



**Assessing the influence of management of service
delivery process in Education on learner
achievement in the Rekopantswe Area Office.**

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DECLARATION

I, Mapaseka Moilwa, declare that this study titled, " Assessing the influence of the service delivery process in education on learner achievement in the Rekopantswe Area Office, "is my original work and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

Signed

Date

APPROVAL FOR SUBMISSION

This dissertation has been approved for submission by my authority as the candidate's University supervisor.

Prof. B.T.Assan

Signed

Date

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Abstract

The study is aimed at examining the management of service delivery in education and how it affects learner performance. Furthermore the study aims to establish the nature, scope and characteristics of service delivery, factors that contribute towards effective service delivery and challenges faced by both educators and managers in providing education. The study derived its findings by both quantitative and qualitative analysis using SPSS.

The major findings of the study was that the majority of teachers were in the older age group of 50-years followed by the 40-44 years group suggesting that teachers in the Rekopantswe Area Office have been in the teaching profession for a long time, approximately had over 10 years in the profession. This implies to principals as well. One of the findings was that the majority of the principals have at least a diploma as their highest qualification. The results also showed that most of the schools in Rekopantswe Area Office are in the rural areas which may reflect the general socio-economic background which is generally rural. These findings were collaborated by Potiet al.2014 in their study which highlighted that as a result nature of the province, schools in these areas needed urgent attention to retain teachers and improve quality education.

The study showed that most principals agreed that the new curriculum was suitable for dealing with South African development needs but is dependent on teachers having to fully understand the curriculum and how to implement it in order to have a positive impact on learners. This finding is supported by Lizer(2013) and Moodley(2013) who discovered that the implementation of the new curriculum in the schools was still a challenge due to lack of time on the part of educators and poor infrastructure. The

study highlights challenges faced by both educators and managers in providing education. The majority of teachers and managers points out that they were not given enough time to adjust to the new curriculum, and had not enough time to teach learners the subjects effectively. This is emphasized by Jacobs, Vakalisa and Gawe(2004) saying that even with the training received, teachers remained confused and struggle to effectively teach learners. The results also showed that most principals agreed with the statement that there were initial difficulties encountered in adjusting to CAPS and support was forthcoming from the education department and most teachers disagree with the statement that they were given assistance to understand the curriculum. However results show that some principals disagree that the initial administrative challenges were resolved. Some of these initial administrative challenges may be as a result of CAPS which was still not easy to to teach and as a result became difficult to implement. The study recommends that the challenges be addressed so tat it does not impact negatively on staff morale and affect learner performance.

Table of Contents

Executive Summary	Error! Bookmark not defined.
Acknowledgement	ii
Chapter one	viii
1. Introduction /Background	viii
1.1. Background.....	viii
1.2. Rationale for the study	viii
1.3. Problem statement	ix
1.4. Research questions	x
1.5. Aims and objectives of the study	x
1.6. Significance of the study.....	x
1.7. Limitations and delimitations.....	x
1.8. Definitions of concepts	xi
2. Outline of the study.....	xii
3. Summary of the chapter	xii
Chapter two.....	xiii
2. Review of Literature.....	xiii
2.1. Introduction	xiii
2.2. Nature, scope and characteristics of effective service delivery in education.	xiii
2.2.1. Nature of infrastructure.....	xiii
2.2.2. Learner-to-educator ratio	xiv
2.2.3. Teacher qualifications.....	xv
2.2.4. Expenditure on Basic Education	xv
2.2.5. School and Class completion rates	xvi
2.2.6. Scope of Government Policies in education.....	xvi
2.2.7. Accountability.....	xvii
2.2.8. Language Policy.....	xvii
2.3 Challenges facing educators and managers.....	xviii
2.3.1. Learner performance	xviii
2.3.2. Accountability with respect to learner performance.....	xix
2.3.3. The importance of language in school	xix
2.3.4. Monitoring and evaluation of curriculum.....	xix

2.3.5. Ineffective school management.....	xx
2.3.6. Content knowledge among teachers.....	xx
2.3.7. Infrastructure development of school.....	xxii
2.4. Link between efficient and effective service delivery and learner performance	xxii
2.4.1. Funza Lushaka Bursary Scheme.....	xxii
2.4.2. Incentives to improve teacher Content Knowledge	xxii
2.4.3. The Role of the Principals.....	xxiii
2.5. Conclusion.....	xxiv
Chapter three.....	xxv
3. Research Design and Methodology.....	xxv
3.1. Introduction	xxv
3.2. Study design.....	xxv
3.2.1. Design	xxv
3.2.2. The research approach	xxv
3.3. Research Methodology.....	xxvi
3.3.1. Population and the context of the study	xxvi
3.3.2. Sample and sampling techniques.....	xxvi
3.3.3. Data collection tools	xxvii
3.3.4. Pilot study	xxviii
3.3.5. Challenges	xxviii
3.4. Data analysis and Interpretation.....	xxviii
3.4.1. Univariate analysis	xxviii
3.5. Ethical Considerations.....	xxviii
CHAPTER FOUR	xxix
4. Findings	xxix
4.1. Introduction	xxix
4.2. Background characteristics	xxix
Table 2: Teaching subjects of teachers in the Ngaka Modiri Molema District.....	xxx
4.2.1. Nature and scope of service delivery	xxxi
Table 3: Teachers responses to teaching and the general school environment in the Ngaka Modiri Molema District N-95.....	xxxii

Table 5. Teachers ` Response to understanding the new curriculum in the Rekopantswe Area Office N=95	xxxvii
Table 6: Demographic characteristics of principals in the Rekopantswe Area Office. N=19	xl
4.3.1 Nature and scope of Service delivery	xl
Table 7: principal`s responses towards nature and scope of service delivery in the Rekopantswe area office N=19.....	xl
4.3.2 Contributing factors to service delivery according to principals	xl
Table 8: principal`s response towards impact of service delivery in the Rekopantswe area office N=19	xl
Table 9: Principals` responses towards Challenges faced in their schools in the Rekopantswe Area office N=19	xl
4.4 Summary	xl
Chapter Five	I
5. Summary of the Findings, Conclusions and Recommendations	I
5.1. Introduction	I
5.2. Summary of the findings	I
5.2.1 Nature, scope and characteristics of service delivery in education.....	I
5.2.2. Factors that contribute towards effective service delivery in education.....	li
5.2.3. Challenges faced by both educators and managers in providing education.	li
5.3. Conclusion	lii
5.4. Recommendations	lii
5.4.1. Sustained Management Training Facilities for Principals.....	lii
5.4.2. Sustained curriculum management and delivery training for all Educational Managers	lii
5.4.3. Effective and sustained instructional management	lii
5.5. Recommendation for Further Studies.....	lii
6. List of graphs.....	lv
7. List of abbreviations.....	lv
8. References	lvi

Chapter one

1. Introduction /Background

1.1. Background

According to Bayne-Jadine (2002: 56), if a school's internal efficiency is low resulting in a low pass rate, then that school system is not able to help students, and students will probably not enjoy any sustainable success in the job market. Low internal efficiency thus, compromises the quality of the school and its students. They quote Edward Deming as saying "A product or service possesses quality if it helps somebody and enjoys a good and sustainable market".

Crisay and Mahlick (1991:3) consider quality of service delivery in education as a multidimensional concept that covers such aspects as levels of pupil achievement, relevance of the knowledge and skill acquired by learning conditions of learning, content and methods of teaching and management of education process. They argue that quality of education is "the extent to which the product or the results of the provided the knowledge, skills and values acquired by the schools meet the standard stipulated in the system's objectives". Hoy *et al.* (2002:13) posit that measures that can be used as yardsticks for quality of service delivery in education are pupils' grades, attendance figures, staying-on rates, exclusion rate, teacher qualification and teacher-pupil ratios". However, service delivery can be measured by service quality. This study examined critically the management of service delivery in education and its impact on learner achievement in the Rekopantswe Area Office, NgakaModiriMolema District of the North West province of South Africa.

1.2. Rationale for the study

In 1997, the Department of Basic Education (DoBE), together with the then Minister of Education, introduced a new curriculum, Outcome Based Education (OBE) to overcome the curricular divisions of the past (National Curriculum Statement (NCS), 2011). The aim of this curriculum was to: (a) Address the educational division of the past and establish a society based on democratic values, social justice and fundamental human rights: (b) Improve the quality of life of all citizens and free the potential of each person: (c) Lay the foundations for a democratic and open society in which the government is based on the will of the people and every citizen is equally protected by the law: and (d) Build a united and democratic South Africa that is able to take its rightful place as a sovereign state in the family of nations (NCS, 2011: iii).

With every change, there are bound to be challenges. The implementation of the new curriculum was no different. This curriculum had to be reviewed in 2002, 2004 and

2012, due to challenges faced by all stakeholders in the implementation process. These changes and reviews presented much confusion and uncertainty in the education process, particularly to educators and the learners as learning and teaching had to unfold irrespective of what was transpiring. A new policy statement for learning in South African schools had to be introduced, referred to as the Curriculum and Assessment Policy Statement (CAPS-2009). The duties of educators and managers are to ensure that there is efficient and effective service delivery in education which contributes to excellent school performance. For the purpose of this study, definitions of service delivery and learner achievement among learners in schools are provided.

1.3. Problem statement

In 1994, South Africa moved away from the apartheid system of governance to a democracy. Many departments had to undergo serious changes including the Department of Education. Changes had to happen in order to allow South African education to be on par with most countries in the world. The introduction and implementation of the new curriculum had to go through many challenges. In the process of implementation, there were many adjustments to be made, and much training to be done on the part of the educators, but teaching and learning programme had to go on.

There was a lot of confusion and uncertainty in the learning and teaching environment. This confusion and uncertainty for both teachers and learners had a negative impact on the effectiveness of service and impacted on school performance. The main challenge with the new curriculum was in terms of the timeframe for the training of teachers. Teachers were trained for only three (3) days, hence the training was insufficient. A lot of information was provided to teachers within a very short time. It became difficult for implement the new curriculum as they were still trying to understand it and did not have adequate resources for its implementation. Lack of knowledge and understanding of the new curriculum by both teachers and school managers made proper implementation and the monitoring process difficult. With the new terminology in place, they also needed time to familiarise themselves with the new terms. The method of teaching and assessment also had to change. Teaching was now learner-based and paced. Assessment had to be done using different tools and not solely relying on marks. All these changes required a lot of adjustments on the part of both learners and teachers; hence there was uncertainty and confusion.

With the above background in mind, this study examines the role played by management in ensuring that quality service is provided and maintained in schools in order to guarantee positive and excellent pass rate. To ensure quality service, management should: (a) Recruit qualified and skilled educators equipped with the necessary training to implement the new curriculum: (b) Provide the relevant teaching aids and equipments needed to schools on time: (c) Deliver books on time: (d) Ensure

that learning sides are conducive for learning i.e. infrastructure: and (e) Monitor the implementation of the new curriculum by providing support and guidance to educators. In the light of these factors the study examines to what extent these service have been delivered and how they have impacted on the performance of learners.

1.4. Research questions

Based on the background of the study and statement of the problem, the main research question asked in the study are:

- What are the nature, scope and characteristics of service delivery in education?
- What are the challenges faced by educators and managers in the provision of service in education in the Area Office?
- How does the service delivery impact on learner performance?
- What are the factors that determine efficient service delivery in education?

1.5. Aims and objectives of the study

The main aim of this study is to examine the management of service delivery in education and how it affects learners' performance.

The objectives are to:

- Establish the nature, scope and characteristics of service delivery in education:
- Determine factors that contribute towards effective service delivery in education:
- Investigate challenges faced by both educators and managers in providing education.

1.6. Significance of the study

Any piece of research conducted is done with the purpose of changing lives or having an impact in the society or community where the study is important because the results expose areas of weakness and strength in service delivery in the Rekopantswe Area Office with the introduction and implementation of CAPS. The study will assist policy makers in terms of reviewing the curriculum and selecting good practices relevant to South African schools from other countries and to implement them. Possible ways of improvement of service delivery will be identified and implemented. Furthermore, recommendations made in the study will go a long way in assessing officials of the Department of Basic Education.

1.7. Limitations and delimitations

As a result of limited funding for data collection and time constraints, this study looks at service delivery in education in one Area Office in the NgakaModiriMolema District Municipality. This means the finding or the results of this study cannot necessary be used to present a general picture of the state of service delivery of education in the whole of the province, let alone South Africa. However the findings do put into context

the scope and nature of service delivery in Education and also highlight challenges faced by stakeholders concerned in providing this service to South African Citizens.

1.8. Definitions of concepts

Assessing refers to a wide array of tools used by educators to evaluate, to document and measure the academic readiness, learning progress, skills acquisition or educational needs of students.

Learner achievement refers to the amount of academic content a learner acquires in a determined amount of time. Each grade level has specific goals that learners are expected to reach.

Curriculum refers to what a learner is required to encounter, study, practice and master. The four main elements that make up the curriculum are teaching, learning, assessment and resources used (KZN, Department of Education, 2013)

Class is defined as a group of learners who are under the administrative supervision of a class teacher (Basic Education, 2010)

Educator is defined as any person who teaches, educates or trains other persons or provides professional educational services (Basic Education, 2010)

Enrolment is defined as the admission of a learner by a principal to a grade in an educational center of learning; it could also be defined as the number of learners enrolled in a class (Basic Education, 2010)

Further Education and Training is defined as all learning and training programmes leading to qualification on levels 2, 3 and 4 of the National Qualifications Framework (Basic Education, 2010)

General Education and Training is defined as programmes leading to a qualification at level 1 on the National Qualification Framework.

Learner is any person who attends an early childhood development centre, school or adult basic education and training centre (Basic Education, 2010)

Learner – educator ratio is the average number of learners per educator at a specific level of education in a given year (Basic Education, 2010)

National Qualification Framework (NQF) is defined as a comprehensive system for the classification, registration, publication and articulation of quality- assured national qualification (Basic Education, 2010)

Principal is defined as an educator employed and appointed as a manager of a school responsible for providing school leadership and management (Basic Education, 2010)

Service delivery is defined as a product or activity that meets the needs of a user or can be applied by the user. To be effective, services must possess some of the attributes such as available and timely, dependable and reliable, usable and useful (World Metrological Organisation, 2010)

2. Outline of the study

The study is divided into five chapters as follows:

Chapter 1 provides the background of the study, the problem statement, the aim and objectives of the study, the significance as well as the outline of the study.

Chapter 2 is the review of the relevant literature. The literature on the quality of service and the pass rate of schools will be reviewed and matrix on articles to be used will be compiled and arranged, where by a group of common articles will be grouped together according to their categories

Chapter 3 focuses on the methodology and research design as well as the data collection procedures. The instruments to be used to collect data will be analysed and described in this chapter.

Chapter 4 will be data analysis and presentation of findings. It will discuss and present how the data was analysed in the study based on data collected from participants and respondents.

Chapter 5 will provide a summary of the findings, conclusions and recommendations for further studies. It will answer the research questions from the data analysis as well as making recommendations for further research based on the findings of the study.

3. Summary of the chapter

This chapter has provided the introduction and the background to study, the rationale for conducting the study as well as the problem statement. It has also discussed the aim and objectives, research questions, the significance as well as the outline of the study. The next chapter is the literature review.

Chapter two

2. Review of Literature

2.1. Introduction

Education is acknowledged as the bedrock of socio-economic and political advancement of a nation's overall development. This is because education provides the necessary tools to empower people to take advantage of development opportunities. An educated population is seen as a precursor for any economy as a result of technological diffusion and utilization (Osabuohien and Efobi. 2012)

2.2. Nature, scope and characteristics of effective service delivery in education.

For any nation to fully benefit from its educated populace there must be an effective educational system that directly meets or addresses its key fundamental socio-economic areas. This is paramount as it will significantly lead to economic growth (Strauss and Thomas, 1998). Formal education in South Africa is categorized according to three bands namely General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE). The GET band comprises the initial years of study, that is, from Grade R to 9, while the FET comprises Grade 10 to 12 in schools, as well as education and training within the National Qualification Framework (NQF) level 2 to 4, including N1 to N6 qualification in FET colleges (DOE, 2008).

According to the National Treasury, South Africa spent R227 billion of which 19.7 percent went to education expenditure which was equivalent to 6.5 percent of GDP. This is a slight decline from previous financial year and is projected to continue declining in the next 3 years. However learner enrollment at educational institution in the 2013/14 period has been increasing (National Treasury, 2014) which points to the urgent need in both human resource and infrastructure investment in education in South Africa. Numerous characteristics have thus been postulated that would lead to effective delivery in this sector. These can be grouped in the following ways:

2.2.1. Nature of infrastructure

Schools are considered the core areas that build future leaders of the Nation and as such play a critical role in ensuring that learners have an enabling environment conducive for the attainment of education. This means basic education must be in place to propagate effective learning in schools. By infrastructure we take into account availability of electricity in the classrooms; clean running water in the school and sanitation facilities in the school. The availability of clean running water is particularly essential as this is used for ablution facilities and also maintenance of cleanliness of the school environment (AERC, 2011). A critical examination of infrastructure in schools on

the African continent suggests vast variation especially by region and place of residence. For instance only 3 percent of schools in Tanzania (East Africa) had access to cleaning running water compared to 17 percent in Senegal (West Africa). Urban schools in Tanzania were 4 times more likely to have clean running water compared to rural schools. Variations have been highlighted in as far as infrastructure is concerned, with the Western Cape and Gauteng the only provinces with 100% running water. The North West province has 97% running water coverage, which is well above the national average of 90% percent (NEIMS Report, DBE, 2011). The North West province acknowledges the importance of building and maintaining schools infrastructure as this is for learner development (NWPC, 2013, NWDE, 2003). The North West Provincial Development Plan highlights the improvement in education as priority area 5 in several key areas which include infrastructure development (NWPC, 2013). It is envisaged that by 2030 all schools must have the following:

- A reliable electricity supply
- A reliable water supply
- A library
- A computer centre and communication system and
- Sport facilities.

Section 10 of the current North West Development Plan further highlights the need to promote safety in schools (NWPC, 2013). This is another important service delivery component that national and other provincial government have recognized is necessary in motivating learners and educators to learn and teach accordingly (NPC: 2013).

2.2.2. Learner-to-educator ratio

Secondly, an effective service delivery system is one that boosts student academic achievement and at the same time promotes good staff morale through having an appropriate learner-to-educator ratio in a given school. It is often perceived that smaller classes would allow teachers to focus more on the individual needs of individual students and would reduce time required to deal with class disruptions, improve student overall scores and allow for better interactions between students and teachers (OECD, 2011; DoE, 2006): Statistics South Africa ,2014). However, Hattie, 2009 points to the fact that smaller class size would actually benefit the educators in regards to their working conditions as it would foster flexibility for innovation in their classroom; improve the morale and the overall satisfaction. This is further supported by a study done on the impact of increased enrollments in primary schools in Tanzania where there was a dramatic decline in actual teacher-student interaction and more management of class disruptions (Kambuga, 2013). In this regard it is envisaged that an education system which promotes or encourages job satisfaction among the teaching work force will ultimately improve the quality of education (OECD, 2011). In the context

of South Africa the National Department of Education considers a learner to educator ratio of 30:1 as its benchmark. The average LER in public schools in 2012 was 30:1, down from 33:1 in 2005. This compared to that of independent schools which was approximately 16:1. The North West Province had the highest LER (32:1) compared to other provinces, with Free State having the lowest LER (27:1) (Statistics South Africa, 2014).

2.2.3. Teacher qualifications

Furthermore a qualified teaching profession has a positive impact on learner achievement which may, amongst others, boost the overall pass rates of learners in the school. This may hold true for certain content-oriented subjects such as mathematics and sciences (Zuzvorsky, 2003). However, the socio-economic backgrounds of learners, which may also impact on their academic aspirations, may also play a significant role in learner achievement (Zuzvorsky, 2003). In the context of South Africa 97 percent of teachers were qualified to teach suggesting that they meet the minimum requirements of Teacher Education Qualifications Policy of 2007 (Statistics South Africa, 2014). By 2012 only three provinces had teachers whose qualifications were below the national average of 97 percent, Free State, Kwazulu-Natal and the Northern Cape. Between 2008 and 2012 the North West province made the most improvement, from 94 percent to 99 percent. Current evidence further suggests that the teacher preparation, and not just having the right qualification, is a strong predictor of students' achievement (Darling-Hammond et al., 2002), together with continuous professional teacher development are key to ensuring that a high quality of education is promoted and maintained (Statistics South Africa, 2014)

2.2.4. Expenditure on Basic Education

Expenditure on Education is important as it gives a chance to the general populace to have access to education. However several factors may come into play as regards government expenditure. These include political instability which may divert allocated funds to those sectors that are critical in restoring stability; the political environment which promotes transparency regards to budget allocation within the different sectors may also impact on expenditure on education. Promotion of human rights and democracy would lead to increased spending on electorate preferences such as education (Nyamongo and Schoeman, 2010). Also demographic characteristics of the population may also impact on the level of spending on education, especially on primary and less on secondary education (Delavallade, 2006). In sub-Saharan Africa, Namibia, South Africa, Madagascar and Morocco devoted devote the largest shares of their public budgets to education compared to Mauritius and Eritrea who allocate the least share ((Nyamongo and Schoeman, 2010). At provincial level, level education expenditure has been on the rise, with Gauteng province posting the largest percentage increased (69%) followed by the Free State (57%). The North West and North Cape

provinces were joint seventh (Statistics South Africa, 2014). However the increase in expenditure must be matched with the rise in educational outcomes. This may necessitate the evaluation of other of other key factors such as school infrastructure, management capacity and mode of teaching in schools, especially in the rural areas where the situation is dire. (Statistics South Africa, 2014; Van der Berg et al., 2011).

2.2.5. School and Class completion rates

An effective education system must ensure that most students are able to complete the grades and ultimately level of education they are enrolled in. this gives a clear indication of the literacy of the general populace. This is the proportion of learners who complete primary school as compared to those who started is a good indicator in assessing the completion rates and therefore the effectiveness of the education system. It is postulated that students who do not complete school cost the country millions of rands in revenue and welfare (Lehr et al., 2004). The overall primary school completion rate as of 2011 was 94.7 percent, a rate considered acceptable according to international norms (Country Report, 2013). Interestingly, females have completion rates than the males, and coloureds and whites had higher completion rates compared to Indian/Asian and Black Africans (Statistics South Africa, 2014). The North West has a completion rate of 95.7 percent above the national average. Only Gauteng and Limpopo provinces had a higher completion rates. Secondary school completion rates were however lower in South Africa in all the nine provinces. Reasons for this include lack of funds for education and educational accessories such as books, uniforms or family structural bottlenecks such as not living with biological parents. As of 2011 the North West province had a 35.5 percent secondary school completion rate: one of the lowest among the 9 provinces. This suggests that a large number of students' future is in jeopardy as they are not in a position to enter formal employment since they have no formal qualifications. Gauteng province had the highest completion rates for secondary school students, of 58.6 percent (DBE, 2012).

2.2.6. Scope of Government Policies in education

Key to the development of a nation's population is the policies on education enacted implemented, such as the South African School Act 1996, which was designed to ensure a unified national education system geared at transforming society , and the South African Constitution of 1996 which recognizes the right of all South Africans to education. Other Policies that are relevant to the current education system include the Adult Education and Training Act (ABET) passed in 2000, the South African Council for Educators Act and the Early Childhood Development Act (OECD, 2008). The 1995 White Paper on Education and Training further entrusted the state to redress educational inequalities among its citizens (Jansen and Tayler, 2003) education. Furthermore the Department of Basic Education also set out rules and regulations governing infrastructure in school. The guidelines relate to planning for public school

infrastructure which is aimed at improving access to quality education facilities, as well as to facilitate the realization of outcomes 1 and 12 of the Government Plan of Action (DBE, 2012). Furthermore these guidelines also tackle other important issues surrounding the school environment such as security, design and learner space focusing on an acceptable number of learners per classrooms (DBE, 2012). This is a clear indication that government takes education seriously. As a result of these policies and regulations successes have been realized post 1994 such as the improvement of learner pass rates and increased distribution of scholastic materials (Jansen and Taylor, 2003).

2.2.7. Accountability

An effective institutional structure must be in place to effectively and efficiently implement policy. This can only be achieved if the is capacity and this capacity is built throughout a mandate. In addition, this structure must have the same aspirations as all stakeholders concerned having the common goal of educational improvement. There also needs to an educational framework that will empower parents with information about their children's performance (Modisaotsile, 2012); inform teachers of effective assessment practice and areas that needs to be improved, and, above all, help national and provincial governments determine progress made and what still needs to be done to improve all sectors of the education system (Van der Berg et al., 2011).

2.2.8. Language Policy

In the case of South Africa, there is a need to remove language challenge in schools that many learners may experience. A language policy will ensure that those learners, especially those with challenges in this area, have an equal chance of progressing through the education system. However, continuous reach must be done to ascertain which language factors affect learning outcomes (Van der Berg, 2011). The South African constitution and the South African school Act (1996) protect the right of children to learn in their language of choice amongst the 11 official South African languages. The North West government recognizes the importance of using the home language as a medium of learning whereby initially learners should be taught key concepts in their own language with English introduced later (NWPC. 2013). A word of caution here is that all stakeholders must be involved during the implementation of such policy as on everyone may support the idea of children being taught in their home language given the diversity of the population. In summary, the nature and scope of education clearly highlights the various changes that have been made in primary education which may impact on an enrolment of students.

In this section this research investigated the scope and characteristics of effective service delivery in education and pointed to major changes in the landscape of primary education which has had a hearing on student numbers.

2.3 Challenges facing educators and managers

2.3.1. Learner performance

Result of formative and summative assessments show that learners in schools are performing below the expectation of the current system. For instance the 2012 Annual National Assessment for grade 3 and 6 show pass rate of just 36% and 38% respectively (NWPDP, 2013). The current government has raised concerns that the quality of education was below standard and urgently needed to be addressed. For instance, many of our learners lack proper foundation in literacy and numeracy and so they struggle to progress in the system and into post-school education and training (Modisaotsile, 2012; Van der Berg et al., 2011). Learner performances differ especially by province and further by district level due to the level of development within each province (Spaull, 2013).

It is suggested that by 2030 the National Assessment s pass rate must increase to 80 percent for both grade 3 and 6. It is also suggested that teacher training be increased to deal with the low grades relative to other provinces. These assessments are informed by the **National Protocol for Assessment with learners assessed on quarterly basis to measure the effectiveness of the curriculum delivery and management at lower school level** (KZNDoE, 2013). There is a need to resuscitate teacher training colleges designed to produce quality teachers in line with current syllabi (Ramdass, 2007).

The above low learner performance has also been blamed on violence in schools. Rape of schoolgirls and sexual violence and abuse, often by teachers, has been marked feature of the school experience of learners in our schools (Chisholm, 2004; Modisaotsile, 2012). The country is doing very well as far as access to education is concerned (Van der Berg et al., 2011) and competes favourably with some middle income countries in as far as primary and secondary education is concerned but is the lowest after these phases of education. The South African Institution of Race Relations pointed to the fact that of the 920 716 pupils in grade 11 in 2007, only 64 percent went on to do Matric in the following year (Mgibisi, 2007).

Teenage pregnancy continues to be a major challenge as this puts limits on the young teenage mother's educational achievement, with future socio-economic consequences (Willan, 2013). Though the constitution allows for young mothers to return to school after giving birth only around one-third actually return to school system (Panday et al., 2009).

Learner retention to Matriculation was also low especially at higher grades such that many learners who started in grade 1 do not complete or matriculate. In the North West only 30 percent of the 2004 cohort of learners matriculated in 2011, with the Eastern

Capefaring worse. Taking into consideration the differing socio-economic profiles of the provinces, the fact that poor provinces with similar geographical and sociological profile may have higher retention rates, points to weak school and provincial administrations (Spaull, 2013).

2.3.2. Accountability with respect to learner performance

Weak assessment practices in schools have been blamed for not highlighting the true picture of performance of learners. This is because marks awarded are often lenient and random (Van der Berg and Shepherd, 2010). As a result parents receive little or inaccurate feedback about the true performance of their children. It is the parents who have to bear a burden of paying fees and for other related materials so that their children can pass and they therefore deserve to know the truth about the performance of their children. Van der Berg (2011) argued that the introduction of the Annual National Assessment examination in 2011 highlights some of the shortcomings of the individual school assessment system. This enables educators to estimate the level of performance their learner should display in relation to other schools.

2.3.3. The importance of language in school

It is important that learner's poor performance in the context of local and international examination is as a result of language disadvantage (Van der Berg, 2011) a recent research showed that the reason why performance in science and mathematics is poor had nothing to do with the socio-economic status but whether learners are fluent in the language of instruction (Howie, 2003).

On average those who learn in their second language also have lower socio-economic status than first-language English and Afrikaans speakers (Van der Berg, 2011). In addition, teaching in one's language present its own challenge such as code-switching which is a common phenomenon in classroom. This effectively doubles the time needed to teach concepts through repeating information in two languages. Another generative mechanism is that many African language learners are taught in English but are not frequently exposed to English outside of the classroom (Taylor, 2011).

2.3.4. Monitoring and evaluation of curriculum

There needs to be a clear strategy to monitor the implementation of curriculum policies as required by all schools. Most principals of the schools do not fully play their critical role of ensuring school functionality (KZNDoe, 2013). As a result some schools may lack basic teaching materials such as textbooks because they were not requested on time (Van der Berg, 2011). In addition, deputy principal don't play their role of ensuring functionality of departments while Heads of Departments rarely visit or are rarely in touch with school authorities to establish school functionality, which includes period reviews of curriculums and conducting curriculum management. Many schools also lack time management which occurs at three levels: getting to school, getting to class, and

covering the curriculum efficiently when in class. These practices point the way for principals to exercise stronger leadership in directing schools towards the more effective use of time in delivering the curriculum (Taylor, 2011). In Kwa-Zulu Natal, the lack of clear managerial roles among school principals and departmental heads contributed to poor supervision in schools. Section 7 of the Provincial Development Plan highlights the improvement of the school management as a key priority area if it is to realize its 2030 vision of effective and efficient service delivery in education (NWPDP, 2013). The North West Development Plan acknowledges that teachers must be monitored to ensure that, amongst other things, the curriculum is completed on time (NWPDP, 2013).

The role of the School Governing Body (SGB) is to ensure the proper management and functioning of the school by setting policies and rules. SGBs were established by the South African School Act (Act no 84 of 1996). Their mandate comes from all concerned stakeholders; learners, parents, teaching and non-teaching staff. Current issues include lack of a clear understanding of their mandates as members of the SGBs, lack of financial knowledge and skills, so much so that they are unable to provide practical solutions to problems especially in poor communities (Van der Berg, 2011). This is partly the reason why most SGBs are under-represented in terms of race and gender (Mestry, 2004).

Furthermore, it is postulated that teacher unions often narrowly pursue teacher interests such as better working conditions and higher wages but strengthen their political power at the expense of professional development of their members or educational interests learners.

2.3.5. Ineffective school management

It is thought that a successful school system is born from its effective management. This includes dealing with complex challenges. This school principal's central role is ensuring that teaching is done effectively by ensuring that all the necessary elements such as text books are in place for the proper functioning of the school (Taylor, 2011). However, a study on leadership in schools suggests that the majority of South African principals do not regard the supervision of curriculum and teaching as their main task. But feel this responsibility lies with subject heads and heads of departments (Hoadley et al, 2009). Weak school management has been blamed for poor learner performance, poor management of resources and loss of teaching time. The teacher attendance register was not up to teacher absenteeism was approximately twice as high (Taylor, 2011). This clearly suggests that attendance is not taken seriously by school management and thus has an impact on teacher absenteeism and learner performance.

2.3.6. Content knowledge among teachers

The fact that some schools do not perform or reach the expected targets in regards to pass rates in the annual national assessments suggests that one of the challenges that

educators may have is the knowledge of the content that they are expected to impart to the learners. This highlights that educators are not yet conversant with all content areas and this creates knowledge gaps in the level of achievement of learning objectives by learners (Taylor & Moyane, 2004). A study done in the North West found that grade 6 mathematics teachers in the North West achieved an average score of 40% on a test consisting primarily of grade 6 level items. At regional level in regards to mathematics, South African teachers ranked lower in regard to content knowledge than several developing countries including neighbours such as Swaziland, Lesotho and Zimbabwe (Spaull, 2013; Van der Berg et al, 2011). In Kwazulu-Natal a clear and concise curriculum management strategy has been implemented to improve the situation through direct tuition to teachers on specific topics before they go to the classrooms (KZN DoE, 2013). However a recent study shows this is not effective as this strategy is mainly short in-service training (Taylor, 2008). The poor content knowledge of teachers may lead to very slow pacing of curriculum delivery, and low levels of coverage and of cognitive demand relative to curriculum specifications (Reeves and Muller, 2005).

A better alternative would be intensive in-service training throughout the year to equip teachers with the knowledge they need to teach effectively (Taylor, 2008). It is envisaged that the curriculum management strategy would go beyond content and address the teaching methodology for each area of content that has to be dealt with (KZN DoE, 2013). In Zimbabwe a new curriculum had been introduced over a long period which enabled teachers and pupils to gradually adapt to the new system thus creating continuity. Small but significant changes were made to the syllabi without necessarily altering the curriculum (CEPD, 2009). The current challenges faced by teachers and principals alike is the expectation that they are expected to adapt to the new curriculum in a short space of time, creating further confusion and disillusionment (CEPD, 2009). The North West government recognizes the challenges teachers face in regard to the current curriculum and envisages continuous training especially in their fields of specialization (NWPDP, 2013).

A survey done in 2007 showed that over half the teachers had considered leaving the profession due, amongst others, to lack recognition, workload and dissatisfaction with work policies (Mgibisa, 2007). Many of the highly skilled teachers have taken up better posts internationally, particularly in the United Kingdom and Australia. The report further indicated that two-thirds of those who wanted to leave the profession were in critical fields such as technology, natural sciences, economics and management, with job satisfaction and stress cited as the main reasons for their departure. Related to the above, the School Act was not designed to deal with current issues needed to address socio-economic challenges to the South African economy as it does not sufficiently focus on the teaching environment and is geared towards the urban environment rather than rural areas (CEPD, 2009).

2.3.7. Infrastructure development of school

The South African Bill of Rights states that everyone has the right to education and it is the duty of the state to ensure that there are sufficient schools and enough qualified teachers for the school to function adequately. Yet there are several schools that lack the facilities such as libraries and laboratory materials. The shortage of teaching materials further leads to a decline in the standard of education (Modisaotsile, 2012) and may also lead to teachers not being in the position to complete the curriculum. Schools in the rural areas lack basic infrastructure such as water, electricity and sanitation and are more likely to have low retention rates of both teachers and learners (AERC, 2011). The North West government acknowledges that there is a definite school infrastructure backlog and that there is a need to ensure that all schools in the province meet the minimum standards set by the National Departments of Basic Education by 2016. Specifically, more emphasis must be placed on rural schools that have poor infrastructure, including non-existent sporting amenities, compared to those in the urban areas. This section highlights challenges faced by both managers and educators in providing education. The study therefore investigated how these challenges influence service delivery in education and how it can impact on both learner performance and educators' ability to do their work effectively.

2.4. Link between efficient and effective service delivery and learner performance

The previous section highlighted some of the critical challenges facing the educators and principals in providing effective and efficient education. In their response both national and provincial governments have endeavoured to provide some solutions to the above challenges.

2.4.1. FunzaLushaka Bursary Scheme

The National Department of Basic Education has created a programme which is geared at attracting potential students into the teaching profession. Conditions clearly state that after completion of this programme the candidate is expected to teach in a public school for the same duration of their bursary (DoE, 2014). This scheme represents an important step in the right direction as it focuses on key areas that are urgent in the school system such as Mathematics, Science and Technology. However to gauge its success in the short term it would be necessary to research whether it is able to attract more high-achieving individuals into the teaching profession than before. In addition it is postulated that some form of incentives is needed to attract and retain the best teachers as the current flat age-wage is a disincentive for highly skilled people to remain in the profession (Van der Berg, 2011).

2.4.2. Incentives to improve teacher Content Knowledge

Research has shown that teachers lack content knowledge which ultimately affects learner performance. In addition, continuous in-service training throughout the year (Taylor, 2008) would encourage teachers to take an examination that is closely related

to the curriculum that they teach and later be rewarded financially for taking this test. This would act as a motivating factor to enable them to spend time improving their content knowledge (Van der Berg, 2011). It should be noted that many factors affect learner performance and it is thus necessary to choose the right method to gauge teachers' performance as it is possible that their performance is affected by external factors beyond their control.

Discipline in the teaching profession is critical for successful learning such that even those schools that are under resourced but have a disciplined teaching workforce can achieve success (Modisaotsile, 2012). This means educators must be reminded of the need to maintain professionalism by reporting to the work early, teach when expected and remain sober.

2.4.3. The Role of the Principals

To promote efficient and effective service delivery in education, principals must be made to understand that their core responsibility lies in ensuring that the curriculum is taught effectively and that the other related materials such as textbooks are available. This may necessitate their continuous evaluation and monitoring of this and other responsibilities. Reviews of learner workbooks can provide telling information about the coverage of the curriculum and practice of exercise within the school environment and thus can be used as a yardstick for monitoring. Related to the above, ensuring that the best people become principals is also better policy route that can be taken and those in dysfunctional schools should be replaced. Performance contracts may also be introduced for principals, especially in these dysfunctional schools, and possibly more powers given to them in the administering of the school, selection of textbooks and disciplining of rogue teachers (NWPDP, 2013). Those responsible for monitoring and evaluating the school at district level must be educated on their critical role of ensuring that principals know their responsibilities and carry them out accordingly (Van der Berg, 2011; NWPDP, 2013). A standardized framework must be in place to enable district municipalities to readily implement changes to negate any capacity challenges especially at District level.

A key area that may be improved upon is that parents' attitudes towards their children's schooling must be greatly improved especially through School Governing Bodies. They must hold schools accountable for poor learner performance and be directly involved in understanding the challenges faced by teachers and principals so that they assist where possible in coming up with practical solutions (Lukhele-Olorunju, 2011). In addition as members of School Government Bodies they must have access to school performance and gauge these performances relative to other schools. This helps to answer questions such as 'is my child getting adequate learning compared to others within the district?' This study has shown the link between effective service delivery and learner performance. Good service delivery is necessary in ensuring that overall learner

performance is improved. The main aim of the study is to link service delivery and overall learner performance.

In summary this chapter has also focused on the main themes of the research objectives and how existing literature addressed them.

2.5. Conclusion

The school environment must be conducive to allow learners to effectively acquire basic knowledge and skills that are vital for their development. Equally important is that educators must be accorded the assistance they need to effectively impart knowledge to learners. It is thus imperative that the above challenges are dealt with to facilitate effective service delivery in education. The following chapter presents a description of data collection process.

Chapter three

3. Research Design and Methodology

3.1. Introduction

This chapter describes the design and methodology that is to be used in achieving the study objectives. It covers the research design, sources of data, data collection methods and data analysis methods.

3.2. Study design

3.2.1.Design

A cross sectional design will be used in this study as this design is based on a systematic approach that explains phenomena in terms of hypothesis, variables and units of analysis (Neumann, 1997). This study is descriptive and hence aims to understand the link between managing service delivery and learner performance. This design is relatively inexpensive and needs little time to conduct.

3.2.2. The research approach

A research design provides an overview of the whole research process. This study will use a combination of quantitative as well as the qualitative methods of data collection, Bailey (2012:8) defines Qualitative Research as an approach that allows you to examine peoples' experiences in detail by using a specific set of methods such as, in depth interviews, focus group discussions, observations, context analysis, visual methods and life histories or biographies, while Quantitative Research is a formal objective and systematic process in which numerical data is used to obtain information regarding the world. It is used to describe variables, look at relationships and determine cause-and-effect interactions between variables (Burns and Grove, 2005).

According to Cresswell (2007:4), Qualitative Research is conducted to understand the context or setting in which participants in a study address a problem or issue. Qualitative Research is used to follow up quantitative research and help explain the mechanisms or linkages in casual theories or models. Several studies have tended to use both qualitative and quantitative methods in critical understanding of phenomena. For instance the World Health Organisation (2002:3) used both methods in Zimbabwe to study the impact of AIDS on older people and another study was done to look at chronic poverty in South Africa.

The use of both qualitative and quantitative methods in the study therefore was intended to enrich the information from both approaches and create a set of good policy recommendations. The study will be confined to schools in the Rekopantswe Area

Office, an area found in the Mafikeng Local Municipality of the NgakaModiriMolema District Municipality.

The Rekopantswe Area Office was chosen because of the proximity and hence cost consideration and easy supervision of field activities in the area were taken into account.

3.3. Research Methodology.

This research undertaking will be done in the Mafikeng Local Municipality, one of five local municipalities in the NgakaModiriMolema District Municipality. Public schools in the Area office will be used to provide sample schools that will be randomly selected to provide information relating to the study.

3.3.1. Population and the context of the study

The sample population for this study comprised 19 principals who were interviewed on issues related to management of their schools relating to service delivery, while 95 educators were interviewed on issues pertaining to the implementation of curriculum. These two sets of population were selected as they are responsible for the management and imparting of knowledge which would ultimately determine learner performance. Principals provided insight into the administration of the schools in relation to service delivery, while teachers who teach the subjects also highlighted their experiences in teaching the new curriculum.

3.3.2. Sample and sampling techniques

According to the North West Department of Education, the Rekopantswe area has 96 schools. 18 are high schools, 12 are middle schools and 65 are primary schools. From the 18 high schools only three are in urban areas, while of the primary schools only three are also in urban areas suggesting that the majority of the schools are in rural areas. This study will focus on primary and high schools since middle school are being phased out. Also, the focus of this study will be the public school and it is these schools that require urgent interventions with regard to effective and efficient management. The Rekopantswe Area has four clusters. These include Kopano (263 schools), Montshioa (446 schools), Lotlhakane (306) and Makgobistad (180 schools).

There are various methods of sampling that could be used to get a sample population relevant to this study. This range from sampling methods that are less representative to those that involve random study units by chance. In this case we have Non-probability sampling methods and Probability sampling methods. In the selection of sample schools random sampling will be used. This is whereby each member of the population has equal chance of being selected as a subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. For this study simple random sampling will be used to select the sample

schools and educators. The Montshioastad and Makgobistad cluster areas will be conveniently selected since the schools, both primary and secondary can be accessed easily. Given that the majority of schools are rural, the sample will compromise more rural schools than urban schools. It is envisaged that at least five will be selected from the sampled schools. For the selected schools the site managers will automatically be interviewed based on the selection of their school.

3.3.3. Data collection tools

There are two commonly used sources of data namely, primary and secondary sources of data collection. For this study primary sources of data collection will be employed to gather information related effective management of service delivery in education in the Rekopantswe area. The most common methods of data collection used in fieldwork operations are personal surveys or door-to-door administered surveys where an enumerator asks questions from a questionnaire to the respondent. This has the major advantage of removing any ambiguity arising from the questions asked and therefore minimizing any misinterpretation. The choice of this instrument is further influenced by the fact that, it is not time consuming to fill in and it is user friendly. For this study two Research instruments in the form questionnaires shall be designed for the site managers and the educators. A questionnaire is a list of written questions that can be completed in one or two basic ways. ([http //www. Sociology.org.uk/methods.pdf](http://www.Sociology.org.uk/methods.pdf)) An open-ended questionnaire is a question where a researcher does not provide the respondent with a set of answers to choose from. The respondent is asked to answer in their own words. This produces mainly qualitative data.

Data will be collected through the use of closed and open-ended questionnaire that shall be done face-to-face. The open and the closed ended questionnaires s have advantages and disadvantages. Closed-ended questionnaire requires the provision of suitable list of responses (e.g. yes/no): this produces mainly quantitative ([http //www. Sociology.org.uk/methods.pdf](http://www.Sociology.org.uk/methods.pdf)). In addition, they are a very reliable method of research, anonymous and completed in privacy and researcher is able to contact large numbers. Open-ended questionnaires help to provide more detailed responses and thus complement certain closed-ended questions. Both questionnaires will collect biographic information pertaining to the selected respondents. Furthermore responses pertaining to the general learning environment shall be sought from the educator. From the site managers and principals information about general management and service delivery in their schools shall be sought.

For this study, key informant interviews shall be used to gather information related to general management of schools in the Rekopantswe area in the selected schools of Mafikeng Local Municipality. The merit of this qualitative approach is to get an in-depth understanding of the problems of management within schools. For this study, principals

or site managers shall be interviewed as they are in a better position to provide this information.

3.3.4. Pilot study

A Pilot study was done to test the research instruments. This was necessary as assisted in highlighting unforeseen challenges during the actual fieldwork or data collection process. It also assisted in identifying potential challenges related to questionnaire response. For instance some question for the educators had to be redesigned for simplification of responses and for both managers and educators the questions had to be shortened to minimize time taken for each interview.

3.3.5. Challenges

Some of the challenges the researcher met were in regard to interviewing of the selected respondents, particularly managers. As a result of their busy schedule some managers were only interviewed after school hours. In both cases some of the respondents were apprehensive in answering certain questions. However they were assured that this was an academic study and their responses will be used for this purpose only. In total 19 principals were sampled and all 19 principals completed the questionnaire, while among the educators 95 we interviewed from the sampled 19 schools.

3.4. Data analysis and Interpretation

Data was analyzed using SPSS version 21 software for the Quantitative Research. Numeral Codes were created for the responses and used as units of analysis to describe the characteristics of respondents and services delivery in the sampled schools.

3.4.1. Univariate analysis

Univariate analysis was done which involved a description of socio-demographic and service delivery management characteristics. It provides descriptive frequency characteristics of each variable considered in the study (Cooper and Weeks, 1983).

3.5. Ethical Considerations

Permission to conduct this study was sought from the Provincial Department of Education (Mmabatho), which is directly responsible for service delivery in all schools in the province, and the North West University ethical committee where the study was being done.

CHAPTER FOUR

4. Findings

4.1. Introduction

This chapter presents results of the current study comprising background socio-economic characteristics of teachers and principals from selected school in the Rekopantswe area office in the NgakaModiri District Municipality of the North West Province of South Africa. This chapter is arranged as follows; background characteristics of teachers. Issues related to service delivery and challenges faced by teachers in providing this service in schools; and background characteristics of principals. Issues related to service delivery and challenges faced by principals in providing this service in schools.

4.2. Background characteristics

The background characteristics of teachers are presented in table 1. The table shows that the majority of teachers were in the older age ground of 50-54 years of age (26.3%) followed by those in the 40-44 years (21%). Only 2.1% constituted teachers between the ages of 20 to 24 years.

Nearly half of the teachers interviewed indicated that their schools were situated in the rural areas (48.4%) compared to 11 percent that were in the urban areas.

Over two-thirds of teachers interviewed were female (68.4%) compared to just 31.6%) who were males.

Regarding marital status, the majority of teachers indicated that they were married (45%) followed by 34.7% who indicated that they were single. Only 3.2% of teachers were either divorced or widowed.

The table shows that the majority of interviewed teachers had a degree (46%) followed by 35.8% who had a diploma. A further 15.8 percent had a higher degree and only 2.1% had a certificate.

Related to the above, the majority of interviewed teachers indicated that they had 10 years and over in the teaching profession. This followed by teachers who had 5 to 9 years of teaching. Only 17% had 1 to 4 years of teaching experience. In general these results indicate that teachers had teaching experience and were well qualified to have a positive impact on service delivery in education.

Table 1: Demographic characteristics of teachers in the Rekopantswe Area Office N=95

Characteristics	Frequency	Percent
Age		
20-24	2	2.1
25-29	7	7.4
30-34	7	7.4
35-39	16	16.8
40-44	20	21.1
45-49	14	14.7
50-54	25	26.3
55+	4	4.2
Place of residence		
Rural	46	48.4
Semi-urban	38	40

Try to fit the whole table on are page, even if you leave white space refer it

Urban	11	11.6
Gender		
Male	30	31.6
Female	65	68.4
Marital status		
Single	33	34.7
Married	45	47.4
Living together	11	11.6
Divorced	3	3.2
Widowed	3	3.2
Education		
Certificate	2	2.1
Diploma	34	35.8
Degree	44	46.3
Higher degree	15	15.8
Years in education profession		
1-4	16	16.8
5-9	34	35.8
10 years and over	45	47.4

The subjects of interviewed teachers and the number of subjects taught is presented in table 2 below. The majority of teachers interviewed indicated that they taught English or English literature (26.4%) followed by Mathematics and Setswana respectively (19.1 and 16.1% respectively). Only 1.4% of teachers indicated that they taught economics or other subjects.

In examining the number of subjects taught, the majority of teachers taught only one subject. This is followed by 20.5% of interviewed teachers who indicated that they taught two subjects. In general, less than thirty percent of interviewed teachers taught at least two or more subjects. The above results thus enabled teachers to effectively teach the subjects they are conversant with especially those who taught just one subjects teaching. This in turn improved service delivery in the schools.

Table 2: Teaching subjects of teachers in the NgakaModiriMolema District

Characteristics	Frequency N-95	Percent
Subject taught		
Mathematics	13	19.1
Physical sciences	2	2.9
Life sciences	9	13.2
Geography	5	7.3
Setswana	11	16.1
English HL/FAL	18	26.4
Life orientation	8	11.7
Economics	1	1.4
Other	1	1.4
Number of subjects taught		
One subject	68	71.5
Two subjects	19	20.0
More than two subjects	8	8.5

4.2.1. Nature and scope of service delivery

This section examines key issues related to their ability to provide effective teaching services, relevance of curriculum, the nature and scope of their teaching in the class room and the general school environment.

Teachers' responses related to their teaching and the general school environment is presented below. 42.1% of interviewed teachers agreed that they did have all the necessary teaching material or aids to effectively carryout their teaching duties compared to 10.5% who did not. Significantly, 42.1% were neutral to this statement with a further 2.1% indicating that they totally disagreed with the statement that they had all the necessary teaching materials to effectively perform their duties.

In regard to the relevancy of the CAPS curriculum, the majority of teachers remained neutral to the statement that the new curriculum was relevant to the subject they taught (43.2%). Only 37.9% of interviewed teachers agreed that the new curriculum was relevant to the subject they taught

Furthermore 29.5% of teachers agreed that classes were conducive for teaching compared to 18.9 percent who disagreed. Another 6.3% of teachers strongly agreed that classes were conducive for teaching. This suggests that classes were good enough for learners to be taught by teachers.

In regards to the relevancy of the new curriculum to south Africa's development needs, 45.3% agreed that the new curriculum was attuned to addressing South African's development needs with only 1.6% saying otherwise. In general over 50% agreed that the new curriculum was geared to addressing South Africa's socio-economic development needs.

Table 3: Teachers responses to teaching and the general school environment in the NgakaModiriMolema District N-95

Characteristics	Frequency	Percent
Necessary teaching materials		
Strongly agree	3	3.2
agree	40	42.1
Neutral	40	42.1
Disagree	10	10.5
Strongly disagree	2	2.1
Relevancy of Caps Curriculum to what I teach		
Strongly agree	6	6.3
Agree	36	37.9
Neutral	41	43.2
Disagree	10	10.5
Strongly Agree	2	2.1
Classes conducive for teaching		
Strongly agree	6	6.3
Agree	28	29.5
Neutral	41	43.2
Disagree	18	18.9
Strongly Agree	2	2.1
New curriculum relevant to SA development needs		
Strongly agree	7	7.4
Agree	43	45.3
Neutral	32	33.7
Disagree	11	11.6
Strongly Agree	2	2.1

4.2.2. Contributing factors to service delivery in education

This section looks at the contributing factors of service delivery in schools according to teachers.

Teachers' varying responses to issues related to service delivery are shown in table 4 below. The majority of teachers responded positively to the statement that they were given the opportunity to upgrade their qualifications. This compared to 14.7% who disagreed that they got any opportunity to upgrade their qualifications. In general 54.8% agreed that they were given the opportunity to upgrade their qualifications.

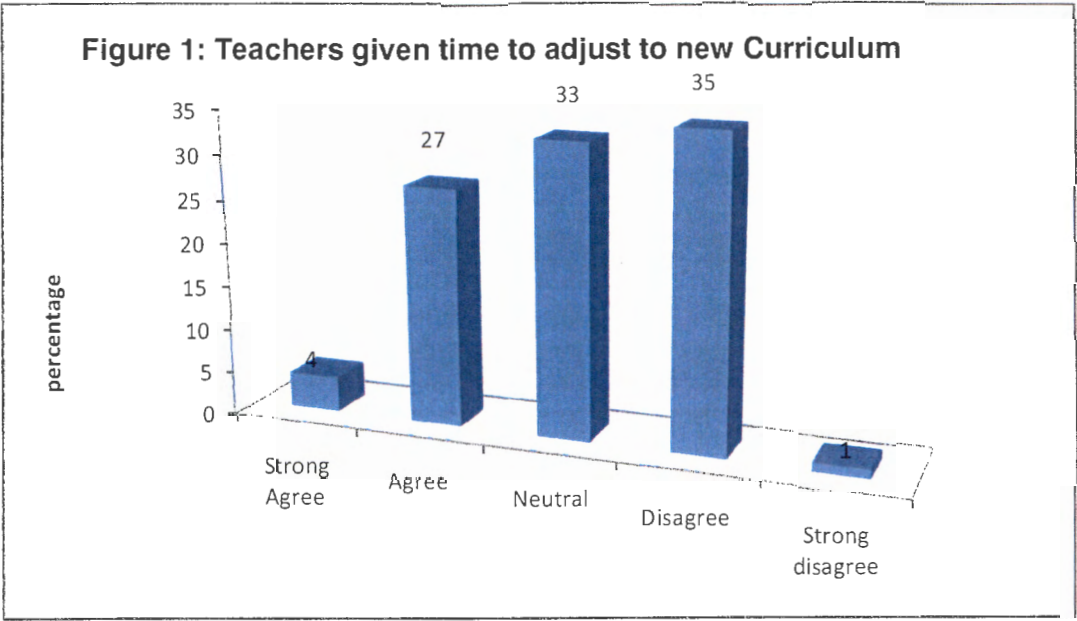
Furthermore 27.4% of teachers responded in the affirmative that they had the necessary teaching materials and aids to teach compared to 22.1% who said otherwise. The majority of teachers remained neutral to this statement which may suggest that they were not sure as to whether the materials they had were adequate enough for them to teach effectively.

Finally 33.7% of interviewed teachers agreed that they were given support to improve their teaching through attending teaching workshops. This is compared to 20% who disagreed. With added support from the relevant authorities such as the Department of

Education and provision of teaching materials teaching becomes easier which in turn would lead to better learner performance.

Table 4: Teachers` responses to service delivery in the NgakaModiriMolema District of North West province of South Africa (N=95)

Characteristics	Frequency	Percent
Given the opportunity to upgrade my qualification		
Strongly agree	11	11.6
Agree	41	43.2
Neutral	27	28.4
Disagree	14	14.7
Strongly disagree	2	2.1
Have the necessary teaching materials and aids		
Strongly agree	7	7.4
Agree	26	27.4
Neutral	40	42.1
Disagree	21	22.1
Strongly agree ?	1	1.1
Given support to improve my teaching		
Strongly agree	9	9.5
Agree	32	33.7
Neutral	35	36.8
Disagree	19	20.0



In response to whether they were given time to adjust to the new curriculum, figure 1 above shows that, 33% were neutral to the statement, while 35% disagreed compared to 27% who agreed. This clearly suggests that teachers were not prepared to teach the new curriculum which could impact negatively on learners.

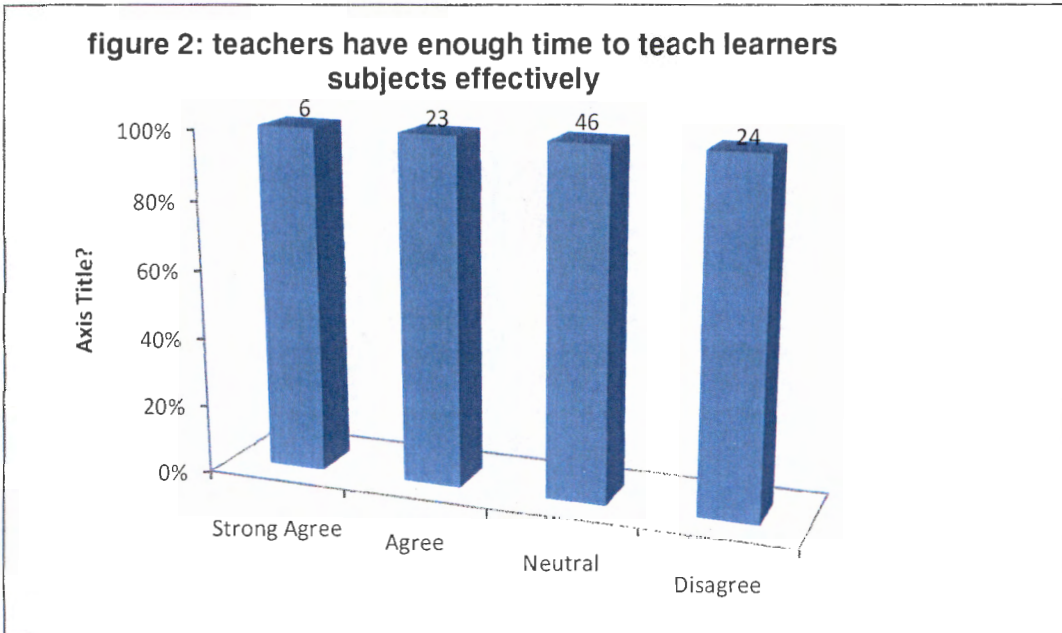


Figure 2 above has shown that 24% of teachers disagreed with the statement that they had enough time to teach learners the subject effectively compared to 23% who agreed with the statement. The majority of teachers remained neutral to this statement. It is plausible that teachers need more time to study or understand the subject matter before they can effectively teach learners.

4.2.3. Challenges of service delivery in schools and understanding the Curriculum

This section examines teachers' responses to issues related to challenges in understanding the curriculum and the overall teaching environment.

Table 5 below presents teachers' responses on key issues related to the new curriculum. The majority of teachers agreed that they were able to understand the new curriculum and its requirements. This bodes well for their ability to impart knowledge to the learners. Only 21.1% disagreed with this statement that they were able to understand the new curriculum and its requirements.

Understanding of the new curriculum for teachers is important if they are to effectively teach learners who would be able to pass at the end of the academic years. The majority of teachers agreed that they were given assistance in understanding the new curriculum compared to 21.1% who said otherwise.

Furthermore, 40% of interviewed teachers agreed that classes were able to accommodate all learners compared to 20% who disagreed. In general close to 50% (48.4%) agreed that classes were able to accommodate all learners. However 40% of interviewed teachers remained neutral to the statement that their overall teaching environment was conducive for teaching. Only 32.6% agree to the statement suggesting that more needed to be done to make teaching more conducive.

In regards to the suitability of the current curriculum for the country's socio economic development 42.1% agreed in the affirmative compared to 23.2% who disagreed or remained neutral. This suggests that efforts are on-going to ensure that learners get an education that is relevant to the country's developmental needs.

However 44.2% of teachers remained neutral regarding learners' ability to understand the new curriculum with only 30.5% agreeing. It is plausible that more time is required for learners to understand this curriculum. This is why teacher support is necessary in this regard to ensure that they effectively teach learners.

Finally most teachers agreed to the statement that they did have a good working relationship with other educators compared to 7.4% who either remained neutral or disagreed. This is important in fostering a good working and teaching environment as it promotes harmony in schools.

Table 5. Teachers ` Response to understanding the new curriculum in the Rekopantswe Area Office N=95

Characteristics	Frequency	Percent
Able to understand new curriculum and requirements		
Strongly agree	2	2.1
Agree	37	38.9
Neutral	34	35.8
Disagree	20	21.1
Strongly agree	2	2.1
Given assistance to understand new curriculum		
Strongly agree	6	6.3
Agree	42	44.2
Neutral	27	28.4
disagree	20	21.1
In general classes can accommodate all learners		
Strongly agree	8	8.4
Agree	38	40.0
Neutral	29	30.5
Disagree	19	20.0
Strongly agree	1	1.1
My overall teaching environment is conducive for teaching		
Strongly agree	7	7.4
Agree	31	32.6
Neutral	38	40.0
Disagree	17	17.9
Strongly disagree	2	2.1
The current curriculum is suitable for the country's socio economic development		
Strongly agree	8	31.6
Agree	29	30.5
Neutral	42	44.2
Disagree	13	13.7
Strongly disagree	3	3.2
As an educator, I have a good working relationship with other educators		
Strongly agree		
Agree	30	31.6
Neutral	49	51.6
Disagree	7	7.4
Strongly disagree	7	7.4
	2	2.1

Section 4.3: demographic and general issues related to service delivery and new curriculum among principals are presented in this section

Background characteristics of principals of selected schools of the Rekopantswe Area Office in the NgakaModiriMolema District are presented in table 6.

The majority of principals interviewed were in the older age group of 55 years and over at 47.4%. This is followed by principals who were between 40 to 49 years at 21%. In general the table shows that most principals from the selected schools were over 40 years of age.

The majority of interviewed principals indicated that their schools were in semi-urban areas with a further 10.5% indicating that their schools were in the urban areas.

In relation to gender the majority of principals were male (57.9%) compared to females (42.1%). Nearly all interviewed principals indicated that they married.

In regards to education status, 47.4% of interviewed principals indicated that they had a diploma. A further 36.8% had a degree followed by 11.8% of interviewed principals who indicated that they had a higher degree.

Finally, like the teachers, the majority of principals indicated that they had 10 years and over teaching experience. Only 5.3% of interviewed principals had less than five years in the profession.

Table 6: Demographic characteristics of principals in the Rekopantswe Area Office. N=19

Characteristics	Frequency	Percent
Age		
25-29	1	5.3
35-39	1	5.3
40-44	1	5.3
45-49	4	21.1
50-54	3	15.8
55+	9	47.4
Place of Residence		
Rural	8	42.1
Semi-urban	9	47.4
Urban	2	10.5
Gender		
Male	2	57.9
Female	17	42.1
Marital status		
Single	2	10.5
Married	17	89.5
Education		
Diploma	9	47.4
Degree	7	36.8
Higher degree	3	11.8
Years in education profession		
1-4	1	5.3
5-9	3	15.8
10 years and over	15	78.9

4.3.1 Nature and scope of Service delivery

Responses in regards to the nature and scope of service delivery are presented in table 7 below. The majority of principals supported the statement that the teaching environment was conducive for learning (57.9%) compared to 10.5% who disagreed with the above statement. A further 21.1% remained neutral to the statement that the teaching environment was conducive for learning.

In response to the suitability of the new curriculum in dealing with South Africa's development needs, most principals responded in the affirmative (63.2%) compared to 15.8% who were either neutral or disagreed with the statement. In general there was support for the new curriculum by the interviewed principals.

Furthermore, the majority of principals responded in the affirmative to response to whether educators were happy with the current school infrastructure. Whether they were conversant with the new curriculum and if they were consulted on the implementation of the current curriculum in school at 57.9, 73.7 and 52.6% respectively. This suggests that the schools managed by these principals are coping well with the changes in regards to the new curriculum, which bodies well for the learners.

Positive responses were also observed by principals in regards to whether their schools accessed teaching aids on time and if current classes and offices were adequate at 73.7 and 52.6% respectively. This suggests that the overall teaching environment is suitable general for learning and other activities necessary for overall development.

In general, responses in regards to service delivery were agreed with by most of the interviewed principals which suggests that schools in the Rekopantswe area office had good infrastructure and teaching material conducive for a good learning environment.

Table 7: principal's responses towards nature and scope of service delivery in the Rekopantswe area office N=19

Characteristics	Frequency	Percent
Teaching environment conducive for learning		
Strongly agree	2	10.5
Agree	11	57.9
Neutral	4	21.1
Disagree	2	10.5
Strongly disagree	0	0
Current curriculum suitable for dealing with SA development		
Strongly agree	21	5.3
Agree	12	63.2
Neutral	3	15.8
Disagree	3	15.8
Strongly disagree	0	0
Educators happy with current schools infrastructure		
Strongly agree	0	0
Agree	11	57.9
Neutral	4	21.1
Disagree	4	21.1
Strongly disagree	0	0
I am conversant with new curriculum		
Strongly agree	0	0
Agree	1	5.3
Agree	14	73.7
Neutral	4	21.1
Disagree	0	0
Strongly disagree	0	0
Was consulted on implementation of current curriculum in schools		
Strongly agree	0	0
Agree	5	26.3
Agree	10	52.6
Neutral	4	21.1
Disagree	0	0
Strongly disagree	0	0
Schools able to access teaching aids before school starts		
Strongly agree	0	0
Agree	14	73.7
Neutral	1	5.3
Disagree	4	21.0
Strongly disagree	0	0
Current classes and offices are adequate		
Strongly agree	2	10.5
Agree	10	52.6

Agree	3	15.8
Neutral	3	15.8
Disagree	1	5.3
Strongly disagree	0	0

4.3.2 Contributing factors to service delivery according to principals

Table 8 below presents responses in regard to the contributing factors to service delivery in the Rekopantswe Area office according to principals. The majority of principals remained neutral to the response in regard to whether school facilities promote the needs of the new curriculum. It is plausible that most principals generally felt that more needed to be done in as the school facilities. Only 26% agreed to the statement compared to 15.8% who disagreed that the current school facilities promote the needs of the new curriculum. This may have a negative impact on service offered to the learners.

However two-thirds of principals agreed with the statement that staff morale is good and was necessary to improve learner performance. This is compared to just 5.3% who said otherwise while 26.3% of interviewed principals remained neutral to the statement.

Furthermore the majority of principals interviewed agreed that they had a good working relationship with the Department of Education. The overall positive response was 68.4% compared to just 5.3% who responded otherwise to the statement. This is important in fostering harmony between the school and the Department and would further enhance service delivery in those schools where principals are working well with education management.

Finally, the majority of interviewed principals agreed with the responses that CAPS is relevant for South Africa's developmental needs and thought that CAPS would improve overall learner performance (78.9% and 63.2% respectively). Only 5.3% of interviewed principals disagreed with the statements. These results suggest that service delivery in education is possible with good staff morale and a relevant curriculum such as CAPS which is easily taught and understood by both learners and educators.

**Table 8: principal's response towards impact of service delivery in the
Rekopantswe area office N=19**

Characteristics	Frequency	Percent
School facilities promote needs of new curriculum		
Strongly agree	6	0
Agree	5	26.3
Neutral	11	57.9
Disagree	3	15.8
Strongly disagree	0	0
Staff morale is good and necessary to improve learner performance		
Strongly agree	0	0
Agree	13	68.4
Neutral	5	26.3
Disagree	1	5.3
Strongly disagree	0	0
I have good working relationship with SMT		
Strongly agree	6	31.6
Agree	7	36.8
Neutral	5	26.3
Disagree	1	5.3
Strongly disagree	0	0
I think CAPS is relevant for SA's needs		
Strongly agree	1	5.3
Strongly agree	15	78.9
Agree	2	10.5
Neutral	1	5.3
Disagree	0	0
Strongly disagree	0	0
I think CAPS will improve overall performance of learners in our schools		
Strongly agree	2	10.5
Strongly agree	12	63.2
Agree	4	21.1
Neutral	1	5.3
Disagree	0	0
Strongly disagree	0	0

4.3.3. Challenges of service delivery according to principals

Table 9 below examines responses in regard to challenges faced towards service delivery. Most interviewed principals agreed with the statement that there were initial difficulties encountered in adjusting to the CAPS curriculum (78.9%) as opposed to those who disagreed with the statement (15.8%).

Most interviewed principals responded in the affirmative that they did get government support in assisting teachers to adjust to CAPS, at 84.2%, compared to only 5.3% of interviewed principals who said otherwise. This is important especially if the learners are to be effectively taught in a school which means that teachers must be provided with the required assistance to enable them to properly impart their knowledge.

Furthermore interviewed principals had divergent responses in regards to whether educators were qualified enough to handle changes in relation to CAPS with 36.8% agreeing and disagreeing respectively to the statement 26.3% remain neutral to this statement.

**Table 9: Principals` responses towards Challenges faced in their schools in the
Rekopantswe Area office N=19**

Characteristics	Frequency	Percent
Initials difficulties encountered in adjusting to CAPS		
Strongly agree	0	0
Agree	15	78.9
Neutral	1	5.3
Disagree	3	15.8
Strongly disagree	0	0
Most educators qualified enough to handle changes in relation to CAPS		
Strongly agree	0	0
Agree	7	36.8
Neutral	5	26.3
Disagree	7	36.8
Strongly disagree	0	0
Got Department support in adjusting to CAPS		
Strongly agree	16	84.2
Agree	2	10.5
Neutral	1	5.3
Disagree	0	0
Strongly disagree	0	0
Overall CAPS curriculum and administrative challenges are resolved		
Strongly agree	1	5.3
Agree	6	31.6
Neutral	6	31.6
Disagree	6	31.6
Strongly disagree	0	0

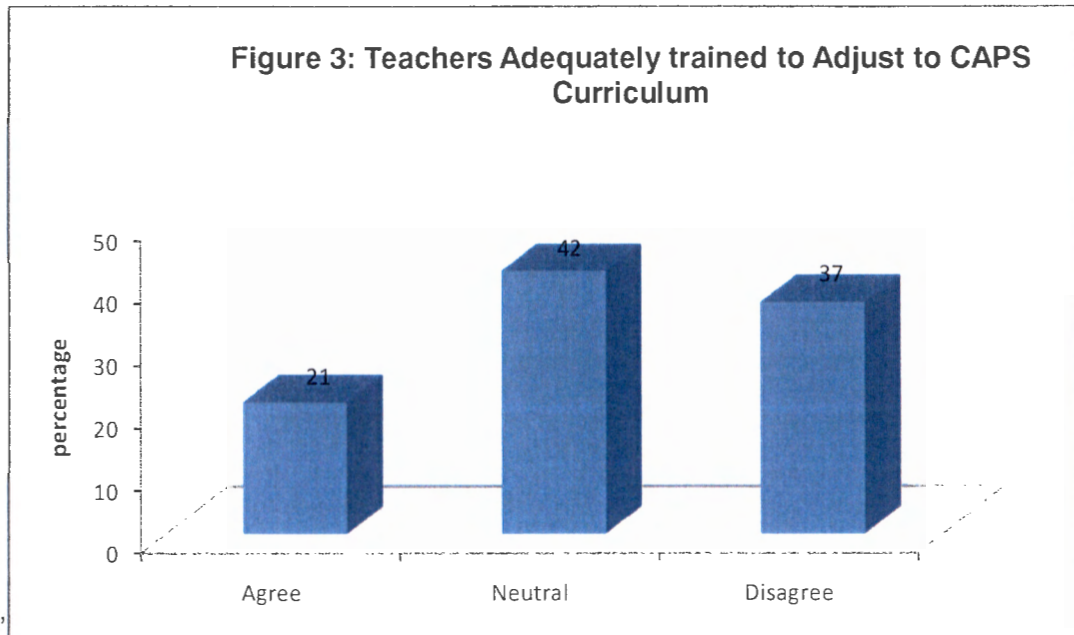


Figure 3 above shows that most interviewed principals were neutral to the response on whether teachers were adequately trained to adjust to CAPS. It is plausible that they are not fully aware of whether teachers had required skills to adjust to CAPS. However where clear responses were given, most principals disagreed with the above statement that teachers were adequately trained to adjust to CAPS. This may impact negatively on their learners who may not get the necessary knowledge required to pass examinations and also understand what they are being taught.

Figure 4: Teachers given enough time to familiarise with equipment to deal with CAPS

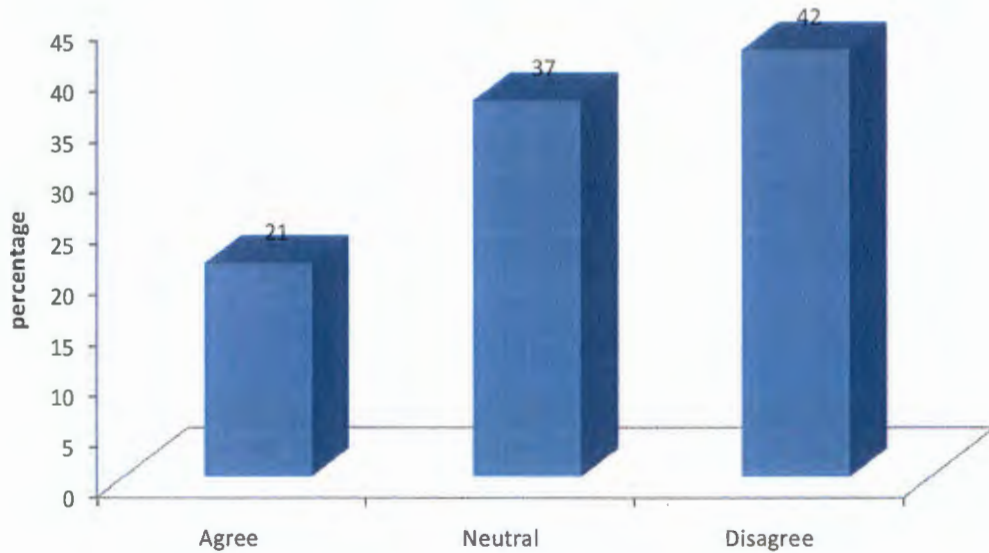


Figure 4 above shows that most interviewed principals disagreed with the statement that teachers were given enough time to familiarize themselves with equipment to deal with CAPS curriculum (42.1%). This is compared to 21.1% who agreed. It is plausible that teachers required more time to adjust to the equipment because most of it was totally new thus requiring more time. This may impact negatively on their ability to teach effectively because they may need to constantly consult before they are fully comfortable with the equipment. This unfortunately impacts negatively on the learners.

4.4 Summary

The above results have shown that the school environment was conducive for learning and that overall infrastructure of the schools was supported by teachers and principals alike. Principals were consulted in as far as the implementation of the new curriculum is concerned and that classes and offices were also adequate in dealing with adjustments to the new curriculum.

However challenges remain such as the training of teachers to adjust to the new CAPS curriculum which both principals and teachers have shown needed more time. This is in addition to the fact that there is a need for more time to familiarizethem with new equipment that was to be used for the new curriculum.

This means that initial challenges still remain and if not dealt with may impact on learner performance. This is based on the fact that if teachers are not ready or adequately equipped to teach the new curriculum, learners will not be able to pass the national examinations which are based on the new curriculum.

Chapter Five

5. Summary of the Findings, Conclusions and Recommendations

5.1. Introduction

The study is aimed at examining the management of service delivery in education and how it affects learner performance. Effective and efficient management of service delivery is critical in ensuring that both learners and teachers have a conducive environment that would ensure learners pass or attain good grades while the teachers are fully comfortable in their environment to teach. Specifically the study is aimed at establishing the nature, scope and characteristics of service delivery, factors that contribute towards effective service delivery and challenges faced by both educators and managers in providing education.

5.2. Summary of the findings

The following are the major findings based on the objectives of this study.

5.2.1 Nature, scope and characteristics of service delivery in education

The majority of teachers were in the older age group of 50-54 years followed by the 40-44 year group suggesting that teachers in the Rekopantswe area office have been in the teaching profession for a long time. This affected in the years they had been in the education profession in which the majority had over 10 years in this profession. In regards to the principals the majority were above 55 years and were males. Most had at least a diploma as their highest qualification and had been in the teaching profession for over 10 years. In a recent study done by Gabrielle Wills, most principals in South Africa would have to be replaced in the next five years as they were approaching retirement age (Wills, 2015). This study is in support of hers done which shows that in general principal were in the older age group.

The results also showed that most of the schools in the Rekopantswe area office are in the rural areas which may reflect the general socio-economic background which is generally rural. It is also worth pointing out that the majority of interviewed teachers attained a degree which is necessary for effective service delivery in the schools. These findings were collaborated by Potiet al.2014 in their study which highlighted that as a result nature of the province, schools in these areas needed urgent attention to retain teachers and improve the quality education.

Also, this study showed that most principals agreed that the new curriculum was suitable for dealing with South Africa's development needs, but the issue was how to implement the new curriculum in the schools and was also dependent on the teachers having to fully understand the curriculum which would positively impact on learners. This finding is supported by Lizer (2013) and Moodley (2013) who discovered the

implementation of the new curriculum in the schools was still a challenge as educators were not fully conversant with the result of, amongst others, structural issues in the schools, while a study done in Limpopo also highlighted challenges of implementing the new curriculum as a result of lack of time on the part of the educators and poor infrastructure (Badugela, 2012).

5.2.2. Factors that contribute towards effective service delivery in education.

In regards to the above objective, this study found that most teachers agreed with the statement that they did have the necessary teaching materials in the Rekopantswe area office in the NgakaModiriMolema District. However, equally important was that teachers were neutral to this statement.

Furthermore nearly half of teachers remained neutral to the statement that classes were conducive for teaching which suggests the urgent need to re-assess overall teaching environment in the schools. Most teachers agreed with the statement that the new curriculum was relevant to South Africa's development needs. A significant number of teacher agreed with the statement that they were given the opportunity to upgrade their qualifications. This is supported by Tshiredo, (2011), who points out that the Basic Education Department has and continues to make efforts in ensuring that educators are given the opportunity to upgrade their qualifications in line with this curriculum. The main concern was the time constraints in adjusting to it.

In addition, most principals agreed that staff morale was good and was key for the overall improvement of learner performance. However Badugela, (2012) and Du Plessis and Marais, (2015) indicate that this was fully dependent on the availability of resources and their ability to further improve their qualification in line with the new curriculum requirements Poti et al. (2014) content that incentives given to educators to remain in the rural areas were also key in retaining them in the schools in the North West province.

5.2.3. Challenges faced by both educators and managers in providing education.

In regards to the above objective, most teachers disagreed with the statement that they were given enough time to adjust to the new curriculum. This may have long-time negative consequences to the learners who may not fully understand the subject matter and therefore fail their examinations. This is supported by Lizer (2013) whose study done in Vhembe District in Limpopo highlighted the fact that a lack of adequate planning was a key challenge for teachers teaching science subjects to students.

Also the results of this study showed that most teachers remained neutral to the statement that they had necessary teaching materials and aids, and had not enough time to teach learners the subjects effectively. Jacobs, Vakalisa and Gawe (2004) show that even with the training received, teachers remained confused and struggle to

effectively teach learners. This clearly shows that teachers needed to be fully competent for them to produce the desired results (McCombs and Whistler, 1997). Most principals agreed with the statement that there were initial difficulties encountered in adjusting to CAPS and support was forthcoming from the education department in adjusting to CAPS.

Also the results in this study showed that most teachers did agree with the statement that they were given assistance to understand the new curriculum. This is supported by Cassidy (2014) who indicated that there is a general move to clustered training with particular focus on whole school improvement and less on subject development. Part of this school improvement includes teaching methods that were effective and interactive with learners. However, Badugela (2012) contends that in Limpopo there was more need for training in regards to the new curriculum for teachers.

However results show that some principals disagreed that the initial administrative challenges were resolved. Some of these initial challenges may be as a result of CAPS which was still not easy to teach and as a result became difficult to implement Lizer (2013) contends that a pilot study of this new curriculum should have been done as it would have highlighted constraints of the new curriculum. Her study in the Vhembe district shows that amongst others inadequate resources have plagued the implementation of this curriculum especially in science subjects.

5.3. Conclusion

This study concludes that the new curriculum does cater for South Africa's developmental needs and that teachers were given the opportunity to upgrade their qualifications for the new curriculum. However not enough time was accorded them to fully adjust to the new curriculum. Furthermore the overall teaching environment was not conducive for effective teaching which would impact negatively on the learners. Despite support from Department of Education in adjusting to CAPS challenges still remain as highlighted by managers which could relate to the poor planning of this new curriculum. Unless addressed, these challenges would impact negatively on staff morale and affect learner performances.

5.4. Recommendations

The following recommendations are based on the objectives of this study.

5.4.1. Sustained Management Training Facilities for Principals

There is a need for most principals to attain a minimum management course and also be able to understand the new current teaching curriculum. This would enable them to assist those teachers who still required more time in understanding CAPS. It would be prudent for the Department of Education to provide their inputs on what are those issues that require to be addressed.

5.4.2. Sustained curriculum management and delivery training for all Educational Managers

There is an important need for the Department of Education to re-assess the time given to teachers to adjust to the new CAPS curriculum. This would help them fully understand the new curriculum and also be ready to teach this new curriculum to the pupils. This at the end will enable pupils to pass the new curriculum. It is suggested that workshops be done periodically and teachers be given the opportunity to highlight those areas that urgently need attention. Feedback sessions after such workshops must be able to ascertain whether teachers are able to understand new curriculum and, where possible suggest ways to improve. Furthermore school visits by curriculum implementers should be done more regularly.

5.4.3. Effective and sustained instructional management

A better formula for the delivery of teaching materials and aids must be urgently sought because this is still a challenge. It is envisaged that every six months an assessment is done to gauge the standard of teaching material and aids so that decisions are taken well in advance to order teaching materials and aids. However, the teachers must be consulted and together with management of the schools assess those items that are critical taking into consideration budgetary constraints.

Similar to the above since most schools are situated in the rural areas a full audit must be done to fully understand the classroom conditions which may hamper effective learning and teaching. It is possible that some of the classroom do not have furniture or have leaking roofs making it difficult to teach especially during the rainy season.

There is also an urgent need to resolve the initial challenges brought about the change in the new curriculum as most principals have alluded to the fact that these challenges still exist. This may have a negative impact on teaching delivery which also has a negative impact on staff morale and pupils' ability to pass their examinations.

5.5. Recommendation for Further Studies

The CAPS curriculum has been in existence for over a decade now and further research needs to be done on its impact on the South African economy given that the country currently has high levels of youth unemployment.

Furthermore, research must be done with the inclusion of teachers' input on how the CAPS can be improved and implemented given the initial and recurring challenges it still faces. Further considerations should also be given by the school principals when any improvements are to be made to the curriculum.

6. List of tables

Table 1: Demographic characteristics of teachers in the Rekopantswe Area Office N=95

Table 2: Teaching subjects of teachers in the NgakaModiriMolema District

Table 3: teachers' responses to teaching and the general school environment in the NgakaModiriMolema District N=95

Table 4: Teachers' responses to service delivery in the NgakaModiriMolema District of North West Province of South Africa.

Table 5: Teachers' responses to understanding the new curriculum in the Rekopantswe Area Office N=95

Table 6: Demographic characteristics of principals in the Rekopantswe Area Office N=19

Table 7: Principal's responses towards nature and scope of service delivery in the Rekopantswe Area Office N=19

Table 8: Principal's responses towards impact of service delivery in the Rekopantswe Area Office N=19

Table 9: Principal's responses towards challenges faced in their schools in Rekopantswe Area Office N=19

7. List of graphs/figures

Figure 1: Teachers given enough time to adjust to the new Curriculum

Figure 2: Teachers have enough time to teach learners subjects effectively

Figure 3: Teachers adequately trained to Adjust to CAPS Curriculum

Figure 4: Teachers given enough time to familiarize with equipment to deal with CAPS

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