

**CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS IN  
MANAGING CURRICULUM IMPLEMENTATION. A CASE OF MAUNE  
CIRCUIT SECONDARY SCHOOLS, CAPRICORN DISTRICT.**

by

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## DECLARATION

I, PHILLIMON NTSHWANE MOTHAPO, hereby declare that **“CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS IN MANAGING CURRICULUM IMPLEMENTATION: A CASE OF MAUNE CIRCUIT SECONDARY SCHOOLS, CAPRICORN DISTRICT”**, is my own work and that all the sources that I have used have been indicated and acknowledged by means of references.

.....*M. Mothapo*.....

Signature

P.N. Mothapo

.....*21/12/2014*.....

Date

## **ABSTRACT**

The focus of the study was on challenges experienced by School Management Teams in managing curriculum implementation: a case of Maune Circuit secondary schools, Capricorn District. The study was qualitative in nature and concentrated on challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit secondary schools under Capricorn district.

The research findings confirmed that School Management Teams experience challenges in managing curriculum implementation in Maune Circuit secondary schools under Capricorn District.

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- My brother Samuel, my sister Rosinah and her son Jonas for their support and encouragement.
- To the Department of Education in the Limpopo province for allowing me to conduct research in the selected schools in Maune Circuit of Capricorn District.

## **DEDICATION**

I dedicate this study to my mother Nnana Fridah Mothapo and my late father Hlabakgwadi Sophonia Mothapo.

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**Appendix B:** Semi- Structured Interview questionnaire for heads of departments .

**Appendix C:** Copy of application to conduct research.

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Limpopo Province.

## LIST OF ABBREVIATIONS

SMT-School Management Team

HOD-Head of Department

SADTU-South African Democratic Teachers Union

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## **CHAPTER 1: ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION**

Curriculum implementation and management is one of the critical challenges faced by the South African schools and the Department of Education in general. Managing curriculum implementation (teaching and learning) is the School Management Teams' main responsibility. In managing curriculum implementation, School Management Teams have to plan, organise, lead and control so that curriculum could be implemented effectively. The School Management Teams are also responsible for monitoring and supporting curriculum implementation. However, managing curriculum implementation is not free from challenges. Those challenges include lack of intensive training of teachers and School Management Teams. Middlewood and Burton (2001:147) agrees that effective curriculum management depends on a number of interrelated factors, among them being the intensive training. Challenges experienced by the School Management Teams in managing curriculum implementation impact negatively on teaching, learning, and the performance of the schools. The future of the learners is, therefore, negatively affected.. In analysing the 2009 matric results, Namane Dickson Masemola (Limpopo MEC for education) maintains that with the results standing at a 48.9% pass rate for 2009 academic year, the department of education is not pleased with the situation (Budget speech, 2010:5). This poor performance, as an example, reflects that curriculum implementation is inadequately managed and there are challenges experienced by School Management Teams in managing curriculum implementation.

In this study the focus was on challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit secondary schools, Capricorn District.

## **1.2 STATEMENT OF THE PROBLEM**

Motivation to conduct the study has transpired from the observation made during the school support visits to Maune Circuit. In some schools, the culture of teaching and learning is eroded. There are dysfunctional schools in the circuit. Passion for service delivery by teachers is lacking. Management roles such as planning, organising, leading and control are ineffective. Pass rates are dropping because of these problems. It is a matter of concern for the Limpopo Department of Education, Capricorn District and Maune Circuit. The researcher was, therefore, motivated by dysfunctional schools to find out challenges experienced by School Management Teams in managing curriculum implementation. The problem for this study is poor management of curriculum implementation by the School Management Teams with specific reference to Maune Circuit Secondary Schools, Capricorn District.

## **1.3 AIM OF THE STUDY**

The aim of the study is to investigate challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.

## **1.4 OBJECTIVES**

Objectives of the study as informed by the aim stipulated above are as follows:

- To investigate the extent to which the School Management Teams manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.
- To identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.
- To recommend possible solutions to the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.

## **1.5 RESEARCH QUESTIONS**

Research questions of this study are:

- To what extent are School Management Teams managing curriculum implementation?
- What are the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District?
- How can those challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District, be attended?

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

### **1.6.1 Study area**

The area of study is secondary schools in Maune Circuit which falls under Capricorn District office of the Limpopo Department of Education. Maune Circuit is in Mashashane village which is a rural area headed by chief M. Mashashane. The village is comprised of clan village settlements, namely: Ga-Matlapa, Ga- Madiba, Diana, Mapateng Monotwane, Ga-Kgasha, Sebora, Manyapye, Glenroy, Segwatleng, Boetse, Moshate, Maune, Utjane, Mandela, Jupiter, Mohlonong, Mapeding, Mars, Venus, Bellingsgate, Naledi and Ga-Mapangula. Maune Circuit comprises ten secondary schools and sixteen primary schools.

### **1.6.2 Research design**

Mouton (2001:55) defines research design as a plan or blueprint of how one intends conducting research. The researcher has used qualitative research design in this study. Phenomenological and ethno methodological approaches have been used because these approaches aim to understand and interpret the meaning that subjects give to their everyday lives(Devos, 2001:80) .The researcher focuses on the roles of School Management Teams,



the extent to which they manage curriculum implementation and the challenges they experience in managing curriculum implementation.

### **1.6.3 Choice and rationale of design**

The study is qualitative because the findings of the research are expressed in words as respondents are identified and selected for interviews. In other words, the extent to which the curriculum implementation is managed by School Management Teams, the challenges experienced by School Management Teams and possible solutions to their problems in managing curriculum implementation have been expressed in words because information have been obtained through interviews. Cohen and Manion (1994:38) define research methodology as the range of approaches used in research to gather information. This study is qualitative in approach as it enables School Management Teams to describe their experiences in words concerning:

- Their management roles in curriculum implementation,
- Challenges they experience in managing curriculum implementation and
- How these challenges can be attended.

The School Management Teams' experiences concerning the above mentioned aspects have helped the researcher understand their beliefs, thoughts, challenges and suggestions.

### **1.6.4 Population**

Gay and Airasian (2000:124) define population as the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalised. In this study, the population is the School Management Teams of secondary schools in Maune Circuit.

### **1.6.5 Sample size and selection methods**

The purposive sampling procedure have been used. Bailey (1987:96) maintains that the

advantage of purposive sampling method is that the researcher may use his/her knowledge, skills and experience to select suitable respondents for the study. The purposive sampling have enabled the researcher to choose the School Management Teams of the secondary schools according to requirements sets that is, School Management Teams of secondary schools that performed poorly in Matric results. Poorly performing schools are schools which performed below 50% pass rate in Matric results (Department of Education, 2011:1). In 2011 Matric results, the poorly performed schools in Maune Circuit were six (Department of Education, 2011:1). The School Management Teams of poorly performing schools are relevant in this study because the fact that their schools are underperforming, shows that they are experiencing challenges in managing curriculum implementation. Principals and heads of the department of the six poorly performing schools will be individually interviewed using semi- structured interview questionnaire. The sample of the School Management Teams of the six poorly performed secondary schools in Maune Circuit was as follows:

- Principals from six underperforming secondary schools to be individually interviewed using semi- structured interview questionnaire.
- Heads of department from underperforming secondary schools to be individually interviewed using semi- structured interview questionnaire.

### **1.6.6 Data collection instruments**

#### **1.6.6.1 Semi- Structured interview questionnaire**

Devos (1998:351) defines semi- structured interview as data collection method used to gain a detailed picture of a participant's beliefs about, or perception or accounts of a particular topic. In this study, semi- structured interview questionnaire was used to collect data from principals of each school and the individual heads of the department of each school in Maune Circuit. Permission to conduct the interview was requested from the Limpopo Department of Education whose Head Office is based at 113 Biccard5 Street, Polokwane. A plan for the interviews was developed and the School Management Teams of the affected schools were notified in advance.

### **1.6.7 Data analysis methods**

Padgett (2004:183) states that the data collected during the interview should be analysed by a process of identifying and coding . Hoberg (1999:131) states that qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns among the categories. Thus, in data analysis process, the data was organised into categories.

### **1.7 ETHICAL CONSIDERATIONS**

Cohen and Marion (1994:51) define ethics as guidelines for leveling the ground before commencing with research. Research ethics helps to prevent research abuses and assists investigators in understanding their responsibilities as ethical scholars (Bless and Higson-Smith, 2000:141). In order to abide by research ethics in this study, the researcher has:

- Kept the information and particulars of the respondents confidential.
- Protected the anonymity of all respondents and the schools involved in this study.
- Treated the participants with respect.
- Treated the information from participants as confidential.

### **1.8 SIGNIFICANCE OF THE STUDY**

Lobindo-wood and Haber (2002:56) indicate that the problem under study should contribute to the significance of the study. The solutions to the problem under study will help the School Management Teams manage curriculum implementation effectively. Limpopo Provincial Department of Education, Capricorn District and Maune Circuit will benefit from the knowledge generated from the study. The strategies and programs to address the challenges faced by School Management Teams manage curriculum implementation will therefore, be developed by the Limpopo Provincial Department of Education, Capricorn District and Maune Circuit.

These intervention strategies will help School Management Teams in managing curriculum implementation effectively. It will serve as a source of reference in initiating further discussions and research on challenges faced by School Management Teams in managing curriculum implementation. The recommendations and conclusions drawn from this study will assist the Department of Education in Limpopo Province, Capricorn District, Maune Circuit secondary schools and School Management Teams in managing curriculum implementation effectively. The employer may use the findings of the research to develop intervention strategies and to create a conducive environment for School Management Teams to manage curriculum implementation efficaciously.

### **1.9 DEFINITION OF CONCEPTS**

The concepts to be defined in this study are management, curriculum, implementation and School Management Teams. These concepts are defined as follows:

**Management:** Piek (1992:14) defines management as planning, organizing, leading and controlling. In this study, it implies the planning, organizing, leading and controlling of curriculum implementation.

**Curriculum:** Stanhouse (1975:2) defines curriculum as what happens to school as a result of what teachers do. Glatthorn, Boschee and Whitehead (2009:3) define it as the plans made for guiding learning in the schools.

**Implementation:** Implementation is defined as the process of implementing something (Delahunty and McDonald, 2005:337). In this study, it implies the process of implementing curriculum.

**School Management Teams:** School Management Teams are teams comprising the principals, deputy principals and heads of department of public schools (Limpopo Department of Education, 2010:9).

## **1.10 RESEARCH FRAMEWORK**

The study is divided into five chapters which are as follows:

### **CHAPTER 1: BACKGROUND OF THE STUDY**

This chapter deals with a brief background to the study and the statement of the problem which indicates the focus of the problem. Aim of the study, objectives and research questions form the basis of the study, and they give the reader an understanding of the study. Significance of the study is also explained in this chapter.

### **CHAPTER 2: LITERATURE REVIEW**

In this chapter a review of literature on School Management Teams' roles and the challenges they experience in managing curriculum implementation is presented. Literature review deals with a variety of literature sources such as journals, newspapers, text books, articles, documents in order to achieve the following objectives of the study:

- To investigate the extent to which the School Management Teams manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.
- To identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.
- To recommend possible solutions to the challenges.

### **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

Chapter three is devoted to qualitative research methodology. The focus is on research design, choice of research design, population, sample size and selection methods, data collection instruments, data analysis methods, ethical considerations, significance of the study, research framework and definition of concepts.

### **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

This chapter deals with presentation, analysis and interpretation of data collected from the respondents. Data is collected from School Management Teams in Maune secondary schools. Data to be collected is about the extent to which School Management Teams manage curriculum implementation, the roles of the School Management Teams, the challenges experienced by School Management Teams in managing curriculum implementation and solutions to the problems experienced by School Management Teams in managing curriculum implementation. The semi-structured interviews questionnaires have been used to gather the responses from the School Management Teams in Maune Circuit Secondary Schools.

### **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents a summary of the study. Findings arising from the study have been presented. Finally, recommendations and conclusion have been presented.

#### **1.11 SUMMARY**

This chapter starts by discussing the background to the problem which is poor management of curriculum implementation by the School Management Teams. The discussion of the background to the problem is followed by the identification and explanation of the aim of the study which is to investigate challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District.

The aim of the study informs the objectives which are to investigate the extent to which the School Management Teams manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District, to identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District and to recommend possible solutions to the challenges.

Finally, the research methodology which deals with how the research is to be conducted in this study is discussed. In the next chapter, the study focuses on literature review as informed by the objectives of this study to investigate the extent to which the School Management Teams manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District, to identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District and to recommend possible solutions to the challenges. Literature review has used a variety of literature sources in order to achieve the objectives of this study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

Curriculum implementation and its management are some of the critical challenges faced by the South African schools and the Department of Education. School Management Teams are faced with challenges in managing curriculum implementation. Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-67) states that School Management Teams' roles and responsibilities are to manage curriculum implementation. The focus of this study is on what School Management Teams are expected to do as mandated by the legislative frameworks governing education management and to investigate whether or not they are really performing such duties and responsibilities in managing curriculum implementation and to what extent to which they perform such duties and responsibilities. A point of departure is what the principals, deputy principals and heads of departments do in the school with regard to management of curriculum implementation.

This study further, reviews existing literature in order to explore what other scholars say about the research topic at hand. Relevant literature materials have been reviewed to address the objectives of this study:

- to investigate the extent to which the School Management Teams are manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District,
- to identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District and
- to recommend possible solutions to the challenges.



## **2.2 LEGISLATIVE FRAMEWORKS**

There are three legislative frameworks governing education in South Africa. These three legislative frameworks are Constitution of the Republic of South Africa of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998. School Management Teams have to implement them in order to effectively manage curriculum implementation.

### **2.2.1 The Constitution of the Republic of South Africa, 1996**

In relation to education in South Africa, section 29 (1) (a) of the Constitution of the Republic of South Africa of 1996 states that everyone has the right to basic education, including adult basic education. Section 29 (2) further states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. This implies that School Management Teams have a responsibility of providing education to learners in an effective and efficient manner and without discrimination. Everyone has to be afforded an opportunity for basic education.

### **2.2.2 South African Schools Act 84 of 1996.**

In relation to the management of the curriculum and the school as a whole, the South African Schools Act (Act 84 of 1996) (RSA, 1996b:11) states that professional management of public schools must be undertaken by principals under the authority of the Provincial Head of Department. This implies principals have been given the authority to manage and lead the schools on behalf of both the government and the parents. In managing, principals have to perform management functions such as planning, organizing, leading and controlling. In leading, the principals have to influence all stakeholders in the school to work towards the achievement of the set objectives. The principals are the accounting officers for every activity that takes place within the school environment. The School Management Teams have the responsibility of supporting the

principal in management and leadership of the school by ensuring that all expected tasks are properly executed.

### **2.2.3 Employment of Educators Act 76 of 1998.**

In relation to the management of curriculum implementation, Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-67) states the role of School Management Teams such as head of department, deputy principal and principal:

#### **2.2.3.1 Core duties and responsibilities of Head of department**

According to Employment of Educators Act (Act 76 of 1998) (RSA 1998c:66-67), there are prescribed core duties and responsibilities of head of department in terms of curriculum implementation. These core duties and responsibilities are among others, extra and co-curricular, personnel, general administrative and communication functions. Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) further states that the core duties and responsibilities are teaching, effective running of the department and organization of relevant extra-curricular activities in order to ensure that the subject, learning area or phase and the education of the learners are properly executed. Core duties and responsibilities of head of department as outlined in the Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) are discussed as follows :

##### *(i) Teaching*

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) states that the head of department has to engage in class teaching as per workload of the relevant post level and the needs of the school, be a class teacher if required and record the performance of learners taught. This implies that the head of department has to teach and manage curriculum implementation. He/She must lead by example when it comes to lesson preparation, teaching, assessment and recording of learner performance. Evaluation of learner performance and strategies to improve learner performance should

jointly done with the teachers. The head of department has to set good example for teachers to follow in preparing lessons before going to the class, teaching the prepared lesson, controlling learners' work, leading and managing classroom activities, assessing the learners formally and informally, recording learners' performance and reporting to the learners' parents about learners' performance. Teachers will be motivated to teach if head of department is committed and lead by example.

*(ii) Extra and co-curricular roles*

Extra and co-curricular roles of the head of department as outlined by Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) are to be in charge of the subject, learning area or phase, to jointly develop policy for that department, to provide and coordinate guidance and to control the work of educators and learners in the department.

These roles imply that the head of department is vested with the authority of managing the subject, learning area or phase. In managing curriculum implementation, head of department has to jointly develop policies with teachers that will inform curriculum implementation, allocate duties to teachers, lead by example and control the work of educators such as lesson preparations, informal and formal tasks. The head of department also has the responsibility of motivating and giving guidance to teachers, particularly the inexperienced ones. Working as a team will help in managing curriculum implementation.

*(iii) Personnel*

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) states that head of department has to advise the principal regarding the workload division among the staff in that department and to participate in agreed upon educator appraisal processes in order to regularly review their professional practices with the aim of improving teaching, learning and management. This implies that the head of department has to advise the principal regarding the number of teachers needed in the department and the shortages. Enough provision of human resources is important in this regard as it impacts on management of curriculum implementation. The head of department has to advise the principal regarding

how teachers can be professionally developed in order to improve teaching, learning and management. The head of department is therefore having the responsibility of initiating school-based staff development workshops with a special focus on teaching, learning and management.

*(iv) Administrative functions*

In terms of general administrative functions, Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) states that the head of department has to assist the principal in the planning and management of text books and equipment for the department and the budget for the department. Management of curriculum implementation depends on the availability of resources such as textbooks. This implies that the head of department together with teachers in the department have to jointly identify the needs of the department and budget accordingly. Meetings should be held regularly in order to share best practices that will improve learner performance. They need to come up with curriculum budget that will address the needs of the department with the aim of supporting teaching and learning. Addressing curriculum needs in the department will enable the head of department to manage curriculum implementation.

*(v) Communication*

According to Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:66-67) the head of department has to co-operate with his/her colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and to participate in departmental and professional committees, seminars and courses in order to contribute to their professional standards. This implies that head of department has to work harmoniously with his/her teachers. Effective communication and good human relations promotes team work and cooperation. The head of department has to professionally develop teachers by motivating and encouraging them to participate in departmental and professional committees, seminars and courses. The head of department has to conduct class visits and encourage members of the subject team

to observe one another's lessons and the lessons taught by head of department in order to share best practices. The head of department will be able to manage curriculum implementation effectively if teachers are professionally developed and are competent in the implementation of curriculum.

#### 2.2.3.2 Core duties and responsibilities of Deputy Principal

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and responsibilities of the Deputy Principal in managing curriculum implementation as administrative, teaching, extra and co-curricular, personnel, interaction with stakeholders and communication functions. Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) further states that Deputy Principal has to assist the principal in managing the school and promote the education of learners in a proper manner. Duties and responsibilities of Deputy Principal as outlined by Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) are discussed as follows:

##### *(i) General/Administrative*

In terms of general administration, Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) identifies the duties and responsibilities of the Deputy Principal as to assist the principal in school administration. For example, duty roster, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming and school finance and maintenance of services, planning and allocation of resources. These imply that for effective implementation of curriculum, the Deputy Principal has to assist the principal in developing school time table and to check on daily basis the teachers who are absent and plan as to how best they can improvise. The Deputy Principal has to assist in managing the leaves of teachers and to assist teachers in developing catch up programs that will assist in completing the syllabus in time. The Deputy Principal has to provide resources that support teaching and learning.

*(ii) Teaching*

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and Responsibilities of Deputy Principal regarding teaching as to engage in class teaching as per work load of the relevant post level and needs of the school, assess and to record the attainment of learners taught. These imply that the Deputy Principal has to prepare lessons, go to class and teach, give learners informal and formal tasks and record learners' performance. The Deputy Principal is, therefore, expected to lead by example. If he/she is exemplary in teaching, teachers will be motivated to teach and this will impact positively in the implementation of curriculum and management of curriculum implementation.

*(iii) Extra and co-curricular*

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and responsibilities of Deputy Principal in managing curriculum implementation as being responsible for school curriculum and pedagogy. For example, choice of textbooks, coordinating the work of subject committees and groups, time-tabling, arranging teaching practice, assisting the principal in overseeing learner guidance, career guidance and participating in departmental and professional activities, seminars and courses. It implies that the Deputy Principal has the responsibility of managing curriculum implementation, guiding teachers in the selection of good text books and establishing subject committees that will assist in sharing their experiences in various subjects. The Deputy Principal also has the responsibility of managing time table in order to ensure that every teacher is allocated subject to teach and learners are taught as expected. The Deputy Principal has the responsibility of guiding learners in terms of their careers so that they stay focused. The Deputy Principal also has the responsibility of maintaining discipline in the school. It is in a disciplined school where curriculum implementation can be effectively managed. The Deputy Principal has to be involved in professional activities such as seminars and courses in order to be professionally developed.

professionally. A competent and knowledgeable Deputy Principal will be able to manage curriculum implementation.

*(iv) Personnel*

Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and responsibilities of Deputy Principal regarding personnel as among others, to guide and supervise the work and performance of staff, discuss and write or countersign reports and to participate in agreed school/educator appraisal processes in order to regularly review their professional practices with the aim of improving teaching, learning and management. It implies that the Deputy Principal has to lead and manage curriculum implementation. In leading and managing curriculum implementation, Deputy Principal has to monitor and support curriculum implementation, manage teacher appraisal and come up with staff development programmes.

2.2.3.3 Core duties and responsibilities of Principal

According to Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-65) there are prescribed core duties and responsibilities of Principal in terms of curriculum implementation. These core duties and responsibilities include administrative, personnel, teaching and communication functions. Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-65) also states that the principal has to ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures. The legal framework provides a guide in terms of provision of education and how curriculum implementation should be effectively managed. Core duties and responsibilities of Principal as outlined by Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-65) are discussed as follows:

*(i) Administrative Functions*

According to Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:64-65), the core duties and responsibilities of principal in terms of administrative functions are to give proper instructions and guidelines for time-tabling, admission and placement of learners and to ensure that good discipline is maintained. It implies that for effective management

of curriculum, the Principal has to manage time table by making sure that all teachers are allocated subjects according to their area of specialization and teachers are teaching as guided by the time table. The Principal has to ensure that admission of learners is done in terms of availability of classrooms in order to avoid overcrowding as this will impact negatively on teaching and managing of curriculum implementation. Discipline should also be maintained because in a school where learners and teachers are disciplined and focused, principal is able to manage curriculum implementation.

*(ii) Personnel*

Employment of Educators Act(Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and responsibilities of Principal regarding personnel as to provide professional leadership within the school, supervise and offer professional advice on the work and performance, ensure that workloads are equitably distributed among the staff, be responsible for the development of staff development training programmes, assist educators particularly new and inexperienced ones, participate in agreed educator appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management and ensure that all forms of assessment conducted in the school are properly and efficiently organized. It implies that the Principal as a leader and manager, has the responsibility of managing curriculum implementation. In managing curriculum implementation , the Principal has to monitor and support curriculum implementation. The Principal has to ensure that subject allocation is done fairly and according to the qualifications of teachers. Well qualified teachers should be hired. The Principal is having the responsibility of recruiting, motivating and developing teachers. The Principal has to develop school professional program focusing on development workshops focusing on best practices on teaching and improvement of learner performance. Newly appointed teachers have to be inducted and given professional advice and support. The Principal has to manage the appraisal of teachers which is aimed at developing teachers professionally.



*(iii) Teaching*

Regarding teaching, Employment of Educators Act (Act 76 of 1998) (RSA, 1998c:65-66) states that the Principal has to engage in class teaching as per workload of the relevant post level and the needs of the school, be class teacher if required and record the attainment of the learners taught. These imply that the Principal has to teach and lead by example. The Principal like teachers has to prepare lessons, teach, assess and record the performance of learners. Analysis of learner performance should be done in order to establish challenges which learners are experience when learning. Remedial activities aimed at addressing the challenges experienced by learners should be developed. Strategies to address learners' failure should be developed. Being exemplary in teaching activities, will help in motivating the teachers. Leading by example will enable the Principal to effectively manage curriculum implementation. Above all, the principal has to ensure that quality teaching and learning is promoted.

*(iv) Communication*

Employment of Educators Act(Act 76 of 1998) (RSA, 1998c:65-66) identifies duties and responsibilities of a Principal regarding personnel functions as to co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running of the school, liaise with the circuit office, research and update of statistics in respect of educators and learners, liaise with relevant structures regarding school curricular and curriculum development, meet parents concerning learners' progress and participate in departmental and professional committees, seminars and courses in order to contribute to professional standards. These duties and responsibilities of the Principal imply that he/she has to lead and manage curriculum implementation. The Principal has to cooperate with the teachers, school governing body, parents and Circuit office in order to effectively manage curriculum implementation. The Principal also has the responsibility of providing curriculum resources for various subjects. The resources support teaching and learning. Provision of resources helps the Principal to effectively manage curriculum implementation. The Principal has to develop himself/herself professionally in order to effectively manage curriculum implementation . Participation in departmental and

professional committees, seminars and courses is important as this contribute to professional growth. School Management Teams are therefore having the responsibility of ensuring that the curriculum implementation is managed effectively and their duties and responsibilities are in compliance with legislative frameworks, that is, they do what is expected of them in terms of their responsibilities as outlined by Employment of Educators Act, Act 76 of 1998. In an attempt to ensure that the curriculum implementation is managed effectively, School Management Teams lead and manage by example. Resources that support teaching and learning have to be provided. Policies that inform curriculum implementation should be provided and teachers should be guided through workshops, on what those policies require of them and what is expected of them in terms of curriculum implementation. Guidance, in terms of lesson preparation, should be given. School Management Teams should monitor and support teaching and learning in order to ensure that curriculum is implemented as expected.

## **2.3 MANAGEMENT OF CURRICULUM IMPLEMENTATION**

Management of curriculum is about effective implementation of the curriculum. The following are basic management functions which should be performed by School Management Teams: planning, organizing, leading and control (Van der Westhuizen, 1991:135). These basic management functions must be performed by School Management Teams in order to effectively manage curriculum implementation.

### **2.3.1 Planning**

Planning is the core duty of School Management Teams and it is about the development of vision, mission, goals, strategies and values for the organisation. Marx (1981:211) regards planning as the management task which is concerned with deliberately reflecting on the objectives of the organisation, the resources, as well as the activities involved and drawing up the most suitable plan for effectively achieving the objectives. This implies that the role of the School Management Teams is to develop vision, mission, goals, objectives and the strategy for the school. School Management Teams also have the responsibility of

giving guidance in the development of work schedules and lesson plans. They also have the planning responsibility of setting systems, policies, procedures and time tables necessary to make the school to work effectively and efficiently. This implies that School Management Teams also have the duty of knowing all the policies guiding the management of curriculum implementation. In order for effective management of curriculum implementation to be realised, School Management Teams must allocate teachers duties and responsibilities to educators according to their subject specialisation.

### **2.3.2 Organising**

Badenhorst (1996:17) defines organising as determination of objectives based on policies, horizontal division of work, vertical division of work and co-ordination. It is important that the principal and management team delegate to individuals the responsibility to ensuring that the plans, policies and procedures are adhered to. Van der Westhuisen (1991:162) states that organising endeavours to introduce order. This implies that School Management Teams have to allocate duties and responsibilities, establish clear lines of communication, allocate resources and coordinate activities.

### **2.3.3 Leading**

Lemmer (1994:1) states that the performance of a school, its staff and pupils are deeply affected by the principal's leadership role. Glatthorn, Boschee and Whitehead (2009:127) add that Principals play an important role in articulating educational goals and curricular priorities in that they influence teacher perceptions about curricular emphases and approaches, help teachers in using the test results and in aligning the curriculum. Van der Westhuisen (1991:151-152) argues that a healthy and objective relationship between the educational leader and staff promotes effective leadership. Koch (2012) identifies the required skills that the principal will need to acquire for effective leadership

such as communication skills(writing, speaking, listening and networking skills), emotional intelligence (ability to reflect and learn, use criticism constructively, be mindful and calm, display assertiveness), survival skills(delegates tasks, ability to screen out 'noise', technological skills), relationship management(negotiating skills conflict resolution/mediation skills, motivational and inspirational skills), instructional skills(ability to train educators to teach, display evidence of staff development skills), cultural competence(embraces diversity) and organizational mastery(display financial skills, time management capacity, data analysis capacity, project management skills).The communication skills mean that the School Management Teams should regularly communicate with teachers about issues relating to teaching and learning. The kind of communication should be verbal or in writing. Communication is important because it helps to clarify issues relating to responsibilities and core duties of teachers. It also helps teachers know what is expected of them. In leading, School Management Teams should exercise their leadership role by delegating tasks to teachers so that implementation of curriculum is done as expected. In order to promote the spirit of team work, the School Management Teams should motivate, embrace diversity, inspire teachers and address conflicts as they arise. Teachers should be developed professionally. Handler (2010) emphasizes leadership role which centers teachers' curricular role within the classroom and focuses on instructional practice. For teachers to take an effective curricular role as the leaders in the classroom, Handler (2010) argues that they must participate in curricular decision-making, take part in responsibilities they regard as directly related to classroom teaching, focus on improving their qualifications and professional preparation for success in their work, have comprehensive understanding of their content areas and methods of communicating knowledge. They must also recognise the need for the best design and implementation techniques of a broad range of instructional variations. These aspects imply that School Management Teams' responsibilities and tasks are to develop vision, mission, goals, objectives, strategies and values of the school. Teachers should be motivated and inspired by School Management teams to work towards the achievement of the stated

goals and objectives. Teachers also have to exercise their leadership role in the classroom and be involved in curricular decision making. As life long learners, they should keep on improving their qualifications in order to promote best practices in their daily teaching activities.

#### **2.3.4 Control**

Badenhorst, Calitz, Van Scalkwyk and Van Wyk (1987:52) content that control implies authority because effective control is impossible without authority. It is important for management to have a system of monitoring progress and performance to ensure that tasks are completed in time and to an acceptable standard. Van der Westhuzen (1991:217) indicates that control ensures that the staff will do their work preparation, that pupils will be taught and evaluated and that tasks will be carried out. This implies that for effective control to take place, School Management Teams should ensure that tasks are completed on time and are of acceptable standard. School Management Teams are, therefore, having the responsibility of helping teachers to understand the importance of meeting deadlines and producing quality work. Warnings should be given where tasks have not been completed in time and where tasks are of poor quality. Control promotes order and effective management of curriculum implementation.

### **2.4 CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS IN MANAGING CURRICULUM IMPLEMENTATION**

Report of the task team for the review of the implementation of the National Curriculum Statement (2009:5) indicates that there are challenges and problems experienced in the implementation of the National Curriculum Statement. The South African curriculum implementation was changed from time to time. Curriculum change has disrupted its smooth implementation. It started as Curriculum 2005, later on it has changed to Revised National Curriculum and now it is Curriculum and Assessment Policy Statement (CAPS). The focus should therefore, be on curriculum implementation challenges. Discussion focuses on how these challenges impact negatively on managing curriculum implementation.

These challenges are curriculum change challenges, resistance to change, disruptive behavior by teacher unions, lack of learners' and teachers' discipline, lack of team work, lack of intensive training of teachers and School Management teams, lack of resources and lack of distributed leadership.

#### **2.4.1 Curriculum change challenges**

The Department of Education (2011:14) states that it is imperative for educational authorities to develop curriculum policy which is of high quality and communicates curriculum message to the South African population. The reviewing and strengthening of curriculum is therefore inevitable as it (curriculum) keeps on changing. Curriculum change has affected the smooth implementation. Initially it started as Curriculum 2005, later to Revised National Curriculum and now to Curriculum and Assessment Policy Statement (CAPS). This implies that the national curriculum which is reviewed from time to time demands School Management Teams to constantly adapt to the changes for effective management of curriculum implementation. Virgilio and Virgilio (2001) indicates that there are curriculum change challenges impacting negatively on management of curriculum implementation such as lack of instructional leadership from principals. This implies that, as the instructional leaders, principals play an important role in leading curriculum implementation. Lack of principals' leadership in terms of guiding and supporting deputy principals, heads of department and teachers on how to plan lessons, control learner's work, lead and manage classroom activities, assess learners formally and informally and record learners' performance impact negatively on curriculum implementation.

##### **2.4.1.1 Lack of involvement of teachers in developing curriculum**

Teachers are the implementers of curriculum. Thus, lack of teacher involvement in development of curriculum impact negatively on the implementation of curriculum. Handler (2010) maintains that teachers are relegated to an ancillary role in curriculum

development. This implies that teachers are not effectively involved in the development of curriculum. There are other people who develop curriculum for them. This is a challenge because if teachers are not involved in the development of curriculum, training would be needed for them to understand the developed curriculum. Teachers may also be reluctant to accept it because they were never involved in the development of such curriculum. Thus, lack of teacher involvement in the development of the curriculum will impact negatively on the effective implementation of curriculum. Lack of School Management Teams involvement in curriculum development will also impact negatively on management of curriculum implementation because it is not easy to manage what one has not developed. Bean, Olivier, Treu and Van der Walt (2009) also state that the implementation of the curriculum would be difficult and even unrealistic if all role players were not involved. Oloruntegbe (2011) agrees that teachers often show resistance and lack of commitment to implementation of curriculum reforms because they are seldom involved in curriculum development. This implies that involvement of all stake-holders, including teachers and School Management Teams, is important for ownership and effective implementation of curriculum by teachers and effective management implementation of such curriculum by School Management Teams. Thus, failure to involve teachers and School Management Teams in curriculum development will impact negatively on curriculum implementation and management of curriculum implementation.

#### 2.4.1.2 Shortage and late supply of textbooks.

In 2007 only 45% of South African learners had their own textbooks (Department of Education 2011:18). This implies that teachers spent a lot of time developing teaching material. Teachers became curriculum developers. More time was devoted to the development of teaching material at the expense of teaching. The report of task team for the review of the implementation of the National Curriculum Statement (2009:9) indicates that both local and international research has indicated that textbook is the most effective tool to ensure consistency, content coverage, appropriate pacing and better quality instruction in implementing a curriculum. More time which was devoted to the

development of teaching material at expense of teaching, compromised teaching as the core duty of the teacher. More time which is spent on development of material and late supply of textbooks makes management of curriculum implementation by School Management Teams difficult. Implementation of curriculum was compromised and made the management of curriculum implementation difficult.

#### 2.4.1.3 Teacher workload and administrative burden

Bean, Olivier, Treu and Van der Walt (2009) state that assessment not only became portfolio based but was also complex, jargonised and time-consuming. This implies that teachers were overloaded with work of developing many formal assessment tasks. Some of these assessment tasks, such as research projects, were difficult for teachers to understand. Much time was spent on development of assessment tasks. Assessment compromised teaching time and this impacted negatively on teaching. Management of curriculum implementation was also compromised because the School Management Teams were also spending a lot of time planning and developing many formal assessment tasks. The number of projects are many and should be reduced (Department of Education 2011:4). This implies that it was a burden for teachers to develop many assessment tasks. This is a challenge because the School Management Teams want the teacher to be in classroom and teach but the teacher has a lot of administrative work which is also demanded by School Management Teams. Overload in terms of the teachers' administrative work such as planning which involves the development of work schedule and lesson plans takes result in teaching being compromised. Teachers take time to develop these tasks. These formal assessment tasks have to be approved by the heads of the department and this also takes time before learners can write. Marking of these formal assessment tasks takes time as they are many. The teacher is always planning and developing formal assessment tasks and there is no effective teaching. The core duty of the teacher is to teach. Much time which is spent on planning and development of many formal assessment tasks compromise the core duty of the teacher and this result in School Management Teams not effectively managing curriculum implementation.



#### 2.4.1.4 Lack of capacity of District officials to support teachers and School Management Teams

Report of task team for the review of the implementation of the National Curriculum Statement (2009:22) states that district officials have been subjected to the same degree of change just like teachers are, in many cases, a superficial understanding of curriculum exists. This is a challenge because if the district officials, such as curriculum advisors, are having superficial understanding of curriculum, they will be unable to render intensive support to teachers and School Management Teams. Thus, effective teaching and management of curriculum implementation will suffer. Virgilio and Virgilio (2001) emphasise that most implementation efforts fail because curriculum leaders neglect to provide adequate staff development. Fleish (2002:152) indicates that poor training of officials impact negatively on curriculum implementation. This implies that curriculum leaders, such as curriculum advisors who are not trained enough, will be unable to guide and support School Management Teams in managing curriculum implementation. Thus, lack of capacity from district officials who are supposed to render effective curriculum support to teachers and School Management Teams, impact negatively on effective teaching and management of curriculum implementation.

#### **2.4.2 Resistance to change**

The National Curriculum which is reviewed from time to time demands School Management Teams to constantly adapt to the changes for effective management of curriculum implementation. Change is often resisted. Van der Weshuizen (2007:223) has identified the following aspects as causes of resistance to change: fear of change, a low tolerance for change and various perceptions in respect of change. It implies that the School Management Teams must be brave enough to face curriculum changes. Leaders and managers of curriculum implementation, must lead by example and face curriculum changes head on.

Life long learning is needed in order to adapt to curriculum change. School Management Teams who fear curriculum change will experience challenges in managing curriculum implementation. Jerling (1996) states that resistance to change is often found in shy people with a low self-esteem and those who are slow learners. It implies that School Management Teams who are shy and have a low opinion of themselves will have problems in facing curriculum change head on. Change is inevitable and needs brave and courageous School Management Teams who are able to accept curriculum change and deal with it.

Virgilio and Virgilio (2001) state that the emotional needs and feelings of people are just as important as the technical aspects of innovative curriculum change because individuals who are satisfied and motivated will play a major role in the success of change process. For curriculum to be effectively implemented by teachers, the School Management Teams should identify and address challenges experienced by teachers who fear change, with low tolerance for change and with various perceptions in respect of change. Circuit managers should identify and address challenges experienced by School Management Teams regarding fear of change. Supporting School Management Teams during the process of curriculum change will enable them to manage curriculum implementation. School Management Teams should motivate teachers and support them during the process of change because this will help in the effective management of curriculum implementation. School Management teams who are not willing to change and adapt to curriculum changes, will experience problems in managing curriculum implementation.

#### **2.4.3 Disruptive behavior of teacher unions**

Teacher unions are a powerful force in education at both state and local levels. Van der Westhuizen( 2007:24) contends that a school can face serious repercussions from firing an incompetent teacher than from totally neglecting school children. This implies that the interests of teachers come first and teacher unions are to ensure that these interests are protected. Tampering with the interests of the teachers, the school may face serious repercussions.

Donaldson (2011:30) maintains that self serving political organisations such as South African Democratic Teachers Union needed to be driven out of schools if the standard of the country's education is to improve. This implies that teacher union activities such as strikes impact negatively on the education of learners because learners are not taught as expected. During the teacher strikes led by the unions, learners are not taught as the teachers are absent from schools. Absenteeism compromise time for teaching. It creates disorder in schools as learners are left unattended and make noise in the classrooms. The syllabus is not completed on time. These challenges impact negatively on the management of curriculum implementation. Management of curriculum implementation becomes difficult. These imply that teacher unions can play an important role in supporting or opposing School Management Teams in managing curriculum implementation.

#### **2.4.4 Lack of learners' and teachers' discipline**

Piek (1991:54) defines discipline as compliance with the demands of authority. This implies that in a school where there is no compliance with the demands of authority the school environment will not be conducive to managing curriculum implementation. Learners who are not disciplined will not comply with the demands of the authority as they come late to school, do not attend lessons, do not write informal and formal tasks and do not cooperate with their teachers. Teachers who are not complying with the demands of authority will come late to school, will not prepare lessons and will not give learners work as expected. Lemmer (1994:40) maintains that discipline is more concerned with promoting self-discipline, cooperation, mutual respect, and responsibility. This implies that in a school environment where there is no cooperation and mutual respect, such environment will not enable the School Management Teams to manage curriculum implementation as expected. In a school environment where there is no self-discipline, mutual respect and responsibility, curriculum implementation will be difficult to manage.

#### **2.4.5 Lack of team work**

Lack of team work is a challenge in managing curriculum implementation. Lemmer (1994: 70) states that the greatest benefit of working as a team is cooperation. This implies that in a school where teachers and School Management Teams work in isolation, there will be no cooperation and spirit of team work. In a school where there is no team work, there will be no effective teaching and management of curriculum implementation. Virgilio and Virgilio (2001) stress that communication is important in team building. Thus, School Management Teams which do not communicate, and work together as a team with their teachers, will be unable to manage curriculum implementation as effectively.

#### **2.4.6 Lack of intensive training of teachers and Schools Management Teams**

Middlewood and Burton (2001:147) state that effective curriculum management depends on a number of interrelated factors, which include, among others, intensive training. This implies that professional development of teachers and School Management Teams is important for their professional growth. Lack of intensive curriculum training programmes which focuses on critical issues on teaching such as lesson preparations, teaching methodologies, assessment, controlling of learners' work and classroom management, prevent teachers from implementing curriculum as expected. School Management Teams who are not intensively trained in curriculum management issues such as planning, controlling of lesson preparations, managing and supporting teaching and learning, managing content coverage, development of learner performance improvement strategies and management of learning and teaching support material, are unable to manage curriculum implementation as expected because curriculum training programmes help teachers and School Management Teams improve teaching, learning and management. Training of principals and educators in the new curriculum is deemed to be ineffective if it is scheduled to take place prior to implementation only. For example, in the form of once-off training. This implies that, once-off training of teachers and School Management Teams is not enough. It also implies that lack of regular intensive training of principals and teachers, coupled with

coupled with continuous support impacts negatively on the implementation of curriculum by teachers and management of curriculum implementation by School Management Teams. Effective curriculum implementation and management of curriculum implementation can not take place in a situation where teachers and School Management Teams are trained once and regular support is not given. Where there is no intensive training of teachers and Schools Management Teams, effective teaching and management of curriculum implementation do suffer. South African Democratic Teachers Union (SADTU) Provincial Council Document (2012:79) also states that there are challenges on the side of the Department of Education in the management of curriculum and assessment policy statement training workshops. The union cites challenges such as lack of intensive training of teachers and School Management Teams as most problematic of the challenges to Limpopo Province. SADTU Provincial Council Document (2012:100) further indicates that the Limpopo Department of Education has a penchant for organising one or two days workshops for a work that could be done in a year. This means that curriculum workshops for teachers and School Management Teams are not intensive enough. One or two days workshops are not enough. SADTU Provincial Council Document (2012:100) contends that intensive development of teachers is important. This implies that if there is no intensive training of teachers and School Management Teams, teachers will not discharge their work with diligence. It is difficult for teachers and School Management Teams to master the content of a week workshop in two days. Such trainings are not fruitful as they do not achieve the intended objectives of the training of teachers and School Management Teams which are to equip them with the knowledge and skills on how to effectively implement curriculum and to effectively manage curriculum implementation.

Virgilio and Virgilio (2001) state that most implementation efforts fail because curriculum leaders neglect to provide adequate staff development opportunities because it is often assumed that teachers have the necessary expertise to implement curriculum change with little or no assistance. Teachers need intensive support in order to implement curriculum as expected.

The School Management Teams also need intensive support in order to manage curriculum implementation effectively. This implies that teachers and School Management Teams who are not adequately trained will not be able to discharge their work with diligence. Thus, implementation of curriculum as well as the management of curriculum will suffer.

#### **2.4.7 Lack of Resources**

Koch (2012) indicates challenges, such as lack of resources, learner and teacher absenteeism and late coming that schools face. Lack of basic resources, such as textbooks, impact negatively on the management of curriculum implementation. Effective teaching and learning will not take place if there are no textbooks. Lack of infrastructure is also impacts negatively on teaching and management of curriculum implementation. Shezi (2009) states that deficiency of infrastructure includes shortage of classrooms, toilets and water provision, dilapidated buildings and inappropriate structures impact negatively on teaching and learning.. Shortage of classrooms leads to overcrowding. Teaching and learning become difficult in overcrowded classrooms. Classroom management becomes difficult in an overcrowded classroom. Shortage of toilets is also a critical problem. It compels learners to go and release themselves in the bushes and expose themselves to danger. It is unhealthy. Time for teaching is lost while the learners are still in the bushes. Effective teaching is therefore compromised. Shortage of water is also a problem . Water is live. Effective teaching and learning can not take place in a school where there is no supply of water. This implies that effective management of curriculum implementation will not take place where there are infrastructural problems, particularly shortage of water and classrooms. Shortage of classrooms leads to overcrowding. Report of task team for the review of the implementation of the National Curriculum Statement (2009:59) also states that there are many comments about overcrowding which makes curriculum difficult to be implemented in overcrowded classrooms. This implies that teachers are experiencing challenges in the overcrowded classrooms with regard to teaching and assessment.

#### **2.4.8 Lack of distributed leadership**

Koch (2010:8) states that large organizations are too big and complex to be led by one person. This implies that in a school where the principal leads and manages the school alone and does not delegate duties to members of the School Management Teams and teachers, implementation of curriculum and management of curriculum implementation suffer. In a school where the principal works in isolation from the members of the School Management Teams and does not consult for advice on specific topics or issues, effective teaching and management of curriculum implementation will not materialise.

In a school where a principal does not share the ideas with colleagues on critical issues such as drug abuse and teenage pregnancy, the implementation of curriculum implementation will be negatively affected. The principal will struggle alone in addressing the problems. There will be no smooth running of the school where the principal does not delegate people to co-ordinate curriculum activities. Regarding joint decision making, in a school where the principal decides alone on school matters and does not have a decision-making team, the smooth running of the school will be adversely affected. Lack of delegation of duties in terms of expertise of members of the School Management Teams and teachers impacts negatively on management of curriculum implementation. Harris and Spillane (2008) define lack of distributed leadership as leadership which does not acknowledge the work of all individuals. This means that the principal works alone and there is no joint decision-making and team spirit will suffer. Leading and managing curriculum implementation is not only the duty of the principal alone.. Teachers also have a role in decision making. Teachers should be involved in decision making. Teachers also have the role of leading and managing curriculum implementation in the classroom. It is, therefore, the duty of the School Management Teams to collaborate and work as a team in implementing and managing curriculum implementation .

Lack of collaboration, delegation and team work impacts negatively on curriculum implementation and management.

## **2.5 SUMMARY**

This chapter discussed management functions of the School Management Teams in managing curriculum implementation. Literature review investigated challenges experienced by the School Management Teams in managing curriculum implementation. Literature was also reviewed with the aim of addressing objectives stated in Chapter one. The research methodology will follow in chapter three.

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## **CHAPTER 3: THE RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter provides an explanation of how qualitative investigation is designed and conducted. Bless and Higson-Smith (2000:38) defines qualitative research as research which uses words and sentences to qualify and record information about the world. In this study, qualitative investigation has helped in providing the information aimed at achieving the objectives of this research, which are to investigate the extent to which the School Management Teams are managing curriculum implementation, to identify the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit schools and to recommend possible solutions to the challenges. This chapter also explains research methods used in the collection of data. Semi-structured interview questionnaire was used to collect the data from the principals of each school and the individual heads of the department of each school. Semi-Structured interviews questionnaire was used in order to gain a detailed picture of School Management Teams' accounts and experiences of managing curriculum implementation and the challenges they experienced as they manage curriculum implementation. Questions were focused on the specific areas of the research such as knowledge of legislation, roles of principals and heads of department in managing curriculum implementation, support given to principals and heads of the department, challenges in managing curriculum implementation and solutions to the challenges of managing curriculum implementation.

### **3.2 RESEARCH DESIGN AND METHODOLOGY**

#### **3.2.1 Study area**

The area of study for this research is secondary schools in Maune Circuit which falls under Capricorn District office of education. Maune Circuit is in Mashashane village which is a rural area headed by chief M. Mashashane. The village is comprised of twenty three(23) village

settlements, namely; Ga-Matlapa, Ga- Madiba, Diana, Mapateng, Monotwane, Ga-Kgasha, Seborra, Manyapye, Glenroy, Segwatleng, Boetse, Moshate, Maune, Utjane, Mandela, Jupiter, Mohlonong, Mapeding, Mars, Venus, Bellingsgate, Naledi and Ga-Mapangula. It is a rural village which depends on subsistence farming. Mashashane village is situated West of Polokwane City and is forty kilometers from Polokwane City. In terms of political geographical demarcation, Mashashane village falls under Aganang Municipality. Maune Circuit comprises ten secondary schools and sixteen primary schools.

### **3.2.2 Research design**

Mouton (2003:55) defines research design as a plan or blueprint of how one intend conducting research. In this study, the research design which was used is qualitative. Phenomenological and ethno methodological approaches were used because according to Devos (1998:80), these approaches aim to understand and interpret the meaning that subjects give to their everyday lives. In this study, the researcher has focused on the roles of the School Management Teams, the extent to which they manage curriculum implementation and the challenges they experience in managing curriculum implementation.

### **3.2.3 Choice and rationale of design**

The study was qualitative because the findings of the research were expressed in words. Cohen and Manion (1994:38) define research methodology as the range of approaches used in research to gather information. The study was qualitative in approach because it enabled the participants to describe their experiences in words as School Management Teams concerning their management roles in curriculum implementation, challenges they experienced in managing curriculum implementation and how challenges they experience in managing curriculum implementation can be solved.

The School Management Teams' experiences concerning the above mentioned aspects helped the researcher understand their beliefs, thoughts, behavior patterns, challenges and suggestions.

### **3.2.4 Population**

Gay and Airasian (2000:124) define population as a group of interest to the researcher, a group on which the researcher would like the results of the study to be generalised. In this study, the population was the School Management Teams of secondary schools in Maune circuit.

### **3.2.5 Sample size and selection methods**

The purposive sampling procedure was used. Bailey (1987:96) maintains that the advantage of purposive sampling method is that the researcher may use his/her knowledge, skills and experience to select suitable respondents for the study. The purposive sampling enabled the researcher to choose the School Management Teams of the secondary schools according to requirements set; that is, School Management Teams of secondary schools that performed poorly in the 2011 Matric results. Schools which performed poorly are those which performed below 50% pass rate in the 2010 results (Department of Education, 2011:1). There are six poorly performing schools in Maune Circuit. The School Management Teams of poorly performing schools were relevant in this study because the fact that the schools are underperforming, showed that they experience challenges in managing curriculum implementation. Semi-Structured interview questionnaire was used to collect the data from principals and heads of the department of poorly performed schools. The sample of the School Management Teams of poorly performing secondary schools in Maune Circuit were as follows:

- Principals from five underperforming secondary schools were individually interviewed. Permission to conduct interviews in the sixth school was not granted.
- Heads of department from five underperforming secondary schools were individually interviewed .

### **3.2.6 Data collection instrument**

#### **3.2.6.1 Semi-Structured interview questionnaire**

Devos (1998:351) defines semi- structured interview as data collection method used to gain a detailed picture of a participant's beliefs about, or perception or accounts of a particular topic. In this study, semi- structured interview questionnaire was used to collect data from principals of each school and the individual heads of the department of each school in Maune Circuit.

Permission to conduct the interview was requested from Limpopo Department of Education whose Head Office is at 113 Biccard Street, Polokwane . A plan for the interviews was developed and the School Management Teams of the affected schools were notified in advance.

#### **3.2.7 Data analysis methods**

Padgett (2004:183) states that data collected during the interview should be analysed by a process of identifying and coding. Thus, data was analysed through the process of identifying, selecting, categorising, comparing, synthesising and interpreting.

### **3.3 ETHICAL CONSIDERATIONS**

Cohen and Mannion (1995:51) define ethics as guidelines for leveling the ground before commencing with the research. Research ethics helps to prevent research abuses and assists investigators in understanding their responsibilities as ethical scholars (Bless, Highson-Smith and Kagee, 2006:141). In order to abide by research ethics in this study, the researcher had:

- Kept the information and particulars of the respondents confidential.
- Protected the anonymity of all respondents and the schools involved in this study.
- Treated the participants with respect;
- Treated the information from participants as confidential.

### **3.4 THE INTERVIEW PROCESS**

In this study, semi- structured interview questionnaire was used to collect the data from principals of each school and the heads of the department of each school in Maune Circuit.

Permission to conduct the interview was requested from Limpopo Department of Education whose Head Office is based at 113 Biccard Street, Polokwane . A plan for the interviews was developed and the School Management Teams of the affected schools were notified in advance. Affected schools were also notified a day before the visit. This was done to remind them and also to establish if they are ready as agreed. On arrival at each school, the researcher introduced oneself to the principals and heads of department. The purpose of the visit was explained to the principal and the heads of department. The ethical issues were discussed with the individual principals and the heads of the department to ensure that they become free and relaxed during the interviews. Before the interviews starts, it was explained to them that their particulars and information will be kept confidential, their anonymity and their schools will also be kept confidential .During the whole process of the interviews, the respondents were treated with respect. A conducive calm and relaxed environment was created to ensure that the participants become free and relaxed. The participants were also told that the information given will be treated with the confidentiality it deserves and they should freely provide it.

The researcher collected the data from five secondary school principals and the individual heads of department of each school using semi- structured interview questionnaire. It was the intention of the researcher to conduct interviews in six schools. However, the sixth school kept on postponing the appointment for interviews by saying they have to consult their School Governing Body and they never replied.

The researcher also conducted individual interviews with heads of department of each school using the same instrument. Principals and heads of department are School Management Teams responsible for management of curriculum implementation.

A letter of request to conduct interviews was written to the Head of Department of Education, Limpopo Province (Appendix C). Permission was granted (Appendix D) . Finally an appointment letter to conduct interviews in each school was written. The researcher and the participants of each school agreed on date, time and venue for the interviews.

Before interviews took place, the participants were made to feel comfortable and at ease. The friendly and relaxed atmosphere was created. The purpose of the interview was explained. The researcher was friendly to the participants and promised them that the information given would be confidential.

The semi- structured interview questionnaire was explained to the participants. Appendix A shows the semi- structured interview questionnaire for principals and Appendix B shows the semi- structured interview questionnaire for heads of the department. The interviews were conducted using the semi- structured interview questionnaire. After the interview was conducted, the researcher thanked the participants for their cooperation and provided time for comments and suggestions. The intention of the researcher was to conduct interviews in six underperforming secondary schools in Maune Circuit but the other secondary school was reluctant to give me permission as they kept on saying, they are still have to inform their School Governing Body. In all the five schools, the interviews proceeded well and they were fully cooperating.

### **3.5 CONCLUSION**

The focus of this chapter was on research methodology. Qualitative investigation was used which helped in providing information which was aimed at achieving the objectives of this research. This chapter also explained the research instrument used in the collection of data.

The semi-structured interview questionnaire was used as an instrument to collect the data from the principals and heads of the department. Finally, the process of data collection was explained.

In the next chapter, data gathered from the individual principals and heads of department in each school is analysed.

## **CHAPTER 4: RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

This chapter presents research findings, analysis and the interpretation of results. This study, investigated the extent to which the School Management Teams are managing curriculum implementation in Maune Circuit secondary schools, the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit secondary schools and possible solutions to the challenges. The researcher used semi- structured interview questionnaire to collect data from principals of each school and heads of department of each school.

### **4.2 RESEARCH FINDINGS AND ANALYSIS**

The researcher used semi-structured interview questionnaire to obtain data from individual principals of each school and heads of department of each school. The purpose of the study was to uncover the extent to which the School Management Teams are managing curriculum implementation in Maune Circuit secondary schools, the challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit secondary schools and possible solutions to the challenges. The researcher compiled semi- structured interview questionnaire for principals and heads of the department. The reason for separating the semi- structured interview questionnaire for principals and heads of the department was because they differed in terms of their core duties relating to managing curriculum implementation.

#### **4.2.1 Data from principals**

A semi- structured interview questionnaire was designed for principals and it was divided into the following categories: knowledge of legislation, roles of principals in managing curriculum implementation, support given by circuit office, challenges of managing curriculum implementation and solutions to the challenges of managing curriculum implementation.



Questions are both closed ended and open ended. Data of five principals from five Maune Circuit secondary schools was analysed and interpreted in terms of each category and its questions.

#### 4.2.1.1 Knowledge of legislations

Knowledge of relevant legislation such as the Constitution of the Republic of South Africa of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998 enable principals to manage curriculum implementation effectively. Findings indicated that; all five principals have knowledge of Government Legislation governing curriculum implementation, they believe that those legislations make curriculum implementation simple, they have been trained in legislative frameworks governing curriculum implementation and they think that such trainings are not intensive, but helpful in providing guidance in managing curriculum implementation. All principals have knowledge of legislations which are: Constitution of the Republic of South Africa of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998.

#### 4.2.1.2 The role of Principals in managing curriculum implementation

Principals play an important role in leading and managing curriculum implementation. In terms of the roles of principals in managing curriculum implementation, the research findings revealed that they monitor curriculum implementation, provide resources, they support heads of the department, they coordinate curriculum activities and hold School Management Teams meetings. The findings also indicated that as they play their role in managing curriculum implementation, issues beyond their competency are referred to the Circuit office. This implies that principals know what is expected of them in terms of their roles in managing curriculum implementation.

All five principals share a common sentiment that their role in managing curriculum implementation is to monitor and support curriculum implementation, to provide resources and to support heads of the departments in managing curriculum

implementation effectively. Principal 3 further stated that, planning for curriculum implementation is important for effective curriculum implementation.

The principals' role namely, to monitor and support curriculum implementation, are among the ones stated by Employment of Educators Act 76 of 1998 as discussed in the literature review.

#### 4.2.1.3 Support from circuit office

The support of principals by circuit office is important as it motivates and boost the morale of the principals. In their daily execution of their core duties, the findings revealed that not all principals get enough support from circuit office as circuit officials are not regularly supporting schools in terms of management of curriculum implementation. Lack of support from circuit office impact negatively on managing curriculum implementation .All principals indicated that they are sometimes faced with shortage of teachers and the Circuit office does not do enough to address the problem. Principals do get support from circuit office albeit inadequate.

#### 4.2.1.4 Challenges of managing curriculum implementation

The findings revealed the following challenges experienced by principals in managing curriculum implementation: huge workload of principals as they have to teach and perform administrative issues, lack of teachers in subjects such as Maths, Physical Science and Accounting, vacant teaching posts left too long without being filled, lack of textbooks, late delivery of textbooks, interruptions of school activities by teacher union activities such as holding meetings during school hours, lack of intensive training of the principals, lack of laboratories and libraries, insufficient curriculum advisors to support teachers, parents who are not actively involved in the education of their learners, lack of funds, lack of workshops on content and methodology, insufficient training of teachers, incompetence of some teachers in implementing the curriculum and ill disciplined teachers.

There are many challenges experienced by principals in managing curriculum implementation. The findings revealed salient challenges which are: lack of teachers in some subjects, lack of textbooks, lack of funds and interruptions of school activities by teacher unions such as holding meetings during school hours. Training of principals and educators in a new curriculum is deemed to be ineffective if it takes place prior to implementation and support is not given.

#### 4.2.1.5 Recommended solutions to the challenges of managing curriculum implementation

The findings revealed the following possible solutions which will solve challenges experienced by principals in managing curriculum implementation: proper and intensive training of teachers, heads of the department and principals, supply of the textbooks on time, streamlining subjects, Unions to stop meetings and workshops during school hours, absorption of educators in vacant posts, shortage of curriculum advisors could be solved by making sure that curriculum advisors for each subject are provided, organizing intensive workshops for teachers on content and methodology, making enough funds available, supply resources to schools and Unions activities should be planned for afternoons only so that they may not affect teaching and learning, frequent visits by Circuit and District officials to schools to support on curriculum matters, corrupt officials in the department must be brought to book, books must be supplied before the beginning of the academic year and principals should be relieved from teaching. These are possible solutions that can help solve the problems relating to management of curriculum implementation.

#### **4.2.2 Data from Heads of Department**

A semi-structured interview questionnaire was designed for heads of department and it was divided into the following categories: knowledge of legislation, roles of heads of department in managing curriculum implementation, support given by principals,

challenges of managing curriculum implementation and solutions to the challenges of managing curriculum implementation.

Questions were closed ended and open ended. Data of nine heads of department from five Maune Circuit secondary schools was analysed and interpreted in terms of each category and its questions as follows:

#### 4.2.2.1 Knowledge of legislations

Knowledge of relevant legislative frameworks such as the Constitution of the Republic of South Africa of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998 enable heads of department to manage the curriculum implementation effectively. The findings revealed that all nine heads of department have knowledge of Government legislative frameworks governing curriculum implementation. These legislative frameworks make curriculum implementation simple and heads of department have been trained on legislative frameworks governing curriculum implementation. Trainings in government legislative frameworks though not intensive, helped them manage curriculum implementation. All nine heads of department have knowledge of Government Legislative frameworks governing curriculum implementation.

#### 4.2.2.2 The role of Heads of department in managing curriculum implementation

Heads of the department are able to manage curriculum implementation effectively if they know what is expected of them in terms of their roles. The findings revealed that the roles of heads of department in managing curriculum implementation are; to support teaching and learning, to monitor curriculum coverage, develop school assessment policy, plan, teach, assess and record the learners' work. They have showed that their role help in improving management of curriculum implementation through the support of principal.

They also indicated that coordination of curriculum implementation is done through meetings with teachers where problems and /or successes are discussed.

Report is given to the principal after every meeting with the teachers They have also indicated that coordination is not easy as it needs cooperation and team work from teachers .In general, head of departments know how to execute their duties in line with roles allocated to them.

#### 4.2.2.3 Support from the principal

Support given by principals to heads of departments motivates and strengthen them to manage curriculum implementation effectively. Findings revealed that not all heads of department get enough support from principals as principals have no time due to interference by Circuit office and District office activities. Support given to heads of department is usually in the form of meetings to discuss curriculum issues, provision of learning and teaching support material and analysis of results with teachers in various departments. Lack of support from principals impact negatively on managing curriculum implementation. For example, at times, planned meetings and feedback with principals do not succeed due to interference by Circuit office and District office activities and they left frustrated. Heads of department get support from principals albeit inadequate.

#### 4.2.2.4 Challenges of managing curriculum implementation

Findings revealed the following challenges experienced by heads of departments in managing curriculum implementation: shortage of learning and teaching support material, late receipt of norms and standard funds, late receipt of common tasks, lack of grade 10 text books, lack of electricity, shortage of staff and lack of funds. The findings further revealed that the challenges of managing curriculum implementation experienced by heads of department that are common are: lack of funds, lack of learning and teaching support material and lack of intensive training. These challenges impact negatively on effective management of curriculum implementation.

#### 4.2.2.5 Possible Solutions to the challenges of managing curriculum implementation

Research findings revealed that heads of department stated the following solutions that will help solve challenges they experience in managing curriculum implementation: provision of funds on time, to be told in time whether or not common assessment tasks will be available, enough supply of textbooks, provision of electricity, supply of textbooks and development of teachers. The Circuit office should make sure that it improves communication between itself and the schools, libraries and laboratories and textbooks should be delivered in time. The department should have a plan that will ensure that textbooks are delivered on time. Teachers should be increased where there is shortage and science apparatus should be bought for effective teaching of science subjects. These recommended solutions will help the heads of department manage curriculum implementation effectively.

#### **4.2.3 Conclusion**

In this chapter, data collected from the principals and head of the departments of Maune Circuit in Capricorn District was analysed. Data collected was about principals' and head of the departments' knowledge of Government legislative frameworks, roles of principals and heads of the department, support given to head of departments by principal, support given to principal by circuit manager, challenges experienced by principals and heads of the department in managing curriculum implementation and solutions to the challenges of managing curriculum implementation. The findings showed that all principals and head of departments have knowledge of Government legislative frameworks which govern curriculum implementation. Knowledge of Government legislative framework will enable heads of department and principals manage curriculum implementation as expected. In terms of duties and responsibilities of heads of department and principals, the findings showed that heads of department and principals know their duties as outlined by Employment of Educators Act, Act 76 of 1998.

Knowledge of Government legislative framework and their roles will enable heads of department and principals to manage curriculum implementation. The findings revealed that not all heads of department get enough support from principals as principals have no time due to interference by Circuit office and District office activities. This is a challenge to be addressed because lack of enough support from the principals impact negatively on the management of curriculum implementation. The findings also revealed that not all principals get enough support from circuit office as circuit officials do not regularly support the schools in terms of management of curriculum implementation. This is a challenge as it impacts negatively on management of curriculum implementation. The findings confirmed that the principals and heads of the department experience many curriculum implementation challenges. These challenges should be addressed in order to enable principals and heads of departments to manage curriculum implementation as expected . Recommendations and conclusions arising from analysis of data are presented in chapter five.

## **CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION**

### **5.1 INTRODUCTION**

This chapter presents a summary of the study, recommendations based on the research findings and the conclusion informed by research findings.

### **5.2 SUMMARY OF RESEARCH**

#### **5.2.1 Introduction**

The research was meant to investigate challenges experienced by Schools Management teams in managing curriculum implementation in Maune Circuit secondary schools. The thrust of the research was on the challenges experienced by School Management teams in Maune Circuit secondary schools. The motivation to conduct the study transpired from the observation made during the school support visits in Maune Circuit secondary schools. In some schools, the culture of teaching and learning is eroded. There are dysfunctional schools in the circuit. Curriculum implementation is inadequately managed by School Management Teams. Management functions such as planning, organising, leading and control are ineffective. Pass rates are dropping because of these problems. It is a matter of concern for Maune Circuit, Capricorn District, Limpopo Department of Education and National Department of Education. The researcher was, therefore, motivated by these challenges to find out challenges experienced by School Management Teams in managing curriculum implementation. The aim of the study was to investigate challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District. The objectives of the study as informed by the aim of the study was to investigate the extent to which the School Management Teams manage curriculum implementation in Maune Circuit Secondary Schools, Capricorn District, identify challenges experienced by School Management Teams in managing curriculum implementation in Maune Circuit Secondary Schools, Capricorn District and to recommend possible solutions to the challenges.



### **5.2.2 Summary of results**

The findings of the research showed that all principals and head of departments have knowledge of legislative frameworks governing management of curriculum implementation namely: Constitution of the Republic of South Africa of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998. Principals and heads of department know their role in managing curriculum implementation. However, the roles mentioned, are not enough as outlined by Employment of Educators Act 76 of 1998. The findings also revealed that the duties of principals and heads of department as executed on daily basis, are more administrative than curricular and managerial. Curriculum support given by Circuit officials such as circuit manager and curriculum advisors is not enough. The findings also revealed that curriculum support given to heads of department by principals is not enough . It was established that principals do more administrative work than curriculum support.

The findings showed that principals and heads of department experience challenges in managing curriculum implementation. Among the challenges are: lack of teachers in subjects such as Maths, Physical Science and Accounting, vacant teaching posts which are left too long without being filled, lack of textbooks, late delivery of textbooks, interruptions of school activities by teacher unions activities in the form of holding meetings during school hours, lack of effective training of principals, heads of department and teachers, lack of laboratories and libraries, insufficient curriculum advisors to support teachers, parents who are not actively involved in the education of their learners, lack of funds, lack of workshops on content and methodology, insufficient training of teachers, incompetence of some teachers in implementing the curriculum and ill disciplined teachers.

The responses from principals and heads of department indicated salient challenges which are among others: lack of intensive training on the new curriculum.

Middlewood and Burton (2001:147) state that effective curriculum management depends on a number of interrelated factors which include among others, training. This implies that teachers who have received intensive training will be able to implement curriculum effectively. This will further make management of curriculum implementation for School Management Teams possible.

### **5.3 RECOMMENDATIONS**

The following recommendations will help promote effective management of curriculum implementation:

#### **5.3.1 Provision of physical and human resources**

The findings showed that there is a need to provide schools with funds, learning and teaching support material, enough teachers and textbooks. The Limpopo Department of Education should ensure that schools are provided with funds, learning and teaching support material, enough teachers and textbooks. Provision of physical and human resources should effectively and efficiently be managed. Effective monitoring of provision of resources should be done in order to detect problems and address them urgently. The core duty of the school is teaching and learning. In order to achieve this core duty, provision of resources is very important. Resources enables teachers to teach effectively. Provision of resources also enables School Management Teams to effectively manage curriculum implementation. It is, therefore, the duty of the School Management Teams to introduce curriculum budget in the schools, such curriculum budget should focus on teaching and learning resources. The heads of department should consult with teachers in identifying relevant resources that will enhance teaching and learning. This implies that schools cannot be fully functional without the provision of physical and human resources. Thus, the Limpopo Department of Education should ensure that resources are provide such as employing qualified teachers for all subjects, provision of enough financial resources to attend to the maintenance of the school, provision of appropriate and enough learning and teaching support material, enough rooms to avoid overcrowding and laboratories for science subjects to perform experiments.

The provision of human and physical resources will help in the effective management of curriculum implementation.

### **5.3.2 Training of School Management Teams**

Data collected from the respondents showed that there is a need to train School Management Teams in their core duties. Circuits should ensure that School Management Teams are trained in policies that will help them in managing curriculum implementation. Training should be effective and long enough to meet the intended objectives. School Management Teams should regularly be updated about the changes of curriculum. Training should be focused in terms of key issues for curriculum management such as policies and guidelines that will enable School Management Teams to manage the implementation of the curriculum, target setting, time-tabling and allocation of duties, effective planning, effective implementation of curriculum, monitoring and support. Training should be focused and be on core duties and responsibilities of heads of departments as outlined in the Employment of Educators Act(Act 76 of 1998) (RSA 1998c:66-67).These core duties include among others, planning, teaching, policy development, control of the work of educators and learners in the department, division of work among the staff in that department and teacher appraisal.

Training should also focus on core duties of the principal as outlined in the Employment of Educators Act 76 of 1998(C64-65) among others: professional management of a public school, guidelines for timetabling, admission and placement of learners, best use of funds, managing of school journal containing important events connected with the school , managing of school equipments, managing dissemination of information, provision of professional leadership within the school, guidance and supervision, work distribution, staff development training programmes particularly for new and inexperienced teachers, teacher appraisal, efficient organization of all forms of assessment, planning , teaching, assessment and recording. Thus, principals should be effectively trained in all aspects of management of curriculum implementation.

### **5.3.3 Training of Teachers**

The findings revealed that competency of teachers in their core duties is important. Competency of teachers in their core duties helps in implementing curriculum effectively. Intensive training of teachers is therefore important . A one day or two days workshops are not enough. Training should be focused on the following which are core duties of the teachers:

- Effective ways of preparing lessons.
- Support in content problem areas.
- Classroom methodology that will enhance teaching and learning.
- The use of learning and teaching support material.
- Development of quality formal and informal tasks.
- Inclusive teaching.

Training of teachers should also include setting of quality informal and formal assessment tasks, mentoring, classroom management, effective use of textbooks and other teaching and learning support material and support in subject content problem areas.

### **5.3.4 Empowering District Officials to support teachers and Schools Management Teams**

Report of task team for the review of the implementation of the National Curriculum Statement ( 2009:22) states that district officials have been subjected to the same degree of change as teachers, and in many cases, a superficial understanding of curriculum exists. This is a challenge because if district officials such as curriculum advisors have superficial understanding of curriculum, they will be unable to render intensive support to teachers and School Management Teams. Thus, effective teaching and management of curriculum implementation will suffer. In order to overcome this challenge curriculum advisors must be trained intensively by experts of National Curriculum Statement. During the training of teachers, curriculum advisors should be supported in order to make sure that the challenges they meet are addressed. Regular support in the form of in-service training should be given

to curriculum advisors. Report of task team for the review of the implementation of the National Curriculum Statement ( 2009:22) also states that there are a large number of subject advisors, who received less training on the curriculum than the teachers themselves and have not had the experience of teaching the curriculum. In order to address this challenge, the newly appointed subject advisors should be trained intensively before they can train teachers. During the training of teachers they should be supported until they gain confidence and are able to train teachers being on their own. Curriculum advisors must be trained enough in order to be confident enough to train teachers and School Management Teams. Thus, intensive training of district officials who are supposed to render effective curriculum support to teachers and School Management Teams is important as this will promote effective teaching and management of curriculum implementation.

#### **5.3.5 Activities of Teacher Unions**

Research findings showed that the meetings and workshops of teacher unions held during school hours impact negatively on managing curriculum implementation. Limpopo Department of Education should discuss with the Unions convenient times for Unions' activities without compromising the core business of the school which is teaching and learning.

#### **5.3.6 Distributed leadership**

Leading and managing curriculum implementation is not only the duty of School Management Teams. Teachers should be involved in decision making. Teachers also have the role of leading and managing curriculum implementation in the classroom. It is, therefore, the School Management Teams' duty to support teachers in managing curriculum implementation in the classroom. Harris and Spillane (2008) state that a distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders.

This implies that, in order to manage curriculum implementation effectively, teachers should be involved in issues relating to effective curriculum implementation. Collaboration should be emphasised at all times.

### **5.3.7 Clear and accessible policy documents**

Report of task team for the review of the implementation of the National Curriculum Statement (2009:20) indicates that many policy documents contain errors and contradictions and they are also unnecessarily complex, partly because a number of documents need to be read together in order to establish what is to be taught and learnt. Policies should be clear and accessible to the School Management Teams and teachers. This implies that, in order for curriculum to be managed and implemented effectively by School Management Teams, clear and accessible policies must be available. Curriculum policies which are not clear, pose a challenge to School Management Teams. It means that School Management Teams will not clearly understand what these policies are about. School Management Teams will, therefore get confused and as a result management of curriculum implementation will not be effective hence the need for clear and accessible policies. The number of policy documents should also be reduced because these policies according to Report of task team for the review of the implementation of the National Curriculum Statement (2009:20) are many and contain errors and contradictions and they are also unnecessarily complex, partly because a number of documents need to be read together in order to determine what is to be taught and learnt .

### **5.3.8 Proper and comprehensive use of textbooks.**

Report of task team for the review of the implementation of the National Curriculum Statement ( 2009:9) indicates that proper and comprehensive use of textbooks was discouraged and teachers were encouraged to develop their own material. This implies that teachers spent a lot of time developing teaching material. Report of task team for the review of the implementation of the National Curriculum Statement ( 2009:9) indicates that both local and international research has indicated that textbook is the most effective tool to ensure consistency, content coverage, appropriate pacing and better quality

instruction in implementing a curriculum. The Limpopo Department of Education should conduct workshops for teachers and School Management Teams on how to effectively use textbooks and other learning and teaching support material and ensure that more time is devoted to teaching. More time on development of teaching material at the expense of teaching should be discouraged as this compromise curriculum management and implementation.

### **5.3.9 Reduction of teacher workload and administrative burden**

Report of task team for the review of the implementation of the National Curriculum Statement (2009:7) states that the administrative burden on assessment and planning impact negatively on teaching. This implies that much time was spent on planning as teachers were supposed to develop learning programme, work schedules and lesson plan. The Department of Education should ensure that the teacher workload and administrative burden are reduced. The core duty of the teacher is to teach. When it comes to planning, the teacher should only do lesson preparation. Planning in terms of learning program and work schedules should be the responsibility of the Department of Education. Reduction of the teacher's workload and administrative burden will ensure that curriculum implementation is not compromised and this will enable School Management Teams to manage curriculum implementation effectively.

### **5.3.10 Streamlining curriculum**

Curriculum needs to be clear and simple to those who manage it. It also has to be clear to the School Management Teams because they are the ones to manage its implementation. This implies that, those who develop curriculum, should develop it in such a way that it is clear and easy to be understood by School Management Teams. Clear and simple curriculum will enable the School Management Teams to implement it effectively.

### **5.3.11 Monitoring and support**

The findings revealed that not all heads of department get enough support from principals as principals have no time due to interference by circuit office and district office activities. Support motivates and strengthens heads of department to manage curriculum implementation effectively. Principals must give heads of department intensive support which must focus on management functions such as how to guide teachers in lesson preparations, organizing teachers for effective teaching and learning, classroom leadership and management, assessment and how to control learners' formal and informal assessment tasks. The support will help promote effective teaching and learning. The findings also indicate that not all principals get enough support from Circuit office as Circuit officials are not regularly supporting the schools in terms of management of curriculum implementation. Circuit officials have to regularly monitor and support the School Management Teams. Support should be given in various ways such as strengthening management capacity, effective training on curriculum management and supervision of learners' and teachers' work. Regular intensive support will help School Management Teams manage curriculum implementation effectively.

### **5.4 CONCLUSION**

The study was meant to investigate challenges experienced by School Management Teams in managing curriculum implementation. The basis of this study was the challenges faced by School Management Teams in managing curriculum implementation. Research findings indicated that there are salient challenges experienced by School Management Teams in managing curriculum implementation. Salient issues which impact negatively on curriculum implementation and management such as lack of text books, insufficient funds to run the school, lack of learning and teaching support material and intensive School Management Teams training, curriculum change challenges, resistance to change, lack of discipline, lack of team work should be addressed. It is, therefore, imperative to address these challenges. National Department of Education, Limpopo Department of Education,



Capricorn District and Maune Circuit officials should work collaboratively to ensure that the challenges impacting negatively on teaching and management of curriculum implementation are addressed. Conducive teaching and learning environment should be created in order to enable School Management Teams to manage curriculum implementation as expected. Thus, it is important for National Department of Education, Limpopo Department of Education, Capricorn District and Maune Circuit to address the challenges experienced by School Management Teams in managing curriculum implementation in order to promote effective management of curriculum implementation.

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**APPENDIX A: Semi- Structured interview questionnaire for the principal of each school**

NAME OF THE CIRCUIT .....

GENDER OF THE PRINCIPAL:.....

**SECTION A: KNOWLEDGE OF LEGISLATIONS**

1. Do you have a knowledge of Government legislations governing curriculum implementation in school?

- YES
- NO

2. Are you of the opinion that those legislations make curriculum implementation simple?

- YES
- NO

3. Have you been trained on legislative framework governing curriculum implementation? (i.e. SASA)

- YES
- NO

4. Are you of the opinion that such trainings are fruitful in managing curriculum implementation?

- YES
- NO

**SECTION B: ROLES OF PRINCIPALS IN MANAGING CURRICULUM IMPLEMENTATION**

1. What is your role in managing curriculum implementation?

.....  
.....

2. Do you find your role effective in improving the status quo of managing curriculum implementation?

- YES
- NO

3. Are HODs satisfied with your support in managing curriculum implementation?

- YES
- NO

If no, why are they not satisfied?

.....

.....

.....

4. How are you co-ordinating this curriculum implementation between your HODs and the Departmental authorities?(Circuit office)

.....

.....

.....

.....

4.1 Is the co-ordination easy and smooth?

- YES
- NO

**SECTION C: SUPPORT FROM CIRCUIT OFFICE**

1. Do you receive effective support from the Circuit office?

- YES
- NO

2. What is the level of support given by the circuit office in managing curriculum implementation?

- YES
- NO

3. What do you think is the strength or weakness of the support given to schools by the circuit office?

.....

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.....





**APPENDIX B: Semi-Structured interview questionnaire for the individual head of department(HOD) of each school**

NAME OF THE CIRCUIT: .....

GENDER OF THE HODs: .....

**SECTION A: KNOWLEDGE OF LEGISLATIONS**

1. Do you have a knowledge of Government legislations governing curriculum implementation in school?

YES

NO

2. Are you of the opinion that those legislations make curriculum implementation simple?

YES

NO

3. Have you been trained on legislative framework governing curriculum implementation? (i.e. SASA)

YES

NO

4. Are you of the opinion that such trainings are fruitful in managing curriculum implementation?

YES

NO

**SECTION B: ROLES OF THE HEADS OF THE DEPARTMENTS IN MANAGING CURRICULUM**

**IMPLEMENTATION**

1. What is your role in managing curriculum implementation?

.....  
.....  
.....  
.....  
.....

2. Do you find your role effective in improving the status quo of managing curriculum implementation?

YES  
 NO

3. Are teachers satisfied with your support in curriculum implementation?

YES  
 NO

If no, why are they not satisfied?

.....  
.....  
.....

4. How are you co-coordinating this curriculum implementation between your teachers and your Principal?

.....  
.....  
.....

4.1 Is the co-ordination easy and smooth?

YES  
 NO

**SECTION C: SUPPORT FROM THE PRINCIPAL**

1. Do you receive effective support from the Principal?

YES

NO

2. What is the level of support given by the Principal in managing curriculum implementation?

ENOUGH

NOT ENOUGH

3. What do you think is the strength or weakness of the support given to your Departments by the Principal?

.....  
.....  
.....  
.....

**SECTION D: CHALLENGES OF MANAGING CURRICULUM IMPLEMENTATION**

1. What are the challenges in managing curriculum implementation?

.....  
.....  
.....  
.....  
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## APPENDIX C: Copy of application to conduct research

ENQ: Mothapo P.N

P.O. Box 4321

Cel. No.: 082 3373565

POLOKWANE  
0700

02 / 04 / 2012

TO: Head of the Department

Department of Education

Limpopo Province

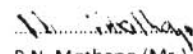
Sir.

### REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN MAUNE CIRCUIT

1. I hereby request for permission to conduct a research in your area of jurisdiction(Maune Circuit).
2. The purpose of the research is only for the fulfillment of my Masters Degree with Turfloop Graduate School of Leadership, University of Limpopo.
3. The information about my research project is as follows:
  - **Research Project:** Interviews
  - **Topic:** Challenges experienced by school management teams in managing curriculum implementation. A case of Maune Circuit secondary schools, Limpopo Province.
4. The interviews will be conducted after school hours for only identified underperforming schools.
5. The principals and HODs of the identified underperforming schools will be interviewed for thirty minutes to one hour.
6. The data collected will be treated with the confidentiality it deserves.

Hoping that my request will reach your consideration

Yours in Education

  
P.N. Mothapo (Mr.)

**APPENDIX D: Copy of the letter of consent from Department of Education Limpopo Province**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

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**DEPARTMENT OF  
EDUCATION**

Enquires: Mnisi V

Telephone: 015 290 7680

Fax: 015 290 9416

**Private Bag x1106  
Sovenga  
0727  
Tel: 015 268 2593**

Dear Sir/Madam

**Application for permission to Conduct Research Study in Capricorn District School**

1. The above matters refers
2. The Limpopo Department of Education acknowledges receipt of your letter.
3. We therefore grant you permission to conducting a study in the Capricorn District school in the purpose of Potential Benefits and Risk of Social Networks amongst learners
4. After the completion of the study, we will appreciate a copy of your research which will serve as resource for the Department.

Regards,

**MJ Thamaga**

**Head of Department**

2016/04/16

**Date**