curriculum piece-meal because the new government wanted to do away with apartheid curriculum as soon as possible as expected by society. Consequently, implementation of the curriculum was fraught with challenges that faced the implementing agents.

Ndou (2008:35-36) deals with the following challenges:

- Confusing terminology and language
- Overcrowded classrooms
- Lack of resources
- Inadequate training
- Time

Bantwini' research (2010:87-88) shows the following as challenges teachers meet in the implementation of the curriculum. These challenges relate specifically to the introduction of RNCS:

- Lack of understanding of curriculum reform
- Lack of classroom support
- Lack of in-service professional development for teachers

Some of the challenges above relate specifically to the introduction of Curriculum 2005 in South Africa. For instance, confusing terminology and language refer to the wording of Curriculum 2005; a problem which was addressed in the subsequent RNCS and later CAPS. However, other

challenges are generic and can be found in most developing countries. The challenges that are discussed below relate to the generic challenges of implementation of the curriculum. These are non-involvement of teachers in developing the curriculum, lack of understanding of curriculum reform, lack of adequate resources, lack of training and lack of support among implementers of the curriculum.

2.13.3.1. Non-involvement of teachers in the development of the curriculum

Teachers are the chief agents in the implementation of the curriculum and thus play a key role in the implementation of the curriculum (Govender, 2013:29). The designers and developers of the curriculum should take teachers on board to promote ownership and understanding of the curriculum. It seems there is tendency of involving teachers at a later stage of curriculum implementation. The curriculum is developed by specialists in the upper echelons of the education system and teachers become implementers of a curriculum that is handed down to them from the top (Carl, 2005:223). Concerning South Africa, Angula (2015:29) contends that Badugela (2012) found that no teachers were involved in the decision to adopt a new curriculum. Even though they were involved at a later stage in elaboration and implementation, the decision to proceed had already been made.

Carl (2005:223) recommends that teachers should be given an opportunity to make an input during the initial development of the curriculum. Teacher should be regarded as partners in taking part in curriculum development, not merely implementers of the curriculum. Modipane and Themane (2014:1) contend that the idea that curriculum is a product that is complete and ready for use and that teachers are seen as implementers of the curriculum rather than its developers' breeds misunderstanding when it comes to curriculum implementation. Bantwini (2010:84) accentuates this idea by commenting that to think that teachers are passive recipients of the curriculum is an error of judgment because teachers have will of their own and act on ideas of their own. In fact, Carl (2005:223) argues that teachers should be involved in wider areas of curriculum development rather than be confined to the classroom.

According to Makua (2010:21), proper curriculum should be influenced by the needs of the community; therefore, it must be planned by parents, teachers and learners, that way, it will be

relevant. Makua further emphasizes that teachers should not only be responsible for implementation but be engaged from the beginning of curriculum planning. It will be easier for educators to implement something they know and took part in its development because they are regarded as the change agents. The literature points to the necessity of including teachers all the phases in curriculum development, which is planning, designing, implementing and evaluating the curriculum (Ornstein & Hunkins, 2009:25, Wiles, 2009:10 and Kelly, 2009:15). In this way teachers will find it easy to implement their own knowledge and experiences. Angula (2015:19) argues that teachers should be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners

2.13.3.2. Lack of understanding of curriculum reform

According to Bantwini (2010:87) lack of understanding of curriculum reform hindered the implementation of curriculum changes. This lack of understanding led to teachers not doing anything different from what they were doing prior to the introduction of the new curriculum. Most of the teachers continued to use traditional teaching methods in spite of being trained in the new curriculum (Ndou, 2008:26). Lack of understanding may be due to the fact that the curriculum is introduced too hastily thus leaving the teachers behind. This results in negative attitudes of teachers to curriculum implementation. Zano (2015:27) asserts that insecurity and incompetence among teachers combine to contribute to confusion as to the practical execution of the curriculum and this leads to a negative attitude.

In South Africa, teachers were confused by the “sporadic changes in the curriculum which rendered them incompetent” (Lumadi, 2014:174). Hasty introduction of the curriculum impedes effective implementation thereof. Curriculum designers’ focus mainly on the end results of curriculum implementation and neglect the strategies for implementation (Tshiredo 2013:25). According to Badugela, (2012:10), curriculum implementation was hampered by continuous changing of curriculum, lot of administrative work for teachers and also inadequate training of principals; as a result, principals were not in a position to motivate teachers. South Africa is not the only country which experienced continuous changes in the curriculum. For example, New Zealand’s curriculum has been revised at fairly regular intervals (Ministry of Education, New

Zealand (2009:1). In Australia a new curriculum was introduced in 2012 (Acara, 2012). However, the continuous changes in the curriculum did not deter its implementation in these countries. The difference between these countries and South Africa is that the South African curriculum was a dire necessity after the fall of the apartheid curriculum. Thus it was introduced without taking into consideration the preparedness of schools to receive it.

2.13.3.3. Lack of adequate resources

Teachers are an important resource in the implementation of the curriculum. If there is a shortage of teachers in a particular school, it means quality will be compromised because those who are available will be overloaded. This makes teachers to be ineffective in the classroom. Sometimes teachers have to attend meetings for the whole day, for the sake of order in school, learners will be asked to go home because there will be no classes and if they are left unattended, it becomes chaos in the classroom. Fataar (2011:189) indicated that the policy of rationalisation and severance packages led to many teachers leaving the profession. This led to a large number of learners in one class which made it impossible for teachers to implement curriculum effectively.

Lack of school facilities like classrooms, libraries, resource centers, desks also hinders curriculum implementation. Instructional materials such as books, charts, maps, and laboratory equipment are also important in curriculum implementation. Guthrie & Schuermann (2011:141) argued that allocating precious resources should always be considered as an investment. In as much as the car manufacturer needs re-tooling when a new car is produced, teachers also need teaching materials when a curriculum is introduced.

Mkandawire (2010:20) notes that in the absence of teaching and learning materials the process of implementation will be hampered while Zano (2015:25) considers the availability of resources as a pre-requisite for successful implementation of the curriculum. With the introduction of OBE in South Africa, the distribution of teaching materials was uneven with some teachers not receiving the correct materials in areas such as KwaZulu-Natal, Mpumalanga and Benoni/Brakpan and this greatly hampered the off-take of the new curriculum (Ndou, 2008:26).

2.13.3.4. Lack of training

While in most cases there is nothing wrong with the curriculum itself, hasty implementation results in teachers not knowing exactly what they should do (Lumadi, 2014:177). Bantwini (2010:87) mentions the fact that when the RNCS was introduced, only one-week orientation

courses were held whereby the first three days was devoted to the generics of the curriculum, the fourth day was devoted to content knowledge while the fifth day dealt with a summary and closure of the session. Such one-shot training sessions are inadequate (Lumadi, 2014:177). October (2009:3) states that not all principals received adequate training that enable them to execute their duties, especially in the area of curriculum implementation. According to Masitsa (2005:1), and Bush, Joubert, Kiggundu and Van Rooyen (2009:1), principals who do not have managerial skills, encounter management problems, and this affects progress. They further emphasized that principals should be trained so that they can be able to implement the curriculum more effectively.

Ono and Ferreira (2010:1) further assert that professional development of teachers should be emphasised so that teachers can be able to produce good quality results and also resume their new roles in curriculum process. This claim is supported by Bantwini & Diko (2011:226) that research has indicated that South African district officials do not know their role in the curriculum reform process. Bantwini (2010:88) reports that on-going professional development is necessary to ensure that teachers understood what was required of them. Otherwise, the grand designs of a curriculum will fall short in implementation.

2.13.3.5. Lack of support

Curriculum change should receive support from all stakeholders. Schools need to be supported and motivated in implementing curriculum reforms, after all, school are the sites of implementation where implementation may be made or broken. Implementation of the curriculum is such a momentous job that principals and teachers alone cannot accomplish it without assistance from relevant stakeholders such as district officials. Research by a number of commentators points to the fact that this support is often not forthcoming. Ndou (2008:24) avers that at the time of initiating Curriculum 2005 in South Africa, teaching and learning support services had not been established in many provinces. Where such support services were established, it was found that the appointed officials lacked the necessary capacity to offer effective support to teachers and principals. It was also found that principals, who should have been the driving force behind implementation of the curriculum, were not supportive because the new developments threatened the status quo Ndou (2008:24).

In another research by Bantwini (2010:88), it was found that district personnel were not supportive of teachers in mastering the RNCS. Furthermore, teachers expressed the idea that they wished that district officials would visit and help them where they were not doing well. Bantwini (2008:24) further avers that teachers complained of the infrequent visits by Subject Advisors who visited only for the orientation of the curriculum and disappeared thereafter. Also there was no support within the school where, as a result of time constraints and work overload teachers seldom met to discuss the implementation of the new curriculum.

2.14. Concluding remarks

Curriculum management inevitably focuses on the teacher as the implementer of the curriculum. The designers and developers of the curriculum should place themselves in the shoes of the teachers to promote ownership and understanding of the curriculum among teachers. To think that teachers are passive recipients of the curriculum is an error of judgment because teachers have a will of their own and act on their own ideas. For example, the hidden curriculum can have more influence than the official, overt curriculum because it is based on the norms and values of the school. It emanates from the attitudes, beliefs, values and views of the teachers that are transmitted unconsciously during the interaction between the teachers and the learners. The principal should be aware that the manner in which the rules and regulations of the school are carried out send messages to teachers, which are then interpreted as what is expected of them. This includes on-going school activities and routines not documented in the school policy and can indicate the unofficial preferences for certain subjects. The principal should, therefore, focus on empowering teachers to implement the curriculum as expected by the society and the government because education is a public concern that cannot be left entirely in the hands of the teachers. Hence, it is important to monitor and guide teachers in the implementation of the curriculum.

The managers and implementers of the curriculum should be guided by the purpose of the curriculum in order to reflect purposefully on whether they achieve this purpose and try to shape educational experiences related to this purpose. Without understanding the purpose of the curriculum the delivery thereof suffers negatively. Some teachers tend to ignore the purpose of the curriculum and select to teach the content that often appears in the examination papers. As

a leader, the principal should be concerned with ensuring that teachers cover the curriculum demands in line with the vision of the school.

In managing and implementing the curriculum, the principal needs good leadership skills to inspire and empower teachers in the implementation of the curriculum. This can be done by following the principles of the experiential theory whereby the principal creates opportunities for teachers to engage in curriculum activities by exposing them to relevant experiences in managing and implementing the curriculum. The principal and the teachers learn by doing and do not only listen to what they are told.

2.15. Chapter summary

This chapter dealt with the theoretical foundations of curriculum management. The various concepts used in the study were defined and explained including principal, role, curriculum, management and curriculum management. After setting the stage for an understanding of the study by these definitions and explanations, the experiential theory as the guiding theory of this study was dealt with together with other theories that resonate with it. An explanation of the concept curriculum was given followed by a treatise of how the South African curriculum evolved.

Then the different aims of the curriculum were evaluated following the expectations of the society, the world of work, the government and the learner. Next the role of the principal was discussed following the management actions of Planning, Organising, Leading and Controlling (POLC). This was followed by a discussion of the role of the principal in implementing the curriculum, detailing what curriculum implementation entails, actions to be taken by the principal and challenges of implementation. The following challenges were discussed: non-involvement of teachers, lack of understanding, lack of adequate resources, lack of training and lack of support from the higher echelons in the education system. The chapter ended with a discussion of concluding remarks and chapter summary.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter presented the theoretical underpinnings of the management and implementation of the curriculum. In this chapter the theory is put into practice through an empirical investigation. Firstly, the research design and methodology are presented, secondly, the philosophical assumptions underpinning the empirical research are discussed and thirdly the quantitative methodology is highlighted as the approach adopted for this study. The research tool is explicated and this is followed by an examination of the validity and reliability of the study. The penultimate segment deals with issues of ethical standards and the chapter closes with a summary.

The center of this research is the principal's management of curriculum in the school. The principal's duty is to ensure that the curriculum is implemented to the letter. The questions which arise are what does curriculum management entail; what actions should the principal take to manage the curriculum; what challenges deter the principal from effectively managing the curriculum and what conceptual framework can be proposed to assist principals in managing the curriculum effectively. The following segment dwells on the research methodology in general and turns to the particular constructs embedded in this study.

3.2. RESEARCH METHODOLOGY

This section explains the methodology used in this research. It includes the research paradigm, research design, instrumentation, validity and reliability, population and sampling, data collection procedures and data analysis and statistical techniques.

3.2.1. Research paradigm

A research paradigm represents different views concerning ontology (the nature of reality), epistemology (how knowledge is acquired) and research methodology (Creswell & Clarke, 2007: 23). Leedy and Ormrod (2010:5) advise on the importance of setting forth a statement of

assumptions as the bedrock upon which a study rests. This is supported by Creswell and Clarke, 2007: 21) who state that a researcher should be aware of the assumptions they bring into the research and should identify and articulate the paradigms underlying such studies. There should be an explanation of the paradigm in order to place the study in perspective and allow for an understanding of the platform on which the researcher stands. This implies that the chosen paradigm should be identified early in the proposal and its relevance to each part of the research since this is the foundation upon which the study is crafted and executed (Maree & Van der Westhuizen (2007:33).

This study used the post-positivistic paradigm. As alluded to above (par. 1.8.1) post-positivism seeks to find cause and effect, reduces the field of study by selecting variables studied, measures variables and tests theories (Creswell & Clarke, 2007:22). Post-positivists affirm that knowledge can be acquired through careful observation and measurement. That is why in this study the phenomenon was carefully measured through a questionnaire and then numeric measures were developed. The main aim is to find out relationships between variables and to discover trends concerning the role of the principal in managing and developing the curriculum. Also, like positivists, the current research seeks to point out generalisations related to the entire population about the principals' behaviours (Nieuwenhuis, 2007: 65).

Using the post-positivistic paradigm allowed the researcher to discover trends concerning the role of the principal in managing and developing the curriculum. Rather than making generalisations, the researcher identified and established evidence on how the curriculum is understood, managed and taught (Nieuwenhuis, 2007:65). The researcher operated from the vantage point that knowledge can be acquired through careful observation and measurement. That is why in this study the phenomenon was carefully measured through a questionnaire and then numeric values were developed and assigned to specific constructs. The researcher sought to discover certain truths about the behaviours of principals in the management and implementation of the curriculum. In line with the post-positivistic paradigm, the researcher did not make claims about absolute truth through the establishment of generalisations and laws (Nieuwenhuis, 2007:65).

3.2.2. Research design

In the words of Nieuwenhuis (2007: 70), a research design is a strategy that specifies the selection of participants, data gathering techniques and the procedures applied in data analysis. There are a number of research designs available to the researcher including experimental research, survey research, mixed methods, action research, conceptual studies and ethnography. A researcher chooses a research design that suits specific philosophical convictions, research skills, experience and research practices prevalent in the research area. Creswell and Clarke (2007: 4) support this idea by saying that a “research design refers to the plan of action that links the philosophical assumptions to specific methods.” The study followed a once-off cross sectional survey research design because the post positivistic paradigm often uses experiments, surveys and statistics (Henning, 2004:18). This design is suitable because it enables the researcher to collect data over a large area covering a large number of participants. Leedy and Ormrod (2010:108) define a survey research design as “a study designed to determine the incidence, frequency and distribution of certain characteristics in a population.” The researcher was able to determine the incidence, frequency and distribution of actions taken by principals in managing the curriculum in a number of schools in the area of investigation.

This research used the quantitative approach in the collection of data. This method enabled the researcher to collect data over a large area covering a large number of participants. The quantitative method is a form of conclusive research involving large representative samples and fairly structured data collection procedures (Struwig & Stead, 2010: 4). In this study, a quantitative method was chosen because it is congruent with the philosophical assumptions of the researcher and is appropriate in gaining a broad overview of the opinions of principals concerning their management and development of the curriculum.

3.2.3. Instrumentation

As alluded to above, in this study the curriculum management and implementation practices were carefully measured through a self-developed questionnaire. The questionnaire resonates both with the post-positivistic paradigm of this research and the once-off cross sectional survey research design and it was developed on this basis as much as it was informed by relevant study signposted in Chapter 2.

3.2.3.1. The questionnaire as a research tool

The data collection instrument employed in this quantitative study is the questionnaire. A questionnaire is 'an instrument of data collection consisting of a standardised series of questions relating to the research topic to be answered in writing by participants' (Bless & Higson-Smith (2000:156). The questionnaire could be composed of open or closed questions to which the participants should respond (De Vos, *et al*; 2005:89). According to De Vos, *et al*; (2005:166), the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. In the case of this study, the questionnaire sought to obtain information from principals who deal with the curriculum on a daily basis. The researcher constructed a set of questions relating to the study to which principals responded. These question items were derived from the literature study and were subjected to a rigorous investigation of the constructs regarding curriculum management and the role of the principal. The question items were constructed in such a way that the responses facilitated the eventual development of the conceptual framework submitted in the penultimate stage of this report.

Questionnaires are commonly used to gather data on a large scale. The different types of surveys employ different types of questionnaires (Maree & Pietersen, 2007:158). In this study a self-constructed open-ended questionnaire was used because of the dearth of specific questionnaires in the field of managing the curriculum. In compiling the questionnaire, the researcher observed the technical aspects of good questionnaire being that the questionnaire must appear professional and attractive to the participants, the font must neither be too small or too large, good quality paper must be used, the questions should be ordered in such a way that they do not confuse the respondent, language used must be at the level of the understanding of the participants (Maree & Pietersen, 2007: 159-160).

The questionnaire was selected in this study for the following reasons:

- Contact between the researcher and the participants is minimised so that the responses are reliable and trustworthy
- Information can be collected over a large area involving a great number of participants
- Participants can be truthful in their responses because they remain anonymous

- It saves the researcher travel expenses and time because information can be collected within a limited time. This is suitable for a research has limited time to complete
- Uniformity of questions ensures easy analysis and interpretation of data (Leedy & Ormrod, 2010:189; Maree & Pietersen, 2007:161).

However, the same researchers also list some of the disadvantages of questionnaires as follows:

- The great disadvantage of questionnaires is the low response because in some cases the participants keep on postponing the completion of the questionnaire until the researcher gives up after a number of follow-ups
- The closed-ended questionnaire limits the information that participants can give and in this way some important information possessed by participants may be lost
- Another great disadvantage of the questionnaire is that participants misunderstand the questions and there is no one to explain what the question is about especially where participants are second language users.
- In the areas next to universities, participants may develop negative attitudes towards completing questionnaires as there is an overload of research. In spite of these disadvantages the researcher opted for the questionnaires because its advantages outweigh the disadvantages (Leedy & Ormrod, 2010:189; Maree & Pietersen, 2007:161).

3.2.3.2. Construction and structure of the questionnaire

Construction of a questionnaire requires time and effort in order to ensure that the instruments is apt to collect reliable and valid data that answers to the research questions. The following guidelines for the construction of a questionnaire are cited by Struwig and Stead (2010:89) and Leedy and Ormrod (2010:194-197):

- The questionnaire should contain clear instructions on how to respond to the questions
- The questions must be short, clear and unambiguous and have the same meaning for all participants

- The questionnaire should not be overly long; participants, in this principals. must be able to respond in a short space of time because they must have time to perform other duties
- Check for unwarranted assumptions implicit in your questions. For example, where a researcher assumes the principal have disabled learners in the school because some of the schools do not have disabled learners.
- Biased questions must be avoided

I adhered to the above guidelines in constructing the questionnaire. Thus, I derived the following structure of the questionnaire:

Section A: Biographical and demographic details:

This section probed into the biographical and demographic details of participants in order to find statistical relationships between these details with other sections of the questionnaire. The section consisted of details concerning the type of school, type of appointment, gender, educational qualifications, age and teaching experience of the principals.

Section B1: Understanding of what curriculum means

According to par 2.4.1., the literature points out that there is no unitary definition of the concept curriculum. The questions in this section probed into the understanding of the principal on what constitutes a curriculum. These understandings of the curriculum ensured the study could ultimately ascertain the dominant view of the curriculum among principals. This section consisted of 5 questions.

Section B2: Aims of the curriculum

In par 2.6 it was pointed out that as much as there is a difference in the views of commentators about what constitutes a curriculum, there are different views on the aims of the curriculum as perceived by different entities including the society, the industry the government and the learner. The questions in this section aimed at ascertaining the principals' views on what the aims of a curriculum were. This section consisted of 10 questions.

Section C: Challenges in the implementation of the curriculum

According to par. 2.8.3., principals experience challenges in the implementation of the curriculum. The questions in this section sought to establish which challenges principals regarded as important. The section consisted of 8 questions.

Section D: Role of the principal in managing and implementing the curriculum

According to par. 2.7 and 2.8, the principal is faced with the task of managing and implementing the curriculum. The questions in this section probed into the actions taken by the principal in managing and implementing the curriculum.

3.2.4. Pilot study

A pilot study forms an integral part of the research process. Its function is the exact formulation of the research problem, and a tentative planning for the data collection part and range of the investigation (De Vos, *et al*, 2005:205). These researchers further assert that a pilot study is the pretesting of a measuring instrument and that it consists of ‘trying it out’ on a number of persons who have characteristics similar to those of the target group of participants in the main study.

After the construction of the questionnaire, a pilot study was conducted among 10 principals who did not form part of the main participants to the questionnaire. The sample conformed to the characteristics of principals who would form the main participants to the questionnaire. This satisfied the requirement that the population selected for the pilot study should closely resemble the actual participants. The participants in the sample were asked to indicate any problems with the instructions (difficulty in understanding words or items), comment on the format of the questionnaire and comment on the relevance of the questionnaire to conditions in the schools within the demarcated area (Struwig & Stead, 2010:89).

The pilot study was useful in revealing the points most likely to be misunderstood, especially in Section B1 where the participants pointed out that the definitions were inadequate to cater for their understanding of what the curriculum means. The questions in this section were re-stated. The participants also complained about the length of the questionnaire that it would take unnecessarily long time to complete. The questionnaire was shortened by eliminating what were evaluated as trite questions relating to the development of the curriculum.

3.2.5. Population and sample

Sidhu (2002:10) asserts that ‘population’ in research refers to the aggregate totality of objects or individuals. This view is supported by McMillan & Schumacher (2006) who state that a population is a group of elements or cases, whether individuals, objects or events that conform to specific criteria from which to generalise the results of the research.

The researcher employed simple random sampling. Sampling involves the selection of a portion as representation of the entire population to ensure that the sample is representative collectively. The group of subjects or participants from whom the data are collected is referred to as the sample. The purpose of sampling is to enable a researcher to estimate some unknown characteristics of the population (William & Zikmund, 2000: 567). Strydom, Fouche and Delport (2000:194) confirm that the use of a sample may therefore result in more accurate information than might have been obtained if one had studied the entire population.

For this study, the target population was school principals in the Ngaka Modiri Molema Education District of the North West Province. From the estimated 462 schools’ principals in this region, a sample of 260 principals (N= 260) was selected by simple random sampling. Use was made of a pre-compiled table of the random sampling to give a chance to every subject to be selected (Maree & Pietersen, 2007:173). Primary schools were separated from secondary schools as there is a higher number of primary schools compared to the secondary schools. The response rate was as follows:

Number of questionnaires distributed	Number of questionnaires retrieved
260	213
100%	81.9%

The return rate of 81.9%, which is adequate to make inferences and generalisations that apply to the whole population of principals in the Ngaka Modiri Molema District. This was supported by the statistical calculations that indicated that in all sections of the questionnaire the sample was adequate (see par. 3.3.9.).

3.2.6. Validity

De Vos, *et al*, (2005:160) advise that the researcher should ensure that the measurement procedures and measuring instruments used have acceptable levels of reliability and validity before implementing the study. Validity of an instrument refers to the degree to which an instrument measures what is supposed to measure (Maree, 2010:216).

According to Pietersen and Maree (2007:216), "the validity of an instrument refers to the extent to which it measures what it is supposed to measure'. The questionnaire should therefore be valid to test the extent of collective teacher efficacy among members of the school. Of the methods mentioned by Pietersen and Maree (2007:217) and Leedy and Ormrod (2010:92), the following types of validity to which an instrument should adhere were applied in this study:

- **Face validity:** This refers to the appearance of the questionnaire on the outside and inside. The researcher ensured that the instrument appeared a professional instrument thus making it look "valid". The instrument was submitted to the Higher Degrees Committees of the North-West University for scrutiny to ensure that it complied to face validity.
- **Content validity:** This facet of validity refers to the extent to which the instrument covers the complete content of the particular construct that it is set out to measure (Maree, 2010:217). The researcher ensured that the content of the instrument adequately covered the content of the construct curriculum management by a rigorous literature study thus making it suitable for use in South African schools.
- **Construct validity:** This type of validity is to ensure that the instrument is a representative sample of the content area being measured. To ensure construct validity, the researcher subjected the instrument to statistical tests such as factor analysis and item analysis. In this way, the researcher guaranteed that different groups of related items measure all aspects of the construct.

3.2.7. Reliability

The reliability of an instrument is the consistency which is yielded when the instrument is applied to a case with the same characteristics (Leedy & Ormrod, 2010:93). This is supported by Maree (2010:215) when he argues that reliability is the extent to which a measuring instrument is

repeatable and consistent. According to Cohen, Manion and Morrison (2011:199), reliability is essentially a synonym for dependability, consistency and reliability over time, over instruments and over groups of participants. They further argue that for research to be reliable, it must demonstrate that if it were to be carried out on a similar group of participants in a similar social context, then similar results would be found. In this study all groups of items were subjected to the Cronbach Alpha Coefficient.

Among the different types of reliability mentioned by Pietersen and Maree (2007:215), I used the internal reliability test to ensure the reliability of the instrument. For this purpose, I used the Cronbach alpha coefficient to confirm the reliability of the question items. Items with a Cronbach alpha coefficient of 0.80 were accepted as showing that the instrument is reliable.

The Cronbach alpha co-efficient revealed that the instrument was found to have low reliability (0.70) in a few variables (5 items) in Section B1, thus no factor analysis could be done in this section. Section B2 with ten items was found to be profoundly reliable (0.95) while sections C (with 9 items) and section D (with 10 items) were found to have strong reliability (0.8-0.95). All in all, the instrument was found to be reliable except for Section B1.

3.2.8. Data collection procedures

I first sought and obtained permission from the principal to allow me to collect data. I used individual administration of questionnaire with each respondent completing the questionnaire (Maree, 2010:157). I travelled from school to school to administer the questionnaire after school hours or during school breaks. I introduced the participants to the purposes of each section of the questionnaire so that they had a true sense of what was expected from them. I also guided the participants on how to fill in the questionnaire e.g. putting ticks in boxes when answering the question. I then left the questionnaire with the participants to allow them to complete the questionnaire. Then I set the date and time when I will collect the completed questionnaire. After completion of the questionnaire, I collected the questionnaires.

3.2.9. Data analysis and statistical techniques

This study employed both descriptive and inferential statistics. Descriptive statistics is the term used to refer to statistical methods and techniques designed to reduce data sets to make

interpretation easy. To this end, grouped frequency distributions were used for biographical and demographic details of the participants. Simple frequency distributions were used for the part of the questionnaire relating to curriculum development and management. The data was presented in the form of pie-charts and bar graphs. The mean scores and standard deviations were calculated for each item of the questionnaire relating to curriculum management and the role of the principal.

Inferential statistics were used, specifically the analysis of variance (ANOVA) to find out the statistically significant differences between groups of means. The Kaiser-Meyer-Olkin test was used to determine the adequacy of the sample in each section of the questionnaire. This was followed by the application of the Bartlett test of Sphericity to find out patterned relationships between the responses in each section of the questionnaire. Confirmatory Factor Analysis was used to find out the existence of constructs based on the Kaiser's rule of Eigen values greater than 1.

3.3. ETHICAL ASPECTS OF THE RESEARCH

- **Ethical aspects observed before the research**

Firstly, I sought and obtained permission to gain access to the school premises from the North West Department of Education (see Appendix A). Secondly, I sought and obtained permission individually from the participants (Creswell, 2009: 90) (see appendix B). Thirdly I explained to participants that although the North West Education Department gave permission for the research, participants were not obliged to participate as a result of such permission. I also explained to the participants that they could withdraw from the research at any time before, during or after the research without risking any negative consequences (De Vos, *et al*, 2005: 67). To gain trust of the participants, I explained the purpose of the research and the benefits derived from such participation such as the compilation of the ultimate study report and its dissemination to the participants. A covering letter was drafted to include all the necessary information and to motivate the participants to complete the questionnaire.

- **Ethical aspects observed during the research**

I upheld the principle of anonymity by not asking participants to reveal their personal identities or the names of their schools (Neumann, 2003:126). Although I requested participants to complete the informed consent form, I informed the participants that their names would not be included in the final report. I refrained from subjecting the participants to any psychological, physical or emotional harm (Creswell, 2009: 89). In fact, the research, consisting of filling in a questionnaire, does not present any apparent harmful effects on the participants.

- **Ethical aspects observed after the research**

After administering the questionnaire, I assured the participants that their responses will not be made available to any individual except myself, my promoter and the North West University. Then I thanked the participants for their participation in the research.

3.4. CHAPTER SUMMARY

The chapter dealt with the research methodology. Opening the chapter was the introduction in which the purpose of the chapter was explained. This was followed by an explanation of the aims and objectives of the study. The aims and objectives were restated here to remind the reader about what was being investigated. The aims and objectives were followed by the research methodology. This section encompassed the explanation of the research paradigm, which was explained as the post-positivistic paradigm, the research design, which was explained as quantitative research design, the use of the questionnaire, followed by the construction and structure of the questionnaire. The questionnaire was divided according to the following constructs:

- Biographical and demographic details:
- Understanding of what curriculum means
- Aims of the curriculum
- Challenges in the implementation of the curriculum

- Role of the principal in managing and implementing the curriculum

Furthermore, this section was followed by an explication of the pilot study. Then the population and sample were dealt with followed by the establishment of validity and reliability of the questionnaire. Data collection procedures and data analysis and statistical techniques were comprehensively covered, terminating with a discussion of ethical aspects of the study. A chapter summary concluded this segment.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF DATA

4.1. INTRODUCTION

The previous chapter presented the empirical research aspects of the study. The questions which arose from the study centred on what does curriculum management entail, what actions should the principal take to manage the curriculum and what challenges deter the principal from effectively managing the curriculum. In this chapter the data is interpreted. This is presented by means of frequencies and percentage analysis. The chapter gives the demographic data of principals, which included details concerning the type of school, type of appointment, gender, educational qualifications, age and teaching experience. The section reports on data concerning how principals understand the concept curriculum, the aims of the curriculum, challenges in the implementation of the curriculum and the role of the principal in managing and implementing the curriculum.

4.2. DEMOGRAPHIC AND BIOGRAPHIC DATA.

4.2.1. TABLE 4. 1: QUESTION A1: TYPE OF SCHOOL

Variable	F	%
Secondary	84	40.1
Primary	125	59.8
TOTAL	209	100

Missing: 3 responses

Table 4.1 shows the types of school surveyed. A total of 40.1% of schools were classified as secondary schools while 59.9% were primary schools. This shows that the primary schools outnumber the secondary schools. The type of school is important as it has an effect on curriculum management because the curricula differ according to the type of school.

4.2.2. TABLE 4. 2: QUESTION A2: TYPE OF APPOINTMENT OF PRINCIPAL

Variable	F	%
Permanent	178	84.2
Temporary	31	14.8
Acting	2	0.96
TOTAL	209	100

Missing: 3 responses

Table 4.2. shows that 83.50% of principals are permanently employed while 15.53% are temporary. This shows that principals enjoy security of tenure and that they are likely to manage the curriculum on a long term basis. They can make plans for a long time to come and execute these plans as expected.

4.2.3. TABLE 4. 3 : QUESTION A3: GENDER OF PARTICIPANTS

Variable	F	%
Male	98	48.8
Female	103	51.2
TOTAL	201	100

Missing: 11 responses

Table 4.3. shows that the participants consisted of 51.2% females and 48.8% males. This shows an almost equal representation of both genders in the survey. It means the survey represents equally both the opinions of males and females.

4.2.4. **TABLE 4. 4:** QUESTION A4: QUALIFICATIONS OF PRINCIPALS

Variable	F	%
Senior Certificate	2	0.97
Diploma	25	12.14
Degree	179	86.9
TOTAL	206	100

Missing 6 responses

The above Table 4.4 shows that an overwhelming number of principals (86.9%) hold a degree whereas only 12.1% hold diplomas. This shows that principals surveyed are well-educated and if qualifications alone are taken into consideration then one would say that they can manage the curriculum successfully. A surprising finding is that 12.1% and 1.54% of principals still hold senior certificate. It is these principals who might be expected to find it difficult to manage the ever-changing curriculum to the detriment of the learners.

4.2.5. **TABLE 4. 5:** QUESTION A5: AGE OF PRINCIPALS

Age range	F	%
20-29	19	9.00
30-39	14	6.64
40-49	78	37.0
50-59	85	40.2
60 and above	15	7.1
TOTAL	211	100

Missing: 1 response

The above Table 4.5, shows that 40.2% are in the age group 50-59, and those in the age group 40-49 constitute 37.0%. This shows a mature principal corps that is not too old or too young to manage the curriculum with some degree of aptitude in curriculum matters and individual enthusiasm.

4.2.6. TABLE 4. 6: QUESTION A6: TEACHING EXPERIENCE OF PRINCIPALS

Variable	f	%
1-5	30	14.3
6-10	11	5.2
11-15	19	9.1
16-20	19	9.1
21-25	56	26.7
26 and above	75	35.7
TOTAL	210	100

Missing 2 responses

Table 4.6 shows that 35.7% of the principals surveyed have teaching experience of 26 years and above while 26.7% have teaching experience of 21-25 years. This finding is not surprising in view of the age of the principals. With such teaching experience accounted for in the principals it may be expected that they are capable of managing the curriculum effectively. Surprisingly, 14.3% of principals have less than five years teaching experience yet they are already principals of schools. This puts in doubt their ability to manage the curriculum successfully, especially in dealing with the dramatic changes, the dynamics of teaching and the requirements in assessment.

4.3. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION B1: UNDERSTANDING OF THE CONCEPT “CURRICULUM”

The literature (par. 2.4.1) indicated that there is confusion concerning understanding of the concept curriculum. The question items aimed at finding out what principals understood by the concept curriculum because one cannot manage successfully what they do not fully appreciate and understand. The principals were requested to give an answer on the scale strongly disagree (1) to strongly agree (4).

The responses of principal are as follows:

TABLE 4. 7: RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	N of Items
.65	5

Table 4.1 shows that the five items from Section B1 are of questionable reliability ($\text{Alpha} < 0.65$). Factor analysis was conducted in spite of the low reliability and few items. The responses for this section are summarised in Table 4.7. below.

TABLE 4. 8. FACTOR PATTERN MATRIX: UNDERSTANDING OF THE CONCEPT “CURRICULUM”

Variables	Sub- factors	
	1	2
B1.5...a dynamic system helping learners to acquire knowledge and skills that are useful in the society	0.780	
B1.4...all activities which take place inside and outside the school	0.775	
B1.1...the content of what is taught includes the goals of the industry	0.665	
B1.3...the subject or learning areas that are taught in school	0.558	
B1.2... the content excludes what is found in the society		0.920

As can be seen from Table 4.8 at B1 two factors were retained and the decision was made to name the first factor *General content curriculum* consisting of items B1.5, B1.4, B1.1 and B1.3. The second factor was named *Content excluding community curriculum* and consists of one factor only B1.2.

Cronbach alpha coefficient of factor 1 *general content curriculum* 0.65 and factor 2 *content excluding community curriculum* no Cronbach alpha coefficient was necessary because there was only one item.

TABLE 4. 9. VARIANCE EXPLAINED

SECTION	N	MSA	NO OF FACTORS	% VARIENCE EXPLAINED	COMMUNALITIES VARIES BETWEEN
B1	194	0.64	2	61.55	0.39 and 0.86

The MSA (Measure of Sampling Adequacy) of factor *General content curriculum* is B1 (0.64). The items of this factor explained 61.55% of variance. The communalities were less than 0.3.

TABLE 4. 10: MEASURING SAMPLING ADEQUACY

Construct	N	Mean	Standard deviation	Minimum	Maximum
B1.1...the subject or learning areas that are taught in school	194	3.47	0.63742	1	4
B1.3...the content of what is taught includes the goals of industry	194	3.00	0.73051	1	4
B1.4...all activities that are taking place inside and outside the school	194	3.30	0.72499	1	4
B1.5...a dynamic system helping learners to acquire knowledge and skills that are useful in the society	194	3.55	0.65924	1	4

The results show that the participants are in agreement with the Department of Education, which defines curriculum as *“dynamic system that helps learners to acquire knowledge and skills in a school environment* (mean score 3.55) (par. 2.4.1). This is in line with the aims of OBE. Mouton, Louw and Strydom (2012:1211) assert that OBE was mainly about equipping learners with skills and knowledge, while Lombard and Grosser (2008:561) sustained the argument that OBE aimed at developing critical thinkers, people who could identify and solve problems.

Another definition supported by the principals in this study defines curriculum *“as the subject or learning areas that are taught in schools”* (mean score 3.47). This definition shows that principals confuse the curriculum with the syllabus. A syllabus indicates the most important subject matter that must be taught and the sequence in which it should be taught. In the literature (par.2.4.1.) when some researchers define curriculum, they often refer to the syllabus as if the two terms had the same meaning and could be used synonymously. A syllabus strictly indicates the most important subject matter and content that must be taught and the sequence in which it should be taught. A syllabus is more specific on the content of the subject or learning area that should

be disseminated to the learners. A curriculum includes the term syllabus but encompasses wider goals and competencies that a learner should acquire in the course of their epistemic development. Both, however, are developed by the higher echelons in the education system and are implemented at school level.

Next is the definition of item B1.4...*all activities that take place inside and outside the school*, which obtained a high mean score (3.30) among principals. As indicated in the literature (par. 2.4.1), this definition is one which includes all experiences a learner goes through in the course of living. This is a faulty view of the curriculum because the experiences are not purposefully structured to reach a specific goal. These experiences may include negative experiences and which the school does not encourage. Whereas the curriculum occurs at an institution such as a school or college, this view refers to the general curriculum found in society where learners gain knowledge and skills outside of the school. In fact, par 2, 4, 1, expresses the view that curriculum means all the planned learning activities for which the school is responsible and all the experiences learners have under the guidance of the school.

Another finding is that principals see the curriculum as the *"the content of what is taught includes the goals of industry"* ((mean score 3.00). This view supports the logic that schooling should prepare the learner for the world of work (par. 2.6.2). This is the same view expressed by Harber and Mncube (2011:1) who emphasise that there is a relationship between education and the development of the country. Christie (2008:64) mentions that schooling and curriculum should prepare young people for active participation in the world of work. Furthermore, Christie (2008:58) highlights the three central goals of schooling and learning, namely, systematic teaching and learning, active participation in the world and individual development. In support of these ideas, Tarmo (2014:219) avers that there is a need for an education system to produce graduates with an aggregate of employable knowledge, skills and attitudes.

TABLE 4. 11: MEANS OF CONSTRUCTS REGARDING FACTOR 2: CONTENT EXCLUDING COMMUNITY CURRICULUM

Construct	N	Mean	Standard deviation	Minimum	Maximum
B1.2....the content exclude what is found in the society	194	2.27	1.03	1.00	4.00

A final view, which is expressed by factor 2 is B1.2...*the content excludes what is found in the society* (mean score 2.27). Due to the fact that this item is negatively stated, it means that principals actually expressed the view that the South African curriculum includes what is found in the society. This view confirms what has been established in the literature, which expresses the understanding that a curriculum should be a mirror-image of what is happening in the society. What is happening in the school should reflect what is happening in the community.

4.4. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION B2: AIMS OF THE CURRICULUM

Section B2 sought to establish the opinions of principals with regard to the extent to which the present curriculum in South Africa addresses the aims of the society. The participants were expected to show the extent to which the aims were met on a scale of no extent (1) and largest extent (4). The results of this section are as follows:

TABLE 4. 12: RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	N of Items
.906	10

The Cronbach's alpha indicates that the items are excellently reliable (>0.95).

TABLE 4. 13: KMO AND BARTLETT’S TEST

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.900
Bartlett's Test of Sphericity	Approx. Chi-Square	854.944
	Df	36
	Sig.	.000

The KMO is greater than the benchmark of 0.7, hence the sample is adequate. The Bartlett’s test is significant at 5%, hence the correlation matrix for the items in Section B2 is factorable.

TABLE 4. 14: TOTAL VARIANCE EXPLAINED

SECTION	N	MSA	NO OF FACTORS	% VARIENCE EXPLAINED	COMMONALITIES VARIES BETWEEN
B2	197	0.91	1	55.07	48.91 and 70.07

Confirmatory factor analysis (CFA) suggests that there is only one construct in Section B2 based on the Kaiser’s rule of Eigen values greater than 1. This suggests that there is no need to reorganize the items of Section B2, the proposed construct is valid. This construct explains about 55.07% of the total variance.

The responses for Section B2 are summarised below:

TABLE 4. 15: MEANS OF CONSTRUCTS REGARDING THE AIMS OF THE CURRICULUM

Construct	N	Mean	Standard Deviation	Minimum	Maximum
B2.1...acquire knowledge and skills on how to perform different roles in the society	197	3.42	0.73551	1	4
B2.2...respond positively to the opportunities and challenges of the rapidly changing world in which we live	197	3.25	0.78830	1	4
B2.3...get an opportunity to learn and live	197	3.42	0.63961	2	4
B2.4...be relevant to employment and work in the country	197	3.16	0.81692	1	4
B2.5...live and work for the economic growth of the country	197	3.05	0.88175	1	4
B2.6...to exercise their democratic rights and shape their destiny	197	3.17	0.82308	1	4
B2.7...satisfy what the market forces dictate	197	2.79	0.87034	1	4
B2.8...be responsible citizens that will honour the human rights of their fellow citizens	197	3.35	0.81167	1	4
B2.9...acquire essential learning skills of literacy, numeracy and information and communication technology	197	3.45	0.76529	1	4
B2.10.....practice their religious, moral and intellectual values	197	3.01	0.92845	1	4

Table 4.15 shows that the majority of the participants perceive the aims of Section B2 as responding to these aims in the South African curriculum to a large extent and largest extent. The following discussion traces the classification of the items according to means from the highest to the lowest mean score.

The results of the responses to aims of the curriculum show that principals consider the South African curriculum to satisfy the aim stated by item B2.9...*acquire essential learning skills of*

literacy, numeracy and information and communication technology (mean score 3.45). This is also confirmed in the literature which states that OBE aims mainly at equipping learners with skills and knowledge (Mouton, Louw and Strydom, 2012:1211).

The aim of the curriculum is not only to acquire knowledge and skills but also to use these skills in the society. Most principals affirm that the South African curriculum satisfies the aim stated by item B2.1... *acquire knowledge and skills on how to perform different roles in the society* (mean score 3.42). This view is in tandem with the literature where Msila, (2007:151) says that the curriculum seeks to create a learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen. Writing about Tanzania, Tarmo (2014:219) argues that the education system should produce graduates with an aggregate of employable knowledge, skills and attitudes whereas in South Africa learners are expected to apply the acquired skills and knowledge in real life contexts.

The above aim finds expression in aim B2.3...*get an opportunity to learn and live* (also a mean score of 3.42). Thus, the South African curriculum gives an opportunity for learners to learn and live by becoming confident and independent. The literature states that the curriculum should promote values not only for personal development but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education (DoE, 2002:3). These values include those that have been enshrined in the Constitution, namely, human dignity, equality and the advancement of human rights and freedoms, non-racialism and non-sexism (Naidu et al, 2008:19).

The above aim dovetails into the next aim of item B2.8 ...*be responsible citizens that will honour the human rights of their fellow citizens* (mean score 3.35). It is not surprising that principals view this aim as being satisfied by the curriculum in view of the fact that South Africa has fostered and engendered a culture of human rights.

Another aim that is satisfied by the South African curriculum according to principals is item B2.2...*respond positively to the opportunities and challenges of the rapidly changing world in which we live in* (mean score 3.25). This view is extensive in the literature (par. 2.5.3.) where it is stated that the critical outcomes of the curriculum enable learners to identify and solve problems and make decisions using critical and creative thinking. The developmental outcomes

further require learners to be able to explore education and career opportunities and also develop entrepreneurial opportunities. Moreover, par 2.5.3 states that the National Curriculum Statement requires extensive reading and extended writing in all subjects with the aim of preparing learners for life and work opportunities.

An interesting finding is that principals view item B2.6 *...to exercise their democratic rights and shape their destiny* (mean score 3.17) as being satisfied in the South African curriculum. Due to the fact that democratic rights are taught in schools in subjects such as Life Orientation make it clear that this aim is satisfied by the South African curriculum. Thus it is interesting why principals rate it lower at a mean score of 3.17. This aim means the democratisation of the society is a pillar of a society that has long being denied the right to vote and shape its destiny. As seen in the literature, Mouton, Louw and Strydom (2012:1211), suggest that the government had to abolish everything which was linked to apartheid and introduce new education policies that privileged democratic participation of the citizenry in the affairs of the state.

Next is the item B2.4 *...be relevant to employment and work in the country* (mean score 3.16). Principals seem to hold the same view that they held on the definitions of curriculum. Wolhuter (2014:1) opines that in the current neoliberal economic revolution and world economic order, the national education system in South Africa is becoming an increasingly important element of power. The author goes on to say that countries are trying to uplift their societies to their appropriate place in the world of the twenty-first century through the curriculum as evidenced in B1.3 which states that curriculum means *"the content of what is taught includes the goals of industry"*. This aim purports the same meaning as item B2.5. *...live and work for the economic growth of the country* but surprisingly has a mean score of only 3.05. Another disparity in the views of principals is item B2.7 *...satisfy what the market forces dictate*, which also has a low mean score of 2.79. It seems principals did not realise that the items mean the same thing hence their different mean scores. However, this in agreement with the literature where Wolhuter (2014:1) infers that that countries are trying to uplift their societies to their appropriate place in the world of the twenty-first century through the curriculum.

In par 2.6.2, Christie (2008:64) argues that curriculum provides an entry point to the world of work, therefore, schooling and curriculum should prepare young people for active participation in the world. The skills needed by industry should be translated into the content and learning

experiences of the learners and should be developed in the classroom. This is supported further in the literature by Fataar (2011:140) in par 2.6.1, who argues that South Africa decided to revise the curriculum in order to make it relevant to employment and work. Msila (20087:150) argues that OBE aims at preparing learners for labour market. The above means that the view of principals is in concert with the literature.

Principals' views as reflected in the South African curriculum item B2.10...*practice their religious, moral and intellectual values* (mean score 3.01). This finding is in agreement with the literature study (par. 2.6.1), which states that curriculum designers should take into account societal considerations and ensure that the curriculum serves the culture of the society. It is also said that curriculum designers should be sensitive to the fact that the curriculum can be used to perpetuate inequities. The South African population consists of different religions, i.e. Christians, Muslims, Hindus and others, which must be served by the curriculum. No society tolerates a curriculum that does not provide space and access to religious and moral education.

4.5. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION C:
CHALLENGES OF CURRICULUM IMPLEMENTATION

This part of the questionnaire probed into challenges that are experienced by principals in implementing the curriculum. The principals were requested to respond to a four-point scale showing not great (1) to very great (4). The results are as follows:

TABLE 4. 16: RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	No of Items
.842	9

The Cronbach's alpha indicates that the items are of very good reliability ($0.8 < \alpha < 0.95$).

TABLE 4. 17: KMO AND BARTLETT’S TEST

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.809
Bartlett's Test of Sphericity	Approx. Chi-Square	489.272
	Df	36
	Sig.	.000

The KMO is greater than the benchmark of 0.7, hence the sample is adequate. The Bartlett’s test is significant at 5%, hence the correlation matrix for the items in Section C is factorable.

TABLE 4. 18 TOTAL VARIANCE EXPLAINED

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.010	44.554	44.554	4.010	44.554	44.554
2	1.126	12.506	57.060	1.126	12.506	57.060

CFA suggests two constructs from this factor named logically: *Internal challenges and external challenges*. These two sub-factors accounted for 57% of the variance and can therefore be seen as acceptable. The factor pattern matrix of challenged of implementation are presented next.

Table 4.19 Sub-factor 2: External challenges (C4, C5, C6, C8 and C9)

There were mixed perceptions regarding the items of sub-factor 2: external challenges. While some items are rated great to very great, others are rated not great. Table 4.19 presents items in this sub-factor as follows:

TABLE 4. 19: FACTOR PATTERN MATRIX: CHALLENGES OF CURRICULUM IMPLEMENTATION

FACTOR 1: Variables: Internal challenges	1	2
C1. Overcrowding in classes		0.855
C2. Pressure to meet the demands of the examinations		0.722
C3. Lack of adequate resources to meet the demands of the curriculum, e.g. textbooks, laboratories, tables and chairs		0.78
C7. Rapid and continuous changes of the curriculum		0.622
FACTOR 2: Variables: External challenges		
C4. Inadequate training of principals in curriculum implementation	0.575	
C5. People who train teachers and principals seem not to have a clear understanding of the curriculum	0.646	
C6. Principals are concentrating on administrative duties instead of the curriculum	0.714	
C8. Teachers do not participate in curriculum development	0.763	
C9. Stakeholders do not understand the curriculum	0.701	

The following discusses each of the items according to sub-factors.

Sub-factor 1: Internal challenges (C1, C2, C3 and C7)

Table 4.19 show that the majority of participants perceive the items of Section C (Factor 1) as great to very great. The major problem is *"overcrowding in classes"* (0.855) with a mean score of 2.94. Overcrowding in classes is still a problem in many schools. Policy dictates that the teacher-learner ratio to be 40:1 in ordinary primary schools and 35:1 in ordinary secondary schools (ELRC- Resolution 4 of 1995). According to the Report by School Realities (2012) most provinces had achieved the ratio of 30:1 and 31:1 with the Free State having only 27:1, which is below the norm set by policy. In view of the figures on learner-educator ratio, it is surprising that principals still complain of overcrowding in classes. Possibly, in the area of investigation overcrowding is still a problem.

The greatness of the above challenge is followed by *"pressure to meet the demands of the examination"* (0.722). Although the Department of Basic Education has eased the pressure created by examinations by introducing continuous assessment, the marks of which are calculated for examinations purposes, there is still pressure to satisfy the examinations because of the prominence given to the Grade 12 results. *Lack of adequate resources* (0.78) is cited as another great challenge. As cited in the literature study (par. 2.8.3.3), in the absence of teaching and learning materials the process of implementation will be hampered while the availability of resources is a pre-requisite for successful implementation of the curriculum. The Department of Basic Education has tried to ease the financial burden of poor schools by dividing schools into no-fee schools and fee-paying schools and to finance the no-fee schools more than the fee-paying schools. The Department of Basic Education follows an equity strategy of providing more resources to the poorest schools (Bush & Heystek, 2003:130). This does not mean more and better resources make much difference to schooling outcomes – what matters is how the resources are managed and used towards effective teaching and learning (Chisholm, 2005:202).

Rapid and continuous changes in the curriculum (0,622) also present a great challenge to principals. As indicated in the literature (par.2.8.3.2.) South Africa has witnessed rapid changes to the curriculum and this presents a challenge to the implementation of curriculum. No sooner

are principals struggling to come to terms with the curriculum than the curriculum is replaced. South Africa, however, is not the only country experiencing rapid curriculum changes, for example, New Zealand's curriculum has been revised at fairly regular intervals (Ministry of Education, New Zealand (2009:1) but this did not deter its implementation. The question which arises is that why rapid and continuous change in the curriculum presents principals in South Africa with challenge? It may be suggested that the principals in South Africa are not used to changes having had the same curriculum for years.

Table 4.19 Sub-factor 2: External challenges (C4, C5, C6, C8 and C9)

The principals express the view that Item C6: *principals are concentrating on administrative duties instead of the curriculum* (0.714) is a very great challenge. This finding agrees with the literature study where Bush & Heystek, 2006:68) show that principals are mainly concerned with financial, human resource management and policy issues. The principals equally view Item C9: *stakeholders do not understand the curriculum* as a very great challenge. This implies that implementation of the curriculum is such a momentous job that principals and teachers alone cannot accomplish it without assistance from relevant stakeholders such as district officials. Ndou (2008:24) believes that at the time of initiating Curriculum 2005 in South Africa, teaching and learning support services had not been established in many provinces. He further points out that the stakeholders were not supportive because the new developments threatened the status quo.

Another item that captures attention is Item C8: *teachers do not participate in curriculum development* (0,763). This finding is congruent with the literature as indicated by Angula (2015:29) and Badugela (2012) who found that no teachers were involved in the decision to adopt a new curriculum (par. 2.8.3.1). However, it may be argued that the task of introducing the new curriculum lies in the hands of the higher echelons in the Department of Education. As a matter of fact, consultations were held with teacher unions at a later stage.

Other items refer to the training of principals. Item C4: *Inadequate training in curriculum implementation* (0.575) is viewed by principals as somewhat great. This is supported by Item

C5: People who train teachers and principals seem not to have a clear understanding of the curriculum (0.646) is viewed by principals as somewhat great.

The findings in Figure 4 are in agreement with the literature. For example, as seen in par. 2.8.3.5, October (2009:3) states that not all principals received adequate training that enable them to execute their duties and this item is viewed by principals as somewhat great. In the view of principals training was inadequate. Lumadi (2014:177) and Bantwini (2010) agree that only one-week orientation courses were inadequate. Another item that is in agreement with the literature is Item C5: *People who train teachers and principals seem not to have a clear understanding of the curriculum*, also viewed by principals, as great. In the literature it was claimed by Bantwini and Diko (2011:226) that the district officials do not know their role in the curriculum reform process.

The means of constructs are presented next

TABLE 4. 20: MEANS OF CONSTRUCTS REGARDING THE CHALLENGES IN THE IMPLEMENTATION OF THE CURRICULUM

Construct	N	Mean	Standard deviation	Minimum	Maximum
C1. Overcrowding in class	157	2.94	1.1810262	1	4
C2. Pressure to meet the demands of the examinations	157	3.03	0.9767842	1	4
C3. Lack of adequate resources to meet the demands of the curriculum, e.g. textbooks, laboratories, tables and chairs.	157	2.75	1.1131847	2	4
C4. Inadequate training of principals in curriculum implementation	157	2.30	0.9504720	1	4
C5. People who train teachers and principals seem not to have a clear understanding of the curriculum	157	2.30	1.0637449	1	4
C6. Principals are concentrating on administrative duties instead of curriculum	157	2.64	1.0852522	1	4
C7. Rapid and continuous changes of the curriculum development	157	2.83	0.9597485	1	4
C8. Teachers do not participate in curriculum development	157	2.39	1.0362529	1	4
C9. Stakeholders do not understand the curriculum	157	2.57	0.1163346	1	4

The following discusses each of the items according to sub-factors.

Sub-factor 1: Internal challenges (C1, C2, C3 and C7)

Table 4.19 shows that the majority of participants perceive the items of Section C (Factor 1) as great to very great. The major problem is “*overcrowding in classes* (0.855) with a mean score of 2.94. Overcrowding in classes is still a problem in many South African schools. Policy dictates that the teacher-learner ratio to be 40:1 in ordinary primary schools and 35:1 in ordinary

secondary schools (ELRC- Resolution 4 of 1995). According to the Report by School Realities (2012) most provinces had achieved the ratio of 30:1 and 31:1 with the Free State having only 27:1, which is below the norm set by policy. In view of the figures on learner-educator ratio, it is surprising that principals still complain of overcrowding in classes. Possibly, in the area of investigation overcrowding is still a problem.

The significance of the above challenge is followed by *"pressure to meet the demands of the examination"* (0.722). Although the Department of Basic Education has eased the pressure created by examinations by introducing continuous assessment, the marks of which are calculated for examinations purposes, there is still pressure to satisfy the examinations because of the prominence given to the Grade 12 results. *Lack of adequate resources* (0.78) is cited as another great challenge. As cited in the literature study (par. 2.8.3.3), in the absence of teaching and learning materials the process of implementation is hampered while the availability of resources is a pre-requisite for successful implementation of the curriculum. The Department of Basic Education has tried to ease the financial burden of poor schools by dividing schools into no-fee schools and fee-paying schools and to finance the no-fee schools more than the fee-paying schools. The Department of Basic Education follows an equity strategy of providing more resources to the poorest schools (Bush & Heystek, 2003:130). This does not mean more and better resources make much difference to schooling outcomes – what matters is how the resources are managed and used towards effective teaching and learning (Chisholm, 2005:202).

Rapid and continuous changes in the curriculum (0,622) also presents a great challenge to principals. As indicated in the literature (par.2.8.3.2.) South Africa has witnessed rapid changes to the curriculum and this presents a challenge to the implementation of curriculum. No sooner are principals struggling to come to terms with the curriculum than the curriculum is re-engineered, revamped or completely replaced. South Africa, however, is not the only country experiencing rapid curriculum changes, for example, New Zealand's curriculum has been revised at fairly regular intervals (Ministry of Education, New Zealand (2009:1) but this did not deter its implementation. The question which arises is why rapid and continuous change in the curriculum presents principals in South Africa with challenge? It may be suggested that the principals in South Africa are not used to changes having had the same curriculum for years.

4.6. RESPONSES OF PRINCIPALS CONCERNING THE CONSTRUCTS OF SECTION D:
THE ROLE OF THE PRINCIPAL IN CURRICULUM MANAGEMENT

The aim of this section was to find out which duties were performed by the principal as a curriculum manager. The participants were requested to indicate the frequency of performing a particular duty on a scale of never to always. Table 9 below shows the reliability of the items:

TABLE 4. 21: RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	N of Items
.926	10

The Cronbach's alpha indicates that the items are of very good reliability ($0.8 < \alpha < 0.95$).

TABLE 4. 22: THE KMO AND BARTLETT’S TEST OF SPHERICITY:

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.926
Bartlett’s Test of Sphericity	Approx. Chi-Square	1299.823
	Df	45
	Sig.	.000

The KMO is greater than the benchmark of 0.7, hence the sample is adequate. The Bartlett’s test is significant at 5%, hence the correlation matrix for the items in Section D is factorable.

Table 4.23. below shows the total variance:

TABLE 4. 23: TOTAL VARIANCE EXPLAINED

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.068	60.683	60.683	6.068	60.683	60.683

Confirmatory factor analysis (CFA) suggests that there is only one construct in Section D based on the Kaiser’s rule of eigenvalues greater than 1. This suggests that there is no need to reorganise the items of Section D, the proposed construct is valid. This construct explains about 60% of the total variance. The responses for Section D are summarised below.

TABLE 4. 24: RESPONSES TO QUESTION ITEMS ON THE ROLE OF THE PRINCIPAL IN CURRICULUM management according to means

Construct	N	Mean	Standard deviation	Minimum	Maximum
D1. Conducting monitoring activities to ensure that the curriculum is effectively implemented	205	3.29	0.81180	1	4
D2. Empowering teachers to initiate and participate in decision making concerning implementation of the curriculum	205	3.11	0.85869	1	4
D3. Ensuring that subject heads effectively implement the school's vision on curriculum delivery	205	3.23	0.82474	2	4
D4. Building high moral standards for curriculum delivery	205	3.28	0.73960	1	4
D5. Conducts class visits to give support to teachers	205	2.94	0.90859	1	4
D6. Coordinates activities aimed at curriculum delivery	205	3.21	0.76234	1	4
D7. Clearly communicates the objectives and goals of the curriculum	205	3.28	0.86203	1	4
D8. Promotes staff development programmes aimed at curriculum implementation	205	3.19	0.84477	1	4
D9. Assists teachers in setting objectives for teaching and learning	205	3.04	0.86180	1	4
D10. Assists teachers to establish knowledge and skills that should be learned.	205	3.08	0.84720	1	4

From the table above (Table 4.24) it can be seen that the majority of principals indicated that they usually carry out the actions in Section D. The mean scores of items in this section range

from 2.93 to 3.29. Item D1 (*Conducting monitoring activities to ensure that the curriculum is effectively implemented*) has the highest mean score of 3.29, meaning that principals always and usually perform this duty. For effective management of the curriculum to take place, the principals must monitor the situation. This finding means that principals view this item as the most important activity in curriculum implementation. The principals also understand that monitoring is effective for implementation of the curriculum. The crux of implementation lies in the fact that the principal monitors, supervises, gives support to the teachers and insists on building a high moral standard of curriculum delivery. This finding is in concert with the literature where it posits that the greatest duty of the principal is to initiate and motivate teachers to implement the curriculum. According to Ifeoma (2010:86) and Ndou (2008:31), the principal as facilitator of curriculum implementation supervises the taught curriculum at classroom level.

Communicating goals and objectives of the curriculum is an important duty of the principals as a curriculum manager. The above Table 13 shows that Item D7: *Clearly communicates the objectives and goals of the curriculum*, has a high mean score of 3.28. The first thing that the principal should do is to clarify the goals and objectives of the curriculum. Goals and objectives serve as beacons towards which implementation moves. Principals must make sure that teachers are doing the right thing like delivering the right curriculum. As a leader the principal is concerned with the vision of the organization, how to set organizational direction and goals, how he or she is going to achieve that vision while the manager is only worried about implementation (par. 2.2.5). The principal should study the respective sections concerning curriculum matters and develop a school policy outlining the role of the stakeholders in curriculum matters (par. 2.7.1).

Another item of significance is item D4: *Building high moral standards for curriculum delivery*, which fetches a high mean score of 3.28. This item resonates with the practice of Ubuntu management style, as recommended by Naidu *et al* (2008:13-14). This style of management promotes collective support and responsibility. In this way, every teacher as deliverer of curriculum cooperates with other teachers by supporting them, advising them and generally assisting them in the teaching and learning situation (par. 2.7.3). The notion of moral leadership also features strongly in Ubuntu management style. This finding means that principals opine that they practice moral leadership, which requires them to set high moral standards in the

implementation of curriculum. It means they are driven by a moral imperative to deliver quality teaching and because of that he/she creates conditions for the transmission of +learner's competencies. This implies that the moral leader infuses her staff with this moral purpose to enable them to perform better out of love, humanness, respect and compassion for their learners and a commitment to their job of teaching (Lock, Looijian and Grobler, 2016).

Item D3: *Ensuring that subject heads effectively implement the school's vision on curriculum delivery* is also significant in that it has a mean score of 3.23. As stated above (par. 2.7) principals usually assign subject heads the task of managing the curriculum. In most schools, the School Management Team is directly charged with the implementation of the curriculum and the grade heads and senior teachers, who are directly involved with curriculum delivery. As people who are nearer to teachers, subject heads have a direct influence on the implementation of the curriculum. The principal should empower the subject heads by involving them in curriculum implementation and ensure that their teams implement the school vision for curriculum delivery (par. 2.7.2).

Naidu *et. al* (2008:10) refer to the above management style as "collective management and leadership" in which the principal does not act alone but is supported by the School Management Team in a management and leadership style of collaboration, collegiality and shared management. The principal should clarify the roles of each member in curriculum management so as to achieve maximum teaching and learning.

Collective management and leadership dovetails into Item D2, which refers to *empowerment of teachers to participate fully in decision making concerning implementation of the curriculum*, which achieves a mean score of 3.11. Curriculum implementation is not possible without the participation of teachers. It will be an error of judgment if they are excluded as they are the ones to implement the curriculum by translating it into syllabuses, schemes of work and lessons to be delivered to learners (par 2.8.2). In the literature, it was pointed out by Mkandawire (2010:20) that teachers must be enabled to translate curriculum into classroom activities. The principal should empower teachers by motivating to apply the curriculum and enable them to articulate their ideas so that they make a meaningful contribution to curriculum implementation. It seems there is promise that principals will succeed in implementing the curriculum because they are of

the opinion that they usually and always involve teachers in making decisions concerning implementation of the curriculum.

According to Table 4.23 another item of interest is Item D6: *Coordinates activities aimed at curriculum delivery*. This is supported by high mean score of 3.21. The literature points to the importance of coordinating the myriad of activities in a school to prevent degeneration into chaos (par. 2.7.2). By performing coordination usually and always, the principals attempt to synchronise various school activities into a harmonious whole for the effective implementation of the curriculum. Thus the principal unifies people, resources and procedures to function as a whole to prevent chaos. For example, the principal should ensure that there is unity of purpose among teachers responsible for the same subject and the same grade. In order to achieve successful coordination, the principal should encourage Heads of Department to hold regular meetings with teachers falling within his/her area of expertise.

One other item that shows a high mean score (3.19) is Item D8: *Promotes staff development programmes aimed at curriculum implementation* with a mean score of 3.19. If the principals usually and always perform this duty, then curriculum implantation will be a success. The literature confirms that staff development programmes are an important ingredient in implementing the curriculum (par. 2.8.1). These staff development programmes ensure that teachers are motivated and the curriculum is presented in chewable chunks.

According to the literature, Makua (2010:54) contends that not involving teachers in curriculum design causes a lot of confusion because the teachers are forced to implement something which they did not develop. Professional development activities allow teachers to play a key role player in curriculum because they know what is important in each grade and also how much time is needed for each theme (par 2.7.4). Supervisors should be able to fulfil professional development by strengthening weaknesses of teachers after inspection. Bantwini (2010:88) reports that on-going professional development is necessary to ensure that teachers understood what was required of them. Otherwise, the grand designs of a curriculum could fall short in implementation.

Among the items showing high mean scores, two items have relatively low mean scores: Item D 9: *Assists teachers in setting objectives for teaching and learning* and D10: *Assists teachers to establish knowledge and skills that should be learned*. The two items respectively show mean

scores of 3.04 and 3.08. No wonder these items have low relatively low mean scores because they are directly related to classroom teaching, which is done by teachers. This does not mean the principals are neglecting these duties because they have to monitor and guide teachers in the implementation of the curriculum. Under pressure of the examinations some teachers ignore the purpose of the curriculum and select to teach the content that often appears in the examination papers (par 2.4.2.4). The principal should, therefore, be concerned with ensuring that teachers cover the curriculum demands in line with the vision of the school.

The only item with a mean score below 3.00 is Item D5: *Conducts class visits to give support to teachers* with a mean score of 2.94. The literature shows that while it is important for principals to conduct class visits, many principals do not see this as their duty rather they have assigned this responsibility to heads of department. Furthermore, there has been a growing resistance by unions to class visits resulting in the expulsion of inspectors from schools (Seakamela, 2011:224). All the same, class visits help the principals to ensure that teachers do not teach the hidden curriculum where the teacher teaches according to his/her beliefs, values and attitudes (par. 2.4.2.2).

4.7. The effects size between the biographic details and the constructs of the questionnaire.

The paired t-test was computed to find out whether differences existed between the opinions of principals concerning the constructs of the questionnaire. For this purpose, the biographic details were compared to the constructs of the questionnaire to find out whether the differences were statistically significant at <0.05 level of confidence. This is indicated by the **p-value**. Furthermore, the paired t-test was used to determine the magnitude of differences. This was determined by the **d-value (effect size)** to find out whether the differences were practically significant. The criteria offered by Cohen (1988:25-27) were used, thus:

- 0.2 = small effect
- 0.4 = medium effect
- 0.6 = great effect.

4.7.1. Effects sizes between aspects of the constructs of the questionnaire and different types of groups according to biographical details

In this section effect sizes were computed by comparing aspects of the questionnaire constructs with biographical details of participants.

There were no statistical differences between the constructs of the questionnaire and biographical details in type of school, type of appointment, and gender. This means principals with differences in biographical details listed above do not differ in their views of the constructs of the questionnaire.

4.7.2. Effects sizes between aspects of the constructs of the questionnaire and different types of qualifications.

The only aspect in the biographical details which showed statistical difference was the different types of qualifications. The qualifications were divided into two: **1= degree and 2 = diploma**. The results are depicted in table 4.24 below.

TABLE 4. 25: EFFECTS SIZES BETWEEN THE CONSTRUCTS OF THE QUESTIONNAIRE AND DIFFERENT TYPES OF QUALIFICATIONS.

Construct	Group	n	Mean	SD	p-value*	d-value
General content of curriculum	1	24	3.27	0.44	0.43	0.16
	2	178	3.34	0.48		
Curriculum excludes	1	21	2.05	0.31	0.31	0.22
	2	170	2.27	0.22		
The aims of curriculum	1	25	3.21	0.64	0.03	-0.00
	2	178	3.21	0.62		
Internal challenges	1	25	2.62	0.85	0.02	0.50**
	2	178	3.05	0.83		
External challenges	1	25	2.25	0.71	0.00	0.59**
	2	176	2.68	0.74		

** Statistically and practically significant: Medium effect

Table 4.25 shows that there were statistically and practically significant differences of **medium effect** between the views of principals who hold a diploma (diplomates) and those who hold a degree (graduates). The mean scores show that diplomates (mean score 3.05) view *internal challenges* as being more great than the graduates' view (mean score 2.62). Considering that there were only 14.3% who were diplomates in the surveyed sample, this finding assumes greater significance. It may be surmised that the diplomates view these challenges as being important because they struggle to find solutions to these challenges whereas the graduates find it easy to deal with these challenges because of their higher education level. This idea is derived from the fact that reservations were expressed concerning the ability of the diplomates to cope with the dynamic management of the curriculum (par. 4.2.4).

The same pattern is found in responses to *external challenges*. Again the diplomates (mean score 2.68) view the external challenges as being more important than the graduates (mean score 2.25). This consistently shows that the level of education is important in managing challenges that arise during the implementation of the curriculum. This finding implies that different in-service training should be organised according to the level of education not a one-size-fits-all type of training (par.2.8.3.5). Training should be based on the needs of the trainees. Moreover, as indicated in the literature, training should not be seen as an event that occurs on particular day of the school year, or over weekends, or at a half-day workshop but should be continuous.

TABLE 4. 26: EFFECT SIZES BETWEEN THE CONSTRUCTS OF THE QUESTIONNAIRE AND DIFFERENT GROUPS OF AGE

Construct	Group	N	Mean	SD	p-value*	d-value
General content of the curriculum	1	109	3.30	0.51	-1.10	0.27*
	2	100	3.37	0.43		
Curriculum excludes	1	106	2.22	0.92	-0.67	0.50**
	2	92	2.32	1.13		
Aims of the curriculum	1	111	3.20	0.64	-0.38	0.70***
	2	100	3.23	0.58		
Internal challenges	1	112	2.89	0.91	-1.85	0.06
	2	99	3.10	0.75		
External challenges	1	112	2.58	0.77	-0.78	0.43**
	2	97	2.66	0.72		
Role of teachers and principals	1	112	3.08	0.72	-2.30	0.02
	2	99	3.28	0.54		

*Statistically and practically significant: Small effect

** Statistically and practically significant: Medium effect

***Statistically and practically significant: Large effect

There were two groups, the first group consists of 20-49 years old. For the purpose of discussion, the first group is named **young principals (group 1)**. The second group consists of 50 – 60+ years old. The second group is named **older principals (group 2)**. On the construct *general content of the curriculum*, the mean scores indicate that older principals (mean score 3.37) view the general content of the curriculum as being more represented in the South African curriculum whereas the young principals hold an opposing view (mean score 3.30). The d-value of this item is 0.27, meaning that it is of **small effect**.

On the construct *curriculum excludes the views of society*, there is a statistically and practically significant difference in the views of the younger principals and the older principals. Due to the fact that this construct is stated negatively, younger principals, with a mean score of 2.22, actually mean that the curriculum reflects the views of society, whereas older principals (mean score 2.32) express the view that the curriculum does not reflect the views of society. The d-value of this item is 0.50, meaning a **medium effect**.

Table 4.26 further shows that there is statistically and practically significant difference (0.70) of **great effect** in the views of younger and older principals on the construct **aims of the curriculum**. The mean scores mean that older principals view the aims of the curriculum as being important (mean score 3.23) whereas the younger principals view these aims as being not important (mean score 3.20). The importance of the aims of the curriculum is related to changes in the South African curriculum. Older principals experienced the apartheid aims of education and are therefore primed to see the new curriculum as an advance on the old curriculum whereas the younger principals have no such hindsight.

TABLE 4. 27: EFFECTS SIZES BETWEEN CONSTRUCTS OF THE QUESTIONNAIRE AND DIFFERENT GROUPS OF TEACHING EXPERIENCE

Construct	Group	n	Mean	SD	p-value*	d-value
General content of curriculum	1	61	3.24	0.57	-1.65	0.10
	2	148	3.37	0.42		
Curriculum excludes	1	58	2.46	0.96	1.77	0.07
	2	140	2.19	1.04		
Aims of the curriculum	1	62	3.16	0.68	-0.65	0.51**
	2	149	3.23	0.58		
Internal challenges	1	62	2.72	0.99	-2.75	0.00
	2	148	3.10	0.75		
External challenges	1	62	2.56	0.82	-0.71	0.48*
	2	147	2.65	0.71		
Role of teachers and principals	1	62	2.95	0.73	-2.97	0.00
	2	149	3.26	0.59		

*Statistically and practically significant: Small effect

** Statistically and practically significant: Medium effect

There were two groups, the first group consists of 1- 15 years of experience. For the purpose of discussion, the first group is named **less experienced principals**. The second group consists of 16 – 26+ experience. The second group is named **more experienced principals**. There is a statistically and practically significant difference of **medium effect** (0.51) in the views of less experienced principals and the more experienced principals on the construct *aims of the curriculum*. The mean scores show that the more experienced principals view the aims of the curriculum are important (3.23) whereas the younger principals view the aims of the curriculum as less important (3.16). Years of experience has taught the older principals the importance of the aims of the curriculum while the younger principals have less years of experience to appreciate the importance of the aims of the curriculum.

On the construct *external challenges*, Table 4.25 shows a statistically and practically significant difference of medium effect (0.48) between the views of the less experienced principals and the more experienced principals. The means scores show that more experienced principals, with a mean score of 2.65, view the external challenges as great whereas the younger principals (mean score 2.56) view the external challenges as being not great. The older principals have had a long time of experiencing these challenges thus they view them as great. The younger principals, with a rather limited experience, view them as being not great.

4.8. Chapter summary

The chapter offered a presentation and interpretation of the responses of principals to the questionnaire. The chapter commenced by reporting the results of the demographic and biographic data of principals, which included details concerning the type of school, type of appointment, gender, educational qualifications, age and teaching experience. This section was followed by a report on data concerning how principals understand the concept curriculum. The factor matrix of this section showed that there were two factors, namely general content curriculum and content excluding community curriculum. The next section dealt with responses of principals concerning the construct aims of the curriculum. Here it was found that there is only one valid construct. Therefore, there was no need to reorganise the items of this construct. The next section dealt with responses of principals concerning the construct challenges of curriculum. It was found that the construct can be divided into two factors, namely, internal challenges and external challenges. Furthermore, the chapter examined the responses of principals with regard to the role of the principal in curriculum management.

The chapter also dealt with effect sizes between the constructs of the questionnaire and biographical details. There were no statistically significant differences between the following biographical details: type of school, type of appointment and gender. There were, however, statistically significant differences between different types of qualifications, age groups and experience.

CHAPTER 5

SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

5.1. Introduction.

The study was prompted by contested changes in the curriculum since 1994 and the question whether principals were coping with these dramatic changes in their management of the curriculum. One of the changes was to replace the apartheid education system with Outcomes Based Education (OBE), which radically transformed the learning content, teaching strategies and assessment methods. During apartheid, the authority and activity of principals were restricted: they wielded no authority over budgetary matters and they had no influence over the flow of resources such as textbooks. They were marginalised in terms of the hiring and firing of staff. The most worrisome facet was that they had no curriculum decision-making powers. As stated previously, the principal's key role is to manage curriculum and instruction and also engage in the implementation thereof. This means that principals were limited in their job as curriculum managers and they did not establish any positive culture of teaching and learning.

Given the above, this chapter analytically interrogates the results of the empirical investigation. It commences with a recapitulation of the aims of the study, then follows a summary of the study, culminating in a presentation of results that respond to the research questions. The chapter then offers recommendations both for practice and for further research.

5.2. Aims of the research

The aims of this research were stated (par.1.4) as set to:"

- determine what curriculum management entails
- investigate what aims are encompassed in the South African curriculum
- investigate curriculum management in other countries
- Identify the challenges faced by school principals in managing the curriculum.
- Establish the role of the school principal in curriculum management.

- Develop a conceptual framework that could help principals in curriculum management

This chapter amplifies how these aims were achieved.

5.3. Summary of the research

Chapter 1 provided an orientation of the research by way of presenting the introduction, background and motivation for the study. It pointed out in the presentation of the problem statement the motivation was to understand and appreciate the changes brought about in the South African curriculum since 1994. The researcher wondered whether principals coped with these changes in the management of the curriculum. The problem statement was followed by a preliminary literature study that considered the theoretical aspects connected to the following theories: the liberal theory, the experiential theory, the behaviourist theory and the management and leadership theory. Thereafter, the research questions and the research aims were stated. The research methodology was discussed, including the research design and paradigm, population and sampling procedures, data analysis and statistical techniques used. This section discussed the development of the questionnaire as a measuring instrument, and its validity and reliability. Then the data collection methods were dealt with followed by ethical considerations. This was followed by a discussion of contribution of the study. The preliminary chapter structure concluded this chapter.

Chapter 2 dealt with the theoretical foundations of curriculum management. A definition and explanation of the various concepts used in the study including principal, role, curriculum, management and curriculum management were highlighted. The main theory underpinning this study, namely the experiential theory, together with theories that resonate with it were amplified in the subsequent section. An explanation of the concept curriculum was offered, followed by a treatise of how the South African curriculum evolved from Outcomes-Based Education (OBE) to the Curriculum Assessment Policy Statement (CAPS).

Then the discussion turned to different aims of the curriculum that were given according to the society, the world of work, the government and the learner. The role of the principal in managing the curriculum was discussed according to management actions of planning, organising, leading and controlling. The role of the principal in implementing the curriculum was then explained,

detailing what curriculum implementation entails, actions to be taken by the principal and challenges of implementation. The following challenges were discussed: non-involvement of teachers, lack of understanding, lack of adequate resources, lack of training and lack of support from the higher echelons in the education system. The chapter ended with a chapter summary.

Chapter 3 dealt with the research methodology. It explained the research paradigm, research design and instrumentation. Aspects of the research methodology such as population and sample, validity and reliability of the questionnaire, data collection procedures and statistical techniques, all received attention. The ethical aspects were dealt with to present an ethically approved research. The chapter closed with a chapter summary.

Chapter 4 was next. The chapter offered a presentation and interpretation of the responses of principals to the questionnaire. The chapter dealt with the demographic and biographical data of principals concerning the type of school, type of appointment, gender, educational qualifications, age and teaching experience. The data concerning how principals understand the concept curriculum suggested two components: the general content curriculum and content excluding community curriculum. The responses of principals concerning the construct aims of the curriculum were amplified. Here it was found that there is only one valid construct. Therefore, there was no need to reorganise the items of this construct. The next section dealt with responses of principals concerning the construct challenges of curriculum. It was found that the construct can be divided into two factors, namely, internal challenges and external challenges. Furthermore, the chapter dealt with the responses of principals with regard curriculum management.

The chapter also dealt with effect sizes between the constructs and biographical details. There were no statistically significant differences between type of school, type of appointment and gender. There were, however, statistically significant differences between different types of qualifications, age groups and experience.

Chapter 5 provided a summary of the research, presentation of findings and recommendations.

Chapter 6 is the presentation of a conceptual framework for the management of curriculum to assist principals in managing the curriculum.

5.4. Findings with regard to aim 1: To determine what curriculum management entails

5.4.1. The findings of this section indicate that principals concurred on the definition of the curriculum as there were no statistically and practically significant difference between their views according to effect sizes.

5.4.2. The items in this section showed two factors were retained and the decision was made to name the first factor *General content curriculum* consisting of items B1.5, B1.4, B1, 1 and B1.3. The second factor was named *Content excluding community curriculum* and consists of one factor only, B1.2.

5.4.3. The mean scores show that principals viewed the following definitions of the curriculum as appropriate:

- Curriculum as a *“dynamic system that helps learners to acquire knowledge and skills in a school environment* (mean score 3.55) (par. 2.4.1).
- Curriculum *“as the subject or learning areas that are taught in schools”* (mean score 3.47). This definition shows the confusion between the curriculum and the syllabus, which is prevalent in the literature.
- Curriculum as *all activities taking place inside and outside the school* (mean score 3.30). This definition is one which includes all the experiences a learner goes through in the course of living. This is a faulty view because such diverse experiences are not structured to reach a specific goal.
- Curriculum as *the content of what is taught includes the goals of industry* (mean score 3.00). This definition represents the view that a curriculum should satisfy the goals of industry in order to make the country economically competitive in the world.

- A disparity in the views of principals is item B2.7...*satisfy what the market forces dictate*, which has a low mean score of 2.79. It is a disparity because this item is similar to the above but has a low mean score.

5.4.3. A final view, which is expressed by factor 2 is B1.2...*the content excludes what is found in the society* (mean score 2.27). Due to the fact that this item is negatively stated, it means that principals actually expressed the view that the South African curriculum includes what is found in the society. Surprisingly, this item shows a statistically and practically significant difference of medium effect (0.50).

5.5. Findings with regard to aim 2: To investigate what are the aims of the South African curriculum

The findings for this section are as follows:

5.5.1. The findings on this section show that the majority of principals perceive the aims of this section as reflected in the South African curriculum to a large extent.

5.5.2. There is a statistically and practically significant difference of medium effect (0.51) in the views of less experienced principals and the more experienced principals on the construct *aims of the curriculum*. The more experienced principals view the aims of the curriculum as important whereas the younger principals view the aims of the curriculum as less important.

5.5.3. There is also a statistically and practically significant difference with great effect (0.70) between the constructs of this section and the age of participants. The older principals view the aims of the curriculum as being satisfied by the South African curriculum while the younger principals express a contrary view.

5.5.4. The following aims were viewed as important by principals, taking those items with a mean score of more than 3.00:

- *acquire essential learning skills of literacy, numeracy and communication and information and communication technology* (mean score 3.45)
- ...*be responsible citizens that will honour the human rights of their fellow citizens* (mean score 3.35)

- ...acquire knowledge and skills on how to perform different roles in the society (mean score 3.42)
- ...get an opportunity to learn and live (mean score 3.42)
- ...respond positively to the opportunities and challenges of the rapidly changing world in which we live (mean score 3.25)
- ...to exercise their democratic rights and shape their destiny (mean score 3.17)
- ...be relevant to employment and work in the country (mean score 3.16)
- ...live and work for the economic growth of the country (mean score 3.05)
- ...practice their religious, moral and intellectual values (mean score 3.01)

5.5.5. The following aim was viewed by principals as unimportant with a mean score of less 3.00.

- ...satisfy what market forces dictate (mean score 2.79)

5.6. Findings with regard to aim 3: To find out the challenges faced by school principals in managing the curriculum.

5.6.1. There were statistically and practically significant differences of medium effect (0.50) between the views of principals who hold a diploma (diplomates) and those who hold a degree (graduates) on the view that the *internal challenges* were more important than the graduates' view.

5.6.2. There were also statistically and practically significant differences of medium effect (0.59) in the views of the diplomates and graduates. The diplomates viewed the *external challenges* as being great whereas the graduates' view was that these challenges are not great.

5.6.3. There is a statistically and practically significant difference of medium effect (0.48) between the views of the less experienced principals and the more experienced principals. The more experienced principals view the *external challenges* as great whereas the younger principals view the external challenges as not great.

5.7.3. There were statistically and practically significant differences of medium effect (0.43) between the views of young and older principals. The young principals view the *external challenges* as not great while more experienced principals' view the external challenges as great.

5.7.4. The principals regarded the following challenges as great.

Generally, the means scores show that principals do not consider the challenges as great, judging from their low mean scores in this area.

5.7.5. The only item, which principals considered as great was challenge C2: *Pressure to meet the demands of the examination* (mean score 3.00).

5.7.6. The other items ranged from 2.94-2.39 showing that principals considered them as just great:

- C1: *Overcrowding in class* (mean score 2.94)
- *Rapid and continuous changes of the curriculum* (mean score 2.83)
- C3. *Lack of adequate resources to meet the demands of the curriculum, e.g. textbooks, laboratories, tables and chairs.*
- C6. *Principals are concentrating on administrative duties instead of curriculum* (mean score 2.64)
- C9. *Stakeholders do not understand the curriculum* (mean score 2.57) showing that principals considered them not great
- C4. *Inadequate training of principals in curriculum implementation* (mean score 2.30)
- C5. *People who train teachers and principals seem not to have a clear understanding of the curriculum* (mean score 2.30)

5.7. Findings with regard to aim 4: To identify the role of the school principal in curriculum management.

5.7.1. The findings of this section indicate that principals concurred on the role of the principal in curriculum management. In all, except one of the mentioned activities, principals indicated that they usually and always carry out the activities.

5.7.2. Principals indicated that they always perform the following duties related to curriculum management:

- D1. *Conducting and monitoring activities to ensure that the curriculum is effectively implemented* (mean score 3.29).
- D4. *Building high moral standards for curriculum delivery* (mean score 3.28)
- D7. *Clearly communicates the objectives and goals of the curriculum* (mean score 3.28)
- D3. *Ensuring that subject heads effectively implement the school's vision on curriculum delivery* (mean score 3.23)
- D6. *Coordinates activities aimed at curriculum delivery* (mean score 3.21)
- D8. *Promote staff development programmes aimed at curriculum implementation* (mean score 3.19)
- D2. *Empowering teachers to initiate and [participate] in decision-making concerning implementation of the curriculum* (mean score 3.11).
- D10. *Assists teachers to establish knowledge and skills that should be learned* (mean score 3.08)
- D9. *Assists teachers in setting objectives for teaching and learning* (mean score 3.04)

5.7.3. The activity in which principals seldom or never engage was the isolated one where the principal

- D5. *Conducts class visits to give support to teachers* (mean score 2.94).
-

5.8. Findings with regard to aim 5: To develop a conceptual framework that can help principals in curriculum management.

The findings regarding this aim is the subject of the next chapter.

5.9. Chapter summary

Given the above, this chapter presented the results of the empirical investigation. At the beginning, the aims of the study are repeated to refresh the reader on what the study sought to investigate. This was followed by a summary of the study and a presentation of results in answer to each of the research questions. The findings are presented with regard to the aims of what management entails, what the aims of the South African curriculum are, the challenges faced by principals in managing the curriculum, and identifying the role of the principals, teacher and the School Governing Body in curriculum management.

CHAPTER 6

A CONCEPTUAL FRAMEWORK OF CURRICULUM MANAGEMENT

6.1. Introduction

In this chapter an ideal conceptual framework to assist principals in the management of the curriculum at school level is developed. The chapter is inaugurated by the rationale for developing the proposed conceptual framework. Then follows a discussion of the concept of a conceptual framework, including a definition of the conceptual framework, characteristics of a conceptual framework, advantages and disadvantages of conceptual frameworks and types of conceptual frameworks. A brief summary of the curriculum conceptual frameworks is given from which insights are adapted in developing the proposed conceptual framework. The chapter explains the proposed conceptual framework as ideal for curriculum management at school level.

6.2. The rationale for developing a conceptual framework

The literature reviewed points out that principals' experience challenges in the management of the curriculum at school and that these challenges are related to the implementation of the explicit curriculum (par 2.3.8). It was also indicated that there have been a lot of curriculum changes since 1994: from Outcomes-based education (par. 2.5.1), to the National Revised Curriculum Statement (par. 2.5.2) and then the Curriculum Assessment Policy Statement (CAPS) (par, 2.5.4.). All these changes and reforms have brought confusion among principals and teachers and they have subsequently affected the efficient implementation of the curriculum.

The empirical research consulted has also indicated some challenges faced by principals in implementing the curriculum in schools. The following challenges were revealed by the empirical research:

- Overcrowding in class
- Rapid and continuous changes of the curriculum
- Lack of adequate resources to meet the demands of the curriculum.
- Principals are concentrating on administrative duties instead of curriculum

- Stakeholders do not understand the curriculum
- People who train teachers and principals seem not to have a clear understanding of the curriculum
- Principals do not conduct class visits to give support to teachers

The proposed conceptual framework attempts to address the above challenges so that schools can be successful in implementing the curriculum. Moreover, there is great demand for schools to perform well in the final examinations and provide quality education to learners whatever their background and circumstances are. This depends on the effective management of the curriculum by the principal. During the past few the examinations results were not encouraging but lately there has been an improvement in the Grade 12 examination results. If all the challenges can be met, then the poor examination results will be a thing of the past. The propose conceptual framework will hopefully lead to good performance of the school as a whole.

6.3. Explanation of the concept conceptual framework

6.3.1. Introduction

The term conceptual framework, like its associated terms, conceptual framework and conceptual systems, refers “to global ideas about the individual groups, situations and events of interest to a discipline” (Samuel, 2014: 152). These terms are used interchangeably in this research. A conceptual framework is a simplified aspect of complex reality whereby the complexities are left out and only the essentials are retained. It may, therefore, be seen as a representation of reality whereby attention is drawn to specific themes, relations and dimensions. The conceptual framework is used to help visualise something that is more complex, making it ultimately understandable. In the case of this research, a conceptual framework is developed as a global idea about the event of the management of the curriculum carried out by principals. The intended conceptual framework deals with ways of helping school principals to manage the curriculum effectively and thus render the school productive in terms of the achievement of learners in assessment tests.

6.3.2. Theoretical background for developing a conceptual framework

The theory that seems to be suitable for the development of a conceptual framework is the organisational change strategy as changes in the curriculum in South Africa bear resemblance to its implementation. The following are illustrative of these conditions:

- Occurrence of a major paradigm shift: The shift from the traditional apartheid curriculum to outcomes-based curriculum (OBE) as a result of the change in the government from the apartheid era to a democratic government.
- Existence of a leadership crisis: The leadership crisis is caused by the resistance to the authority of the principal and the in-roads made by teacher unions in the management of the school. It is also caused by the new curriculum that made long-serving principals and teachers look like novices.
- Poor organisational effectiveness: Schools are not effective as shown by the high failure rate of learners in examinations such as ANA and the Matriculation examinations
- High levels of conflict: Militant teacher unionism among teachers lead to contestation of power, excessive bickering, and apathy.

The above conditions are evident in the South African schools necessitating the use of a developmental change strategy.

The framework follows the defined strategy of an organisational change strategy as shown above (par. 6.3.2). The envisaged framework is developed according to the following characteristics of an organisational change strategy:

- **Definition of goals**

The goal of the framework is to assist principals in meeting the challenges they experience in dealing with the implementation of the curriculum (par. 6.2).

- **Involvement of a change agent or top level administrators**

The relevant structures include the national and provincial ministers, the education district officials and educational experts and consultants.

- **Organisational structures, tasks and processes**

These components are people, structures, management tasks and processes. People involve principals and teachers who should implement the curriculum. Structures involve the school management team, the school governing body and teacher unions. The management tasks and processes include planning, organising, leading and controlling showing how curriculum should be managed in each task.

- **Development of a planned strategy**

The envisaged framework is a holistic, integrated and planned strategy with definite steps.

This research shows that the mind-set of the implementers is expected to change from traditional methods of teaching to facilitation of learning and this factor will take time to be effected. The conceptual framework presents a sustainable change strategy needing profound changes in attitudes, values, norms and relationships of school members. In order to describe such a complex, set of changes in the management of the curriculum, a conceptual framework was deemed more useful than narrative descriptions alone.

The major goal of the proposed conceptual framework is to simplify the implementation of curriculum management in schools by providing a planned, step-wise strategy of learning by doing (cf. experiential theory) which will transform both the structures and the people serving in these structures.

6.3.3. Characteristics of a successful conceptual framework

According to Deenanath (2013:196), the characteristics of conceptual frameworks may be summarised as follows:

Conceptual frameworks

- identify central problems or questions regarding the phenomenon to be investigated
- limit, isolate, simplify and systematise the domain of the research
- provide a new language within which the phenomenon can be discussed
- provide explanation, sketches and resources for making predictions

The above characteristics were incorporated in the proposed conceptual framework.

6.3.4. Advantages of conceptual framework

Deenanath (2013:196-197) lists the following advantages of conceptual frameworks:

- Research results are presented in text form within a specific framework
- The meaningfulness of the research results is presented and evaluated within a specific framework
- The problem that has been reached is presented in a reduced and summarised form
- The gap between theory and the empirical research can be closed
- What is known through research and observation is integrated
- Observation can be guided.

He mentions the following disadvantages (Deenanath, 2013:197):

- Conceptual frameworks can only represent reality and should not be confused with reality
- In reducing a complex process to one dimension, information can be lost
- The utility of conceptual frameworks depends on the user's own understanding of reality
- Feedback in an open conceptual framework is not automatic
- The closed conceptual framework presents few options for the user's own interpretation.

In developing the proposed conceptual framework, these disadvantages were taken into consideration.

6.4. Conceptual frameworks of curriculum development

There are different conceptual frameworks of curriculum development. A curriculum should communicate the essential principals and feature of an educational proposal. It is in such a form that is open to critical scrutiny and should be able to be translated into practice. According to Samuel (2014:152), "a conceptual framework is a means of transferring a relationship or process from its actual setting to one in which it can be more conveniently studied". This means that a

conceptual framework represents a curriculum in a simplified form to enhance understanding. Many countries have reviewed their curricula for various reasons. For example, the South African curriculum was reviewed several times in the last few years as a result of government trying to move away from the dictated curriculum of the apartheid era. As indicated above (par. 2.6.2.1), Lesotho changed its national curriculum as a response to the limitations of colonial policy administration and to minimise the influence of examinations on the education system by integrating curriculum with assessment and pursue the goals of preparing learners for the world of work.

According to O'Neill (2010:4), curriculum conceptual frameworks follow Ralph Tyler's conceptual framework of technical/scientific approach and the non-technical approach. On the one hand, the technical scientific approach has the following characteristics:

- It presents a curriculum as a plan or blue print which should be followed
- It is definable process
- It presents a means-end analysis
- It contains usually a pre-ordained set of objectives
- It emphasises efficiency

However, it is criticised for being too linear.

On the other hand, the non-technical/non-scientific conceptual framework has the following characteristics:

- It questions the assumptions of the technical/scientific approach especially its assumptions about objectivity and universality
- It stresses personal, subjective and aesthetic nature of the curriculum
- It focusses on the learner
- It views learning as holistic

The main criticism against this approach is that it is too vague and allows for chaos.

From these conceptual frameworks, further conceptual frameworks are divided accordingly into product and process conceptual frameworks. Product conceptual frameworks include the deficiency, competency, information-based and socialisation conceptual frameworks whereas

the process conceptual frameworks include experiential, reflective and counselling conceptual frameworks.

The **product conceptual framework** aims at attaining behavioural objectives and this provides the foundation on which these conceptual frameworks are based. The curriculum is seen as leading to some kind of desirable outcome be it knowledge of certain facts, specific skills, competencies of appropriate attitudes and values (Samuel, 2014: 153). The intended outcome of the learning experience is specified beforehand. It serves as a beacon towards which the learning experience is directed. This is found to lead to more purposeful learning and accurate methods of teaching and evaluation. However, the conceptual framework loses sight of the fact that educational experiences are unpredictable. Moreover, it poses the learner into the role of a passive receptacle except for processing masses of information because content of what is taught is determined by others (Sheenan, 1986: 673). This lends itself more towards rote learning than understanding.

The **process conceptual framework** is a different proposal. In the first place, it does not prescribe outcomes but emphasises learning from experience of work and life. The emphasis is on the quality of the learning as it takes place. Here, the learner acquires knowledge by solving meaningful problems thus developing own strategies in the process of dealing with real life problems. The learner has more control and responsibility over his/her own learning. Emphasis is also on continuous development of certain desirable processes and potentialities in the way of thinking, acting and feeling (Sheenan, 1986:674). This means process competencies are never mastered only improved. Assessment, though difficult to imagine, is a continuous process which makes it difficult for the carrying out of final examinations. The learner is confronted with a project, which he/she should plan, execute and report. The teacher serves as a facilitator in the execution of the project. In carrying out the project the learner develops own strategies about how to reach the intended project. The process conceptual framework is criticised for not having definite outcomes. The absence of outcomes rules out measurability in assessment. The outcome of what is intended that students will develop can hardly be measured.

These conceptual frameworks may be represented as follows according to aspects of acting, knowing and feeling:

	Acting	Knowing	Feeling
	Deficiency		
Product Conceptual frameworks	Competency		
		Information-Based	
	←	←	Socialisation
Process conceptual frameworks	Experiential	→	
		Reflective	→
		←	Counselling

(Diagram depicting different conceptual frameworks from Sheenan, 1986: 673)

Each of the conceptual frameworks is competently discussed in the following.

- Deficiency Conceptual framework:** The assumption behind this conceptual framework is that learners have a deficiency that needs to be corrected before progress could be made. These deficiencies may be in the areas of literacy and numeracy, or in the learner’s self-image or a lack of recognition of his learning needs. These deficiencies serve as a purpose for teaching and learning.
- Competency Conceptual framework:** This conceptual framework is concerned with the performance of a specific skills. It is concerned with the acting part. This is where the practical subjects are emphasised.
- Information-based conceptual framework:** This conceptual framework is concerned with the acquisition of knowledge rather than other aspects of the educational process.
- Socialisation conceptual framework:** The socialisation conceptual framework is concerned with the socialisation process of the learner. Here, the learner is showed the ropes of the social milieu in which the conceptual framework occurs. This includes the teaching of values and specific attitudes.

- **Experiential conceptual framework:** This conceptual framework is the crux of the process conceptual frameworks. It is concerned with learning by experience. The emphasis is on the quality of learning that takes place rather than on the predetermined outcomes.
- **Reflective conceptual framework:** This conceptual framework develops the standard capacity to look at experience or data in alternative ways. The learner works out relationships, makes generalisations and develops a conceptual framework. The conceptual framework if is mainly concerned with the “knowing” aspect but the “feeling” aspect is also included.
- **Counselling conceptual framework:** In the counselling conceptual framework the learner is expected to show concern for understanding and control of personal behaviour and that of others. It is concerned with the “feeling” aspect of learning.

O'Neill (2010:6) mentions another conceptual framework: **the deliberative conceptual framework**, which addresses the gap between complete freedom for students to choose what they would like to learn and the prescription of learning. In this conceptual framework the educators make known their ideas to the students and together they plan an educational journey, constantly feeding back and adjusting the plan according to new demands until the project is finalised.

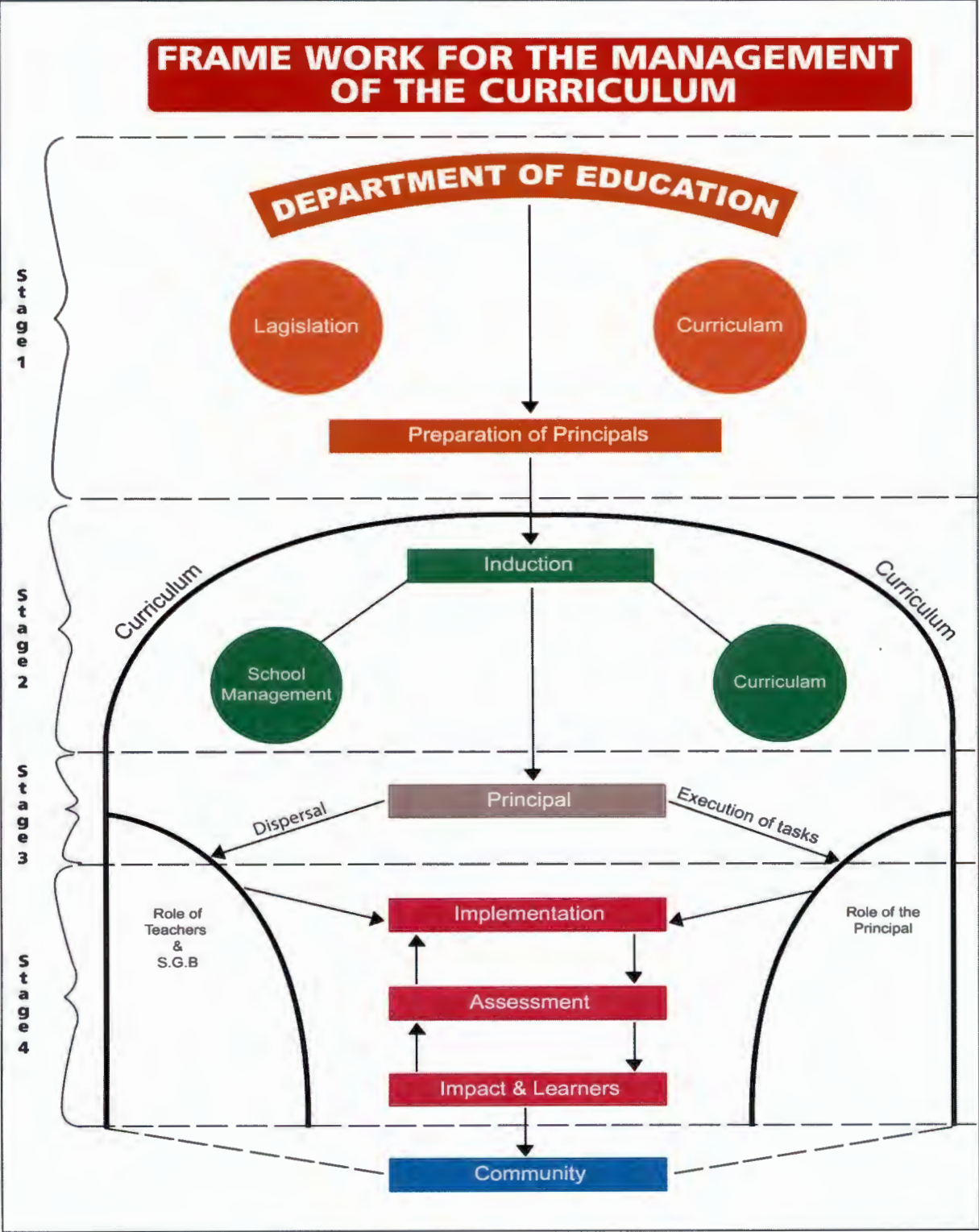
The above conceptual frameworks deal with the development of a curriculum by authorised bodies such as the department of education. However, they may provide useful insights into the development of a conceptual framework for the management of the curriculum at school level by the principals. No one conceptual framework is the ideal and no one may suit the whole programme (O'Neill, 2010: 9), but a fair and equitable conceptual framework embraces the ideas from different conceptual frameworks to arrive at a convenient and perhaps ideal conceptual framework. A balanced curriculum combines both the product and process conceptual frameworks. In most countries the process conceptual framework is adopted but measurability is maintained by carrying out continuous assessment and the final examinations which binds it to the product conceptual framework. In the South African curriculum, for instance, project work and assignments are emphasised and this gives continuous assessment while the final

examinations maintain measurability and allows learners to be placed for purposes of work or further studies.

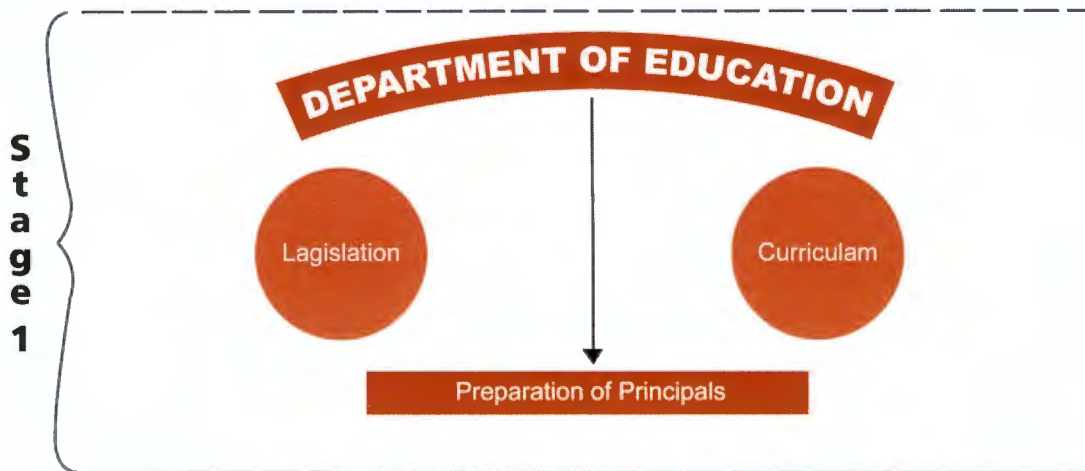
6.5. A conceptual framework for the management of curriculum at school level.

This section presents the proposed conceptual framework for the management of curriculum at school level. The framework's main components are the **Department of Basic Education (par. 2.5), preparation of principals including induction of principals (par. 2.8.3.5), the principal as the centre of curriculum implementation (par. 2.2.5), implementation of the curriculum (par. 2.8.3. and 4.2.7), assessment of the implementation, impact on learners and impact on community.** The framework portrays the curriculum as an overall blanket that covers every aspect of the school.

The full conceptual framework is presented by Figure 6.1.below



6.5.1. Stage 1: Initiation: Department of Education (par. 2.5)



The Department of Basic Education is the initiator the curriculum. Through dialogue with relevant parties such as the teacher unions, teachers, and parents, the Department develops the curriculum. The work of the Department is divided into two sections. Firstly, it formulates legislation to guide and control education delivery in schools. The formulated legislation is enacted by parliament and becomes law, which must be followed by all persons engaged in education. These are called parliamentary education legislation which are promulgated for education. These laws include the National Education Policy Act, the South African Schools Act and Educators Employment Act. These are general laws concerning education as a whole.

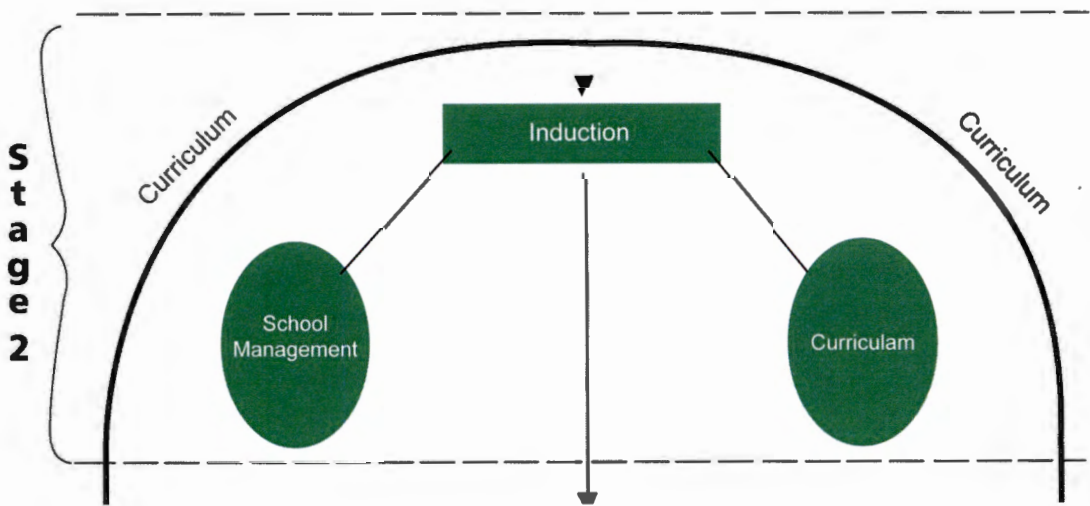
Secondly, the Department of Education specifically enacts policy concerning the curriculum. This is called the overt, explicit or written curriculum (2.4.2.1) which is the stated curriculum from the government and generally found in government's core frameworks, user-friendly documents, subject syllabuses, texts, pamphlets, useful resource materials such as textbooks, teacher guides and assessment to guide teachers about the expectations of government concerning what it considers important to teach and learn. Such policies include, but are not limited to, National Education Policy Act 27 of 1996, which stipulates curriculum-related activities to be performed by teachers, South African Schools Act 84 of 1996, which provides the curriculum framework in which public schools are to function, the National Curriculum Statement, which

represents a policy statement for learning and teaching in South African Schools, Curriculum and Policy statement (CAPS) which presents approved subjects, National policy pertaining to the programme and promotion requirements of the national curriculum statement Grades R-12, and the National Protocol for Assessment Grades R-12.

- Preparation of principals**

Included in this stage is the preparation of principals (par. 2.8.3.5). Generally, principals are not adequately trained in issues of management. They learn most things along when they are already on the job. On the initiative of the Department of Education, the Advanced Certificate in Education was introduced. This certificate aimed at equipping principals with the necessary skills. It is offered at the Matthew Goniwe School of Leadership and at some universities. However, most principals did not take the course. It is recommended that principals follow the course in order to be ready for the management of the curriculum.

6.5.2. Stage 2: In-school training of principals: induction



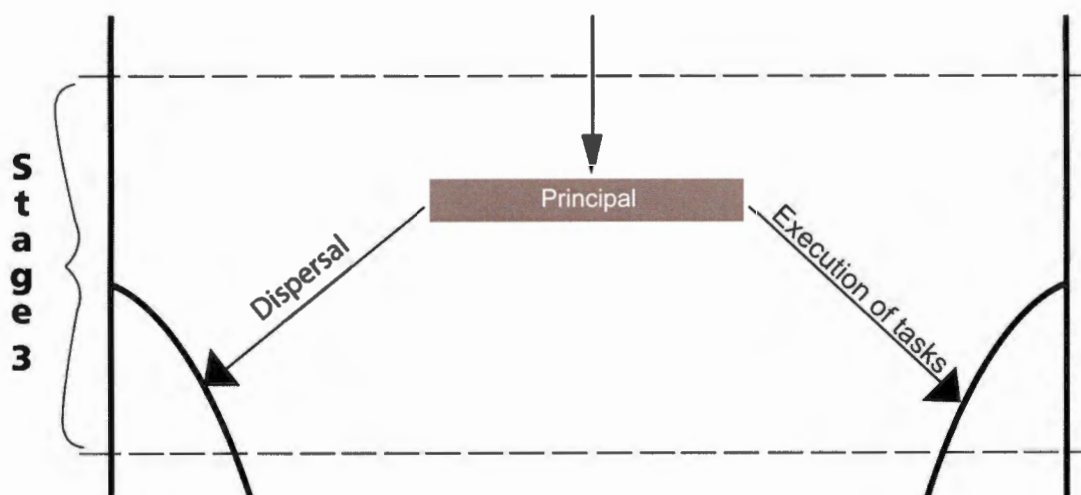
The above preparation of principals is not compulsory for purposes of this framework as principals can take the course at their discretion and in order to improve their leadership skills. However, the induction of principals is a must for this framework especially among young and inexperienced principals, suggesting that it should take priority in the school. In the literature, it was indicated that principals are not adequately trained for their job (par. 2.8.3.5) and in the empirical study that there was a disparity in the views of the young and inexperienced principals as against the older and more experienced principals concerning internal and external challenges (par. 5.7.1, 5.7.2 and 5.7.3). To resolve this problem induction is necessary.

The content of the induction takes two forms: induction on school management and induction on the curriculum. Principals should be inducted on school management to get rid of the uncertainties and anxieties that new employees often experience during the first three months of their placement in an organisation. This is necessary because the job of the principal is different from teaching in the classroom. The principal should be socialised into the new role in three ways: first they need to change their identity from teacher to principal, secondly, they need to learn to lead a specific school and thirdly, they need professional socialisation to prepare to become a principal. All these should be incorporated into the induction process.

The second aspect focusses on training in curriculum management. This is the core of principalship. Through hands-on experience, they should be taught how to plan for the curriculum (par. 2.7.2) how to plan, how to organise, how to lead and how to control. Planning is the starting point of curriculum management. In planning for the curriculum the principal must start by acquainting himself/herself with the legislative basis for the curriculum, mentioned in par. 6.5.1. The principal should study the respective sections concerning curriculum matters. The main aim is how to apply these policies in the school and how they inform the development of the school policy on curriculum. In organising the principal should form structures that will deal with the curriculum. In leading, the principal should know how to inspire the teachers and lead by example. In controlling the principals should learn how to use the instruments of controlling such as the Integrated Quality Management System.

6.5.3. Stage 3: Focus on the main implementers of the curriculum

This stage is composed of the main implementers of the curriculum, namely, the principal, the teachers and the School Governing Body.



6.5.3.1. The principal and his/her role in curriculum implementation

The principal plays a crucial role in the implementation of the curriculum. It is the responsibility of the principal to bring together learners, teachers and parents as tight community to be closely involved in the implementing the curriculum. As indicated in par. 2.8.2. the principal should be aware that the curriculum does not arrive in a vacuum. They should try to integrate it with the culture of the community. The new curriculum requires a complete change of mind-set and the way of doing things in the schools. Whereas the previous curriculum was teacher-centred, promoted rote learning and used examinations as the major way of assessing learners, the new curriculum is learner-centred, promotes application of skills and knowledge, and uses continuous assessment of learners. The principal should bring home to the teachers these important changes in the curriculum.

The main responsibility of the principal is to disperse the curriculum among teachers and the School Governing Body. In a meeting, or a series of meetings with the staff, the principal should divulge the curriculum to teachers and the School Governing Body, carefully leading them to get

to understand the new curriculum. When teachers and the School Governing Body understand the curriculum and its elements, effective implementation occurs. The principal should make sure that implementation is a gradual yet urgent process and avoid taking too much at once. This will solve the challenge of not understanding the curriculum as pointed out in par. 2.4.1. and 4.3.

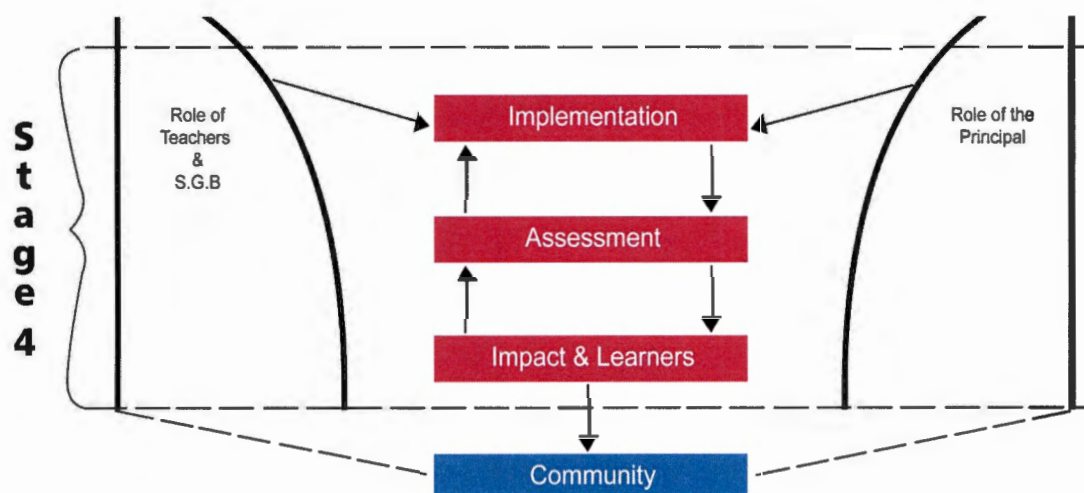
Furthermore, the principal would be empowering teachers and the School Governing Body to implement the school vision for curriculum delivery. As indicated in par. 2.4.1. the crux of implementation lies in the fact that the principal monitors, supervises, gives support to the teachers and insists on building a high moral standard of curriculum delivery. The principal should institute measures to deal with resistance to change because the introduction of a new curriculum means change.

6.5.3.2. Role of teachers and the School Governing Body in curriculum management

According to par 2.8.3.1 one of the challenges is the exclusion of teachers from curriculum development. Teachers are the chief agents in the implementation of the curriculum and play a key role in the implementation of the curriculum. The principal should take teachers on board to promote ownership and understanding of the curriculum. Teachers interact with learners on a daily basis and form the interface between learners and the curriculum, and understand the types of learners in their class, so they should try to implement a curriculum which is inclusive to all learners.

The School Governing Body (SGB) should encourage parents to motivate their children to attend school regularly because without learners, for whom the curriculum is meant, there will be no curriculum implementation. It should encourage parents to provide the most needed extra resources such as books and other learning materials even though the department provides most of these resources. It should also support the school by communicating with teachers concerning progress of learners in completing the curriculum. The SGB are in a position to keep a watchful over the school activities. Parents are in contact with their children and should, therefore, alert the school authorities about problems reported by their children. Parents should give feedback to teachers concerning such problems as they will be assisting teachers in their duty of monitoring.

6.5.4. Stage 4: Implementation and assessment of the curriculum



The roles of the principals, teachers and the School Governing Body converge on the implementation and assessment of the curriculum. The principal should hold meetings, forums and workshops to discuss issues relating to curriculum implementation and devise strategies they will use to implement the curriculum. The principal should conduct class visits to ensure that the prepared lessons are congruent with the curriculum. According to the empirical study (par. 4.6. Item D5), principals usually do not conduct class visits which is a mistake because class visits present an opportunity for the principal to provide support to teachers and to monitor whether the curriculum is implemented correctly by teachers. The tendency of principals to delegate this important duty should be done with circumspection and the principal should impress upon the School Management Team to conduct the class visits. This would help in discovering whether teachers are not teaching the hidden curriculum according to their beliefs, values and attitudes (par. 2.4.2.2).

Implementation should encompass the intentions of the curriculum. The principal and the School Management Team (SMT) should ensure that lessons are prepared according to the demands of the curriculum. Lessons should contain the whole spectrum of learner-centred approach, with assignments and projects given to learners, lessons evoking critical thinking and reasoning from learners. The lessons should be related to real life situations and should be problem-based. The principals should ensure that assessment of what is taught is according to the departmental rule

of continuous assessment. The SMT should ensure that the marks allocated to learners are fair and correct.

Assessment of the implementation of the curriculum takes place continuously through concurrent monitoring. The individual teacher is encouraged to do **self-reflection** about his/her teaching and to discover his/her strong and weak points. He/she should then focus on eradicating the weak points and strengthening the strong points. The SMT should assist the teacher in doing this reflection prior to the IQMS. This occurs when the teacher gives his/her performance to his/her supervisor in the post-class visit meeting.

The SMT is well-placed to conduct **monitoring** activities in the school and to take corrective action timeously. They should monitor the lesson preparation of teachers and their assessment methods. The SMT should monitor that weekly objectives are set and achieved. Once a week the SMT should give praise where objectives have been met and negative feedback where objectives have not been met and institute corrective action.

The **Whole School Evaluation** presents an opportunity to assess the overall performance of the school in the management of the curriculum. A **school review check-list** should be developed by the School Management Team, with the assistance of consultants, prior to conducting the Whole School Evaluation. The purpose of the check-list is to discover those areas that were well done and those areas that need further attention.

6.5.4.1. Impact on learners and the community

The great test for the framework is its impact on learners and the community. In assessing the framework consideration should be given to test its impact on learners and the community. This can be done by sending out questionnaires to be completed by parents and learners. Thereafter the School Management Team (SMT) can analyse the responses according to statistical methods. Then the SMT writes a report about the responses. A report is best written by one person, the principal or deputy and presented to the SMT for evaluation and suggestions for changes to the report. A final report would be reached if all suggestions and change are agreed

upon. A written report is permanent and can be used for further investigations or for improvement.

The impact of the framework is expected to bring changes in the management of the curriculum which affects the learners. The success of the framework is seen when:

- all learners are provided with an opportunity to learn and to achieve,
- all learners are equipped with the essential learning skills of literacy, numeracy and information and communication technology.
- the learners' pass the examinations
- the learners' spiritual, moral, social and cultural development are achieved
- all pupils are given opportunities, responsibilities and experience of life
- the best interest of the child are upheld.

The democratic community in which these learners live have the right to hope and to expect that its children will grow up to be responsible citizens that will honour the rights of their fellow human beings.

6.5.5. Chapter summary

In this chapter an ideal conceptual framework was developed to assist principals in the management of the curriculum at school level. The chapter started off by giving the rationale for developing the proposed conceptual framework. This was followed by a presentation of the theoretical background for developing a conceptual framework including definition of goals, involvement of a change agent or top level administrators, organisational structures, tasks and processes. The development of a conceptual framework was discussed and this included a discussion of the concept of a conceptual framework, a definition of the conceptual framework, characteristics of a conceptual framework, advantages and disadvantages of conceptual frameworks and types of conceptual frameworks. Then the discussion turned to conceptual frameworks of curriculum development where the following product and process conceptual frameworks were discussed. The following conceptual frameworks were discussed; the deficiency, competency, information-based, socialisation, experiential, reflective, counselling and deliberative conceptual frameworks.

The presentation of the proposed conceptual framework for the management of curriculum at school level was given. The framework was presented in four stages.

- Firstly, stage 1 consisted of initiation by the Department of Education, which included preparation of principals.
- Secondly, stage 2 in which in-school training of principals was discussed.
- Thirdly, came stage 3, which focused on the main implementers of the curriculum and this included the principal and his/her role in curriculum implementation and the role of teachers and the School Governing Body.
- Fourthly, stage 4 was discussed. This consisted of an explanation of the implementation of the curriculum and assessment of the curriculum. Also the impact on learners and the community was discussed.

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20

APPENDIX A

QUESTIONNAIRE

Dear Participant

This questionnaire is aimed at collecting information for a study on “*Conceptual framework for the role of school principals in curriculum development and management*”.

You are hereby kindly invited to participate in the study by way of answering the questions below.

Please be assured that the information you provide will be treated as strictly confidential and will only be used for academic purposes. The names of the participants will not be required or used for any report.

1. Biographic part (Section A)

Please answer the following with a tick (✓) in the appropriate column						
The type of school	High		Secondary		Primary	
Type of appointment	Permanent		Temporary		Other:	
Gender	Male		Female			
Educational – qualifications	Senior Certificate		Diploma		Degree	
Age	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60+ Years	
Teaching experience	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	26+ Years

SECTION B 1: understanding of what curriculum entails.

Questions in this section tests the understanding of principal concerning what curriculum entails.

Answer by putting a cross on the number that best represents your agreement/disagreement to the given statement.

	Statement Curriculum means.....	Strongly Disagree	Disagree	Agree	Strongly agree
1	...the subject or learning areas that are taught in school	1	2	3	4
2	...the content excludes what is found in the society				
3	...the content of what is taught includes the goals of the industry				
4	...all activities which are taking place inside and outside the school				
5	...a dynamic system helping learners to acquire knowledge and skills that are useful in the society				

SECTION B2

Questions in this section aim at finding out to what extent the present curriculum in South Africa addresses the given aims:

The number that best represent your opinion about the extent to which the present South African curriculum meets the given aim.

Question item no	No extent	Moderate extent	Large extent	Largest extent
The current South African curriculum enables learners to...				
B2.1...acquire knowledge and skills on how to perform different roles in the society				
B2.2...respond positively to the opportunities and challenges of the rapidly changing world in which we live				
B2.3...get an opportunity to learn and achieve				
B2.4...be relevant to employment and work in the country				
B2.5... live and work for the economic growth of the country				
B2.6...to exercise their democratic rights and shape their destiny				
B2.7...satisfy what the markets forces dictate				
B2.8...be responsible citizens that will honour the human rights of their fellow citizens				
B2.9...acquire essential learning skills of literacy, numeracy and information and communication technology				
B2.10...practice their religious, morals and intellectual values.				

SECTION C: Challenges of curriculum implementation

Indicate with an (X) the greatness of the following programmes in curriculum implementation

	Not great	Somewhat great	Great	Very great
C1. Overcrowding in class				
C2. Pressure to meet the demands of the examinations				
C3. Lack of adequate resources to meet the demands of the curriculum, e.g. textbooks, laboratories, tables and chairs.				
C4. Inadequate training of principals in curriculum implementation				
C5. People who train teachers and principals seem not to have a clear understanding of the curriculum				
C6. Principals are concentrating on administrative duties instead of curriculum				
C7. Rapid and continuous changes of the curriculum development				
C8. Teachers do not participate in curriculum development				
C9. Stakeholders do not understand the curriculum				

Section D: The role of the principal and teachers in curriculum management, development and implementation

Place a (X) on the number that best represent your opinion about how often the principal carries out the following actions:

Item no	Never	Seldom	Usually	Always
D1. Conducting monitoring activities to ensure that the curriculum is effectively implemented.				
D2. Empowering teachers to initiate and participate in decision making concerning implementation of the curriculum.				
D3. Ensuring that subject heads effectively implement the school's vision on curriculum delivery.				
D4. Building high moral standards for curriculum delivery.				
D5. Conduct class visits to give support to teachers.				
D6. Coordinates activities aimed at curriculum delivery.				
D7. Clearly communicates the objectives and goals of the curriculum.				
D8. Promotes staff development programmes aimed at curriculum implementation				
D9. Assist teachers in setting objectives for teaching and learning				
D10. Assist teachers to establish knowledge and skills that should be learned.				

To what extent do the following have an impact on curriculum implementation?

Statement	High impact	Moderate	Low impact
1.			
2. Environment of the school			
3. Resources			
4. Teaching method			
5. Teachers qualification and experience			
6. Monitoring of teachers			
7. Classroom visits by the principal			
8. Number of learners in the classroom			
9. The use of technology			
10. Learners misconduct			

APPENDIX B

PERMISSION LETTER FROM THE UNIVERSITY



NORTH-WEST UNIVERSITY
YUNIBESITHA BOKONE-BOPHIRIMA
NOROKWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 380-2111
Fax: 018 382-6775
Web: <http://www.nwu.ac.za>

District Director)
Ngaka Modiri Molema District
Mafikeng

Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eltra@nwu.ac.za

Date: 06 December 2016

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mrs K.L. Matlwa (Student No: 18844042) is a Doctoral student registered at the North-West University, Mafikeng Campus. The title of the thesis is: A conceptual framework for the role of principals in curriculum management

Permission is hereby kindly requested to enter schools of your district to collect data from the principals, teachers, learners and parents. Data collection will be by way of questionnaires.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you require more information about the project, kindly contact the supervisor for this project Prof M.J. Mosoge, phone number 072 658 1366.

Herewith permission is kindly requested to perform this research in your schools. It would be appreciated if you would kindly grant written permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

for Prof N. Diko

Acting Director, School for Education Leadership Development (School in which the Masters and PhD programme is registered)

Mafikeng Campus



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko
NORTH WEST PROVINCE

10 Nelson Mandela Drive,
Mafikeng
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Mmabatho 2735
Tel: (018) 388-1964 / 3383
Fax: 086 513 9881 / (018) 381-8299
e-mail: bmonale@nwpg.gov.za
e-mail: omolet@nwpg.gov.za (Off. Man.)

NGAKA MODIRI MOLEMA DISTRICT

Enquiries S.O. Molet
Telephone 018 - 388 - 3383

To : Area Manager
Circuit Managers

Attention : School Managers

From : Mr B.E. Monale
District Director

Date : 01 February 2017

PERMISSION TO CONDUCT A RESEARCH IN SCHOOLS

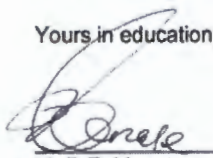
Permission is hereby granted to **Mrs K.I. Matlawe, Student No.: 16644042**, who is a Doctoral Student at North West University – Mahikeng Campus to conduct a research on ***"A conceptual framework for the role of Principals in Curriculum Management"***.

School Managers are herewith requested to provide her with support during the research process and necessary support.

Permission is granted on the basis that prior arrangement is made with principals.

Your cooperation and support in this regard is highly appreciated

Yours in education,



Mr B.E. Monale
District Director

APPENDIX C

MOTIVATION FOR THE CLASSIFICATION OF THE RESEARCH AS LOW RISK: POINT 11

STUDENT: MATLAWÉ I.K.

The research is classified as a low risk research because:

- It involves school principals in the Ngaka Modiri Molema District who will respond to a questionnaire developed by the researcher.
- This necessitates permissions to access the research sites from the gatekeepers being the Ngaka Modiri Molema District manager and the Area Project offices manager in this district.
- The researcher will ask for permission to conduct the research from the managers of the Ngaka Modiri Molema District, Area Project Offices and from the principals themselves.

In addition the researcher will adhere to the ethical considerations requires in this type of research.

K.I. Matlawé

Student number: 16644042

APPENDIX D

TURNITIN

.Matlawe_thesis_2.2_Final.docx

ORIGINALITY REPORT

20%

SIMILARITY INDEX

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4	dspace.nwu.ac.za Internet Source	1%
5	Submitted to University of KwaZulu-Natal Student Paper	1%
6	Submitted to North West University Student Paper	1%
7	Submitted to University of South Africa Student Paper	<1%
8	scholar.sun.ac.za Internet Source	<1%
9	ulspace.ul.ac.za Internet Source	<1%

APPENDIX E

ETHICS CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
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Institutional Research Ethics Regulatory Committee
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Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 23/03/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: A conceptual framework for the role of school principals in curriculum development and Management.																
Project Leader/Supervisor:	Prof MJ Mosoge															
Student:	IK Matlaire															
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>4</td><td>0</td><td>1</td><td>-</td><td>1</td><td>7</td><td>-</td><td>A</td><td>9</td></tr></table>	N	W	U	-	0	0	4	0	1	-	1	7	-	A	9
N	W	U	-	0	0	4	0	1	-	1	7	-	A	9		
000000: 0 = 0-Subsistence; 1 = 1-Subsistence; 2 = 2-Subsistence; 3 = 3-Subsistence; 4 = 4-Subsistence; 5 = 5-Subsistence; 6 = 6-Subsistence; 7 = 7-Subsistence; 8 = 8-Subsistence; 9 = 9-Subsistence																
Application Type: Doctoral																
Commencement date: 2017-03-15	Expiry date: 2020-03-15															
Risk:	N/A															

Special conditions of the approval (if applicable):

- Translation of the Informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

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 (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay 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 HRREC. Would there be deviation 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 NWU-IRERC via HRREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HRREC 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 HRREC 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.
- HRREC can be contacted for further information via Ethics.Ethics@nwu.ac.za or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA
Du Plessis

Digitally signed by
Prof LA Du Plessis
Date: 2017.04.10
12:18:59 +0200

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX H
EDITORS REPORT



Office: 0183892451

FACULTY OF EDUCATION

Cell: 0729116600

Date: 18th November, 2018

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, **Muchativugwa Liberty Hove**, confirm and certify that I have read and edited the entire thesis, **A CONCEPTUAL FRAMEWORK FOR THE ROLE OF SCHOOL PRINCIPALS IN CURRICULUM DEVELOPMENT AND MANAGEMENT**, by **KOBOETSILE INNOCENTIA MATLAWE**, student number **16644042**, presented in fulfilment of the requirements for the degree **DOCTOR OF EDUCATION (EDUCATION MANAGEMENT)** in the **FACULTY OF EDUCATION, NORTH-WEST UNIVERSITY**.

Koboetsile Innocentia Matlawe was supervised by **Professor M.J. Mosoge** of the North-West University.

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

Dr M.L.Hove (PhD, MA, PGDE, PGCE, BA Honours – English)



APPENDIX I



Web: <http://www.nwu.ac>

Faculty of Education

Private bag x 2046
Mmabatho

The Principal

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves principals and the school management team from secondary schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

A conceptual framework for the role of school principals in curriculum development and management

PROJECT SUPERVISOR : Prof M.J. Mosoge

ADDRESS: 10 Cobalt Street, Steelpark, Vereeniging 1939

CONTACT NUMBER: 072 658 1366

MEMBER OF PROJECT TEAM : Koboetsile Innocentia Matlawe

ADDRESS: 65 Valleyfontein, Rooigrond, Mafikeng

CONTACT NUMBER: 0823095266

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Department of Basic Education as well as the School Governing Body.

What is this research about?

The aims of this research are:

To investigate

- what curriculum management entails?
- what aims are encompassed in the South African curriculum?
- curriculum management in other countries
- the role of the school principal in curriculum management
- the challenges faced by school principals in managing the curriculum, and
- develop a conceptual framework that could help principals in curriculum management.

Participants

Principals_of Ngaka Modiri Molema District

What is expected of you as participant?

- You are expected to complete a questionnaire

Benefits to you as participant

No direct benefits will come to you but the experience will make you a better principal, deputy principal and head of department and your school will benefit from good management.

Risks involved for participants

No risks involved

Confidentiality and protection of identity

Your name or the name of the school will not be used in reporting results and no one except the supervisor and authorised persons will have access to the data.

Dissemination of findings

The researcher will call a meeting in which to discuss the results after the completion of the field work.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Student Signature

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

A conceptual framework for the role of school principals in curriculum development and management

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place)_____ on (date) ____/____/20____

Signature of participant

Signature of witness