CHALLENGES TOWARDS CURRICULUM IMPLEMENTATION IN HIGH SCHOOLS IN MOUNT FLETCHER DISTRICT, EASTERN CAPE

by

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DECLARATION

Student number: **32010141**

I, Nompumelelo Mandukwini declare that:

Challenges towards curriculum implementation in high schools in Mount Fletcher district, Eastern Cape is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE DATE

DEDICATION

This study is dedicated to my late husband, Sicelo May, who gave me a reason to further my studies , my nephew, Athenkosi May who unwearyingly assisted me when my computer skills failed me and my granddaughter, Lumi May who always encouraged me to study so that she can have the TV remote control to herself.

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SUMMARY

Many changes especially in the education system were introduced when the ANC-led government came into power in 1994. Curriculum change emerged as key focus in restructuring the educational system and strong emphasis was placed on its implementation. People in leadership in schools were expected to play a pivotal role to ensuring its effective implementation. Curriculum changes are intended to improve the quality of education for the benefit of learners and teachers. However, the curriculum changes that have happened over the years in South African education system do not seem to achieve its intended goals. As a result, it might be argued that some of the changes are contributing to the challenges faced by the school management teams (SMTs), teachers and learners in schools. Poor capacitation of teachers in successfully implementing the curriculum and availability of necessary resources needed are some of the contributing factors that impact on proper effective implementation of curriculum changes. Therefore, this qualitative study investigated the experiences and challenges faced by the school stakeholders in particular, SMTs and educators towards implementation of curriculum change in selected high schools in Mount Fletcher District in the Eastern Cape Province. Data were generated by means of open-ended interview questions and documents review to provide a rich description and explanation of what challenges school stakeholders (SMT and teachers) face in managing the curriculum implementation in their particular contexts. It became apparent from the findings that there are major curriculum challenges facing SMTs and teachers in managing the curriculum implementation in their schools. These included lack of resources, inadequate training and heavy workloads. However, measures were suggested to limit the challenges towards curriculum implementation in order for the SMTs and teachers to manage and implement the curriculum effectively. The study concludes by pointing out that although SMTs and teachers try to perform their roles and responsibilities to ensure effective implementation of curriculum in their contexts, they still require training and on-going support to execute certain aspects of their duties.

KEYWORDS: Challenges, curriculum implementation, high schools, school management team, teachers, capacity building.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

C 2005	_	Curriculum 2005
CAPS	_	Curriculum Assessment Policy Statement
CBA	_	Concern Based Adoption Model
DD	_	District Director
DET	_	Department of Education and Training
DoE	_	Department of Education
DSG	_	Developmental Support Group
HoD	_	Head of Department
LTSM	_	Learner Teacher Support Material
OBE	_	Outcomes Based Education
OD	_	Organizational- Developmental Model
ORC	_	Overcoming Resistance to Change Model
PPM	_	Post Provisioning Model
RNCS	_	Revised National Curriculum Statement
SMT	_	School Management Team

TABLE OF CONTENTS

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR: RESEARCH FINDINGS AND ANALYSIS

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF ANNEXURES

A.   Ethical clearance certificate

B.   Permission letter from the District Director

C.   Permission letter from the circuit 5 manager

D.   Permission letter from the circuit 7 manager

E.   Interview Guides

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1   Introduction

The South African formal education has been evolving for many years. It started with the education that was offered by the missionaries. When missionaries arrived in the Cape, there was informal education that was going on among natives in the Cape. However, the missionaries did not acknowledge this education as it was not in line with their education. Missionary settlement in the Cape started in 1800. The first mission society to evangelise and educate at the Cape was the Moravian Church under George Schmidt (South African History Online). Missionary education was then followed by the Bantu Education which was implemented after the passing of the Bantu Education Act no.47 of 1953. Bantu Education was the pillar of the Apartheid project (South African History Online, Bantu Education Act no.47 of 1953). Bantu Education Act no.47 of 1953 was passed by the Nationalist Party to separate black South Africans and the white South Africans. This Act ensured that blacks would receive inferior education so that they could not participate in the politics and economy of the country and also to keep them at the bottom of the economic ladder. It aimed at training them to serve the white minority. According to the South African History Online (SAHO), Bantu Education was teaching blacks to be labourers, workers and servants only.

Upon ascendancy to power in 1994, the African National Congress (ANC) - led South African government embarked on the pervasive endeavours to transform the nation that was historically torn apart by racial divides and inequalities. Many changes were introduced. The new political dispensation created a new dawn in the education field as well. In 1995, the government published the White *Paper on Education and Training (1995)* which provides a framework for the development of new curricula in a post-apartheid South Africa. Important directives emphasised in this document include an integrated approach to education and training, an outcomes-based approach, lifelong learning, access to education and training to all, equity, redress and transforming the

legacies of the past (Mda & Mothata, 2000). The overhauling of the education system focused largely on the structure of the curriculum and qualifications, subject combination (offerings), and human resource development.

The quest for changing school curricula by the South African government was based on two main imperatives. First, the scale of change in the world and the demands of the 21st century require learners to be exposed to different and higher level skills and knowledge than those previously offered by the South African curricula. Therefore, the government was bound to develop a new modernised and internationally comparable curriculum. Second, South Africa has changed. It remained the incisive wish of the national education ministry to design a curriculum that does not reproduce the diversities, dichotomies and contradictions in society, but produces a new order that they seek. The curricula for schools, therefore, required revision to reflect new values and principles, especially those of the Constitution of the Republic of South Africa, Act 108 of 1996.

Mudau (2004:1) stresses that when the democratic government took office in South Africa in 1994, one of the major challenges with which it was confronted was to redress the quality of education offered to the black majority. This necessitated a new curriculum that would empower previously suppressed, neglected and disadvantaged communities (Jansen & Christie, 1999(a):146). In 1997, the then National Minister of Education launched a new curriculum called Curriculum 2005 (C2005), which offers outcomes based education (OBE) (DoE: 2000). The curriculum was regarded as a key initiative in the transformation of the South African society because it was hoped that OBE would facilitate the development of an internationally competitive nation with a literate, creative and critical thinking citizenry (DoE, 2003). C2005 was aimed at equipping learners with relevant skills and knowledge that would make them critical thinkers who are self-reliant and self-supporting. Due to some challenges associated with an effective implementation of C2005, this curriculum was reviewed and replaced by Curriculum Assessment Policy Statement (CAPS). It is a revision of the current National Curriculum Statement (NCS). With the introduction of CAPS, every subject in

each grade will have a single, comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade-by-grade and subject-by-subject basis. This curriculum review has the aim of lessening the administrative load on teachers, and ensuring that there is clear guidance and consistency for teachers when teaching.

However, these frequent changes are caused the challenges that are faced by the school management team, teachers and learners in schools. Despite these curriculum changes, the standard of education is not improving. Poor capacitation of teachers in successfully implementing the curriculum and availability of necessary resources needed are some of the contributing factors that impact on proper effective implementation of curriculum changes. Therefore, this study intends to investigate the experiences and challenges faced by school stakeholders in particular, school management team (SMT) and educators towards implementation of curriculum change in selected high schools in Mount Fletcher District in the Eastern Cape Province.

1.2   The research problem

Curriculum changes that have been implemented over the years are adversely affecting SMT and teachers. According to Maodzwa-Tarwiza and Cross (2009:136), some teachers argue convincingly that it is easier to continue with familiar teaching methods instead of paying lip service to the new policies. This suggests that capacitation of teachers is essential in the successful implementation of any curriculum change as they are the main role-players in promoting quality education. Inadequate training regarding curriculum implementation, lack of guidelines for the implementation of curriculum changes and the complexity of managing the new and the old curriculum simultaneously, created a challenge to most high school educators, especially in Mount Fletcher District in the Eastern Cape Province. Against this background, the following aim of the study was formulated.

1.3   Aim of the study

The aim of the study is to investigate the experiences and challenges faced by school stakeholders (school management team [SMT] and educators) regarding implementation of curriculum changes in selected high schools in Mount Fletcher District in the Eastern Cape Province.

1.4   Objectives of the study

In order to achieve the above aim, the following objectives were pursued:

- To determine teachers" experiences of teaching before 1994 and their views on recent curriculum changes;
- To determine the roles of School Management Team (SMT) in managing curriculum changes;
- To determine experiences and challenges faced by SMT and teachers in curriculum implementation; and
- To identify support structures and skills necessary for effective implementation of curriculum change.

1.5   Research questions

1.5.1 Main research question

What are the challenges faced by school stakeholders (SMT and teachers) regarding implementation of curriculum change in selected high schools in Mount Fletcher District, in the Eastern Cape Province? This general research question finds expression in the following sub-questions:

1.5.2 Sub-questions

- What are teachers" experiences of teaching before 1994 and what are their views on recent curriculum changes?
- What are the roles of School Management Team (SMT) in managing curriculum changes?

- What are the experiences and challenges faced by SMT and teachers in curriculum implementation?
- What types of support structures and skills are necessary for effective implementation of curriculum change?

1.6   Significance of the study

The researcher believes that the investigation into the experiences and challenges faced by educators in implementing curriculum change in primary schools might assist in the following ways:

- The study is significant to the Department of Education (DoE) in Mount Fletcher District, especially district curriculum specialists, as it will reveal challenges faced by school stakeholders (SMT and educators) in relation to implementation of curriculum and changes in their school and classrooms;
- The DoE in Mount Fletcher District will use the findings of the study to review their current curriculum management strategies;
- The findings of the study will prompt the DoE in the district to focus on doing consistent and in-depth capacitation of principals and SMT"s on issues relating to curriculum implementation as they are curriculum managers in schools; and
- Support and visit by district curriculum specialists will be offered in all schools irrespective of their geographical location.

1.7   Research design and methodology

1.7.1 Research Approach

McMillan and Schumacher (2006:9) define the term methodology as a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem.

A qualitative research approach was used in this study to address the research questions. Qualitative research was suitable for this study because it permits   the participants to describe their experiences and challenges in implementing   and

managing the curriculum .According to McMillan and Schumacher(1997:391)"… qualitative research is naturalistic enquiry, use non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. McMillan and Schumacher (2001:16) state that qualitative research is more concerned with understanding a social phenomenon from the participants" perspective.

As the study is based on qualitative approach, its other eminent characteristic is its phenomenological nature. According to McMillan and Schumacher (2006:26), phenomenology describes meaning of lived experiences. The researcher put aside all pre judgments and collects data on how individuals make sense out of their experiences.

1.7.2 Sampling

The research for this study had been conducted in three high schools in Mount Fletcher district. The three schools were purposefully sampled to represent different backgrounds from which the schools in the district operate one township school, one village school and one town school.

School Management Teams (SMT"s) and two subject teachers who had been teaching since 1994 were purposefully sampled as they are knowledgeable and informative about what the researcher is investigating. SMT is responsible for managing curriculum implementation and subject teachers implement the curriculum.

1.7.3 Data Collection

The researcher used structured and unstructured interview questions in this study to collect data. Voice recorder was used to record the proceedings of the interview. Focus group interviews were conducted with SMT and one on one interviews conducted with subject teachers. Each focus group participated in a 45 minutes interview. The one on one interviews with subject teachers were also scheduled for 45 minutes with each teacher. These interviews took place in the sampled schools.

1.7.4 Document Analysis

Documents that are relevant to this study are the following:

- Minutes on curriculum and curriculum management.
- Subject policies.
- Classroom observation sheets.
- School based moderation tools.

Data from document analysis was triangulated with data from interviews.

1.7.5 Data Analysis

Analysis of data was generated from the transcripts of the voice recorder. The research questions served as a guide for conducting data analysis.

1.7.6   Limitations

The study was limited to only three high schools in Mount Fletcher district due to time .The researcher is a teacher who works in an understaffed school because of the Peter Morkel Model that is used to determine the number of teachers in each school.

Findings from this study will therefore not be generalized to other populations or samples that are in situation and environments different to the one in which the particular study was done.

SMT"s were at times hesitant to tell the truth in an endeavor to conceal their shortcomings in managing the curriculum.

1.8   Analysis and clarification of concepts

Concepts are primary instruments which researchers employ to understand reality and essence of meaning. The following concepts need some clarification:

1.8.1 Experience

It is the knowledge or mastery of a subject or event gained through involvement in or exposure to it.

1.8.2 Challenge

It is something that by its nature or character serves as a call for special effort.

1.8.3 Curriculum

It is a planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational goals.

1.8.4   Communication

It is a purposeful activity of exchanging information and meaning.

1.8.5   Capacity building

It is a conceptual approach to development that focuses on understanding obstacles that inhibit people, government, international organisations from realizing their developmental goals while enhancing their abilities.

1.8.6   Resources

This refers to materials that can be drawn on by a person or organisation in order to function effectively.

1.8.7   Change

It means to make something differently.

1.8.8   Change management

It is an approach to transitioning individuals, teams and organisation to desired future.

1.8.9 Positional control

Power vested to a person by virtue of his position as head of an institution to make decisions.

1.8.10 Township

It is an underdeveloped urban living area where the majority of people living in it are unemployed or mostly work as unskilled workers.

1.9   Planning of the study

Chapter One: Overview and rationale of the study

Chapter one provides the introduction and background to the study. It also comprises the research problem, research question, research aim and objectives of the study.

Chapter Two: Literature review

Chapter two encompasses literature which has been reviewed that provides the conceptual framework for the study. This chapter also covered the objectives of the study.

Chapter Three: Research design and methodology

Chapter three describes the research process that was followed, population sampling, and data collection techniques and how data were collected and analysed.

Chapter Four: Research findings and analysis

Chapter five presents the findings of the research.

Chapter Five: Summary, conclusions and recommendations

Recommendations based on the findings of the study were given in this chapter.

1.10   Limitations

The research study was conducted only in three high schools in the Mount Fletcher District, Eastern Cape. As result, the findings could not be generalised.

1.11   Delimitations

Only three high schools participated in the study, one from rural area (Village), one from semi-urban area (Township) and the other from urban area (Town). The participants included school management teams and teachers with over 10 years teaching experience.

1.12   Conclusion

In this Chapter One, I have presented my research purpose and explained the rationale for the study, research objectives and the research questions. I have acknowledged the limitations of the study, and indicated the possible significance of the study to the greater research community. The next chapter focuses on the relevant literature review for this study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter focuses on the relevant literature review which serves as lens for this study. Literature review designates the analysis of previous research to a topic. It is a process of reading, analysing and summarising scholarly material about specific topic. Rowley and Slack (2004:31) define literature review as a summary of subject field that supports the identification of specific research questions which need to draw on and evaluate a range of different types of sources including academic and professional journals, articles, books and web-based resources.

This chapter commences by discussing curriculum management in a broader context, and then goes further to explore curriculum management and implementation in South African secondary schools prior and post-1994. Other components covered in this chapter include models of managing curriculum change, factors that inhibit effective curriculum implementation, role of the school management team in curriculum change and implementation. The chapter concludes by looking briefly at challenges facing other countries in respect of curriculum implementation and the role of principals in other countries.

2.2   Curriculum Management

Curriculum management encompasses the many administrative processes and procedures involved in maintaining accurate, up-to-date information about curriculum offerings. Cardno (2003 as cited in Kyahurwa 2013:14) defines curriculum management as an academic leadership, instructional leadership or management of the core business of the school, teaching and learning process. It means ensuring the interpretation and execution of the curriculum policy statement. Curriculum management is the effort put by all stakeholders involved towards the successful implementation and attainment of set curriculum goals. Implementation of a curriculum does not simply involve following a set of curriculum instructions or replacing "old"

practice with "new "practice but it is a process of fashioning the curriculum in such a way that it becomes part of the teacher"s way of being (Valero and Skovsmose, 2002:3).

It is an accepted fact that without acceptance and buy-in by all major stakeholders, long lasting systematic change cannot occur. Curriculum management requires curriculum managers to be well versed with the curriculum, teaching methods and approaches so that they can be able to provide instructional and curriculum leadership.

The school principal and School Management Team (SMT) are responsible for managing the curriculum in schools. For them to be able to successfully manage the curriculum, they need to be familiar with subject contents and methods of all the subjects taught in their schools so that they can be able to facilitate change and offer support to teachers. Schaffazick (1989:188) attests to this when saying, the pivotal influence of a principal determines the pace and extent of change. School principals should encourage teachers and learners to embrace curriculum change for it to be smoothly implemented. Bush (1995 as cited in Dimba 2001:15) states that curriculum managers" role is to question, modify, and adapt the prescribed curriculum within the set of values espoused by the school in order to meet the needs of the learners. Curriculum management requires the manager to be well equipped with knowledge regarding the curriculum that he /she will have to manage, teaching methods and approaches so he/she can be able to provide instructional and curriculum leadership.

According to Jansen and Middlewood (2003: 151), teachers in South African schools have very little control over the curriculum management and implementation. Policy makers at national level usually produce policy without the involvement of schools and teachers. Although unions may represent them at policy level, teachers" voice is seldom heard (Smit, 2001:67). Jansen and Middlewood (2003:151) agree with Smit (2001) that the curriculum is determined at the centre, by government officials. This "centre" may consist of subject matter experts (often drawn from universities in the case of high school subjects) and government officials. Smit (2001:68 cites Ball 1994) contends "…the teacher is increasingly an absent presence in the discourses of education policy, an object rather than a subject of discourse." The curriculum is then "handed" down to schools. Even though this is the pattern followed in curriculum change planning in South

Africa, principals are the change agents and they have a responsibility of managing the curriculum. The role of teachers in curriculum implementation cannot be overlooked. For policy change to have the desired effect, teachers are important stakeholders as implementers of education reform (Smit, 2001:68).

For principals to be able to manage the curriculum, they need to be conversant with subject content and methods of all subjects taught in their schools. It is of utmost importance that the principal should be clear about the curriculum change for him/her to be able to manage the change process. Implementation of policy poses many demands in terms of knowledge, skills and attitudes, which does not take place without interpretation or recreation of policy (Smit, 2001:68). Principals should also recognize and support their teachers. According to Wahyudin (2010:29), principals should conduct formative and summative evaluation of their teachers and support them in their professional development. A principal who is acquainted with the curriculum that he/she has to manage will be able to see the shortfalls of the teachers and to identify areas on which they need development.

School principal should encourage teachers and learners to embrace curriculum change for it to be smoothly implemented. Vision and mission of the school should be shared so that everybody in the school works towards their attainment. Sharing the mission and vision lead to having a shared goal. The principal has to be patient and encouraging so that together with teachers work towards achieving one goal. Accepting change and moving away from known strategies and contents may not be easy especially for those teachers who have been teaching for a long period of time. According to Gilgeous (1997:39), curriculum change needs to be reinforced, and the principal should guard against any form of resistance from the staff.

Team building workshops can assist school teachers, novice teachers and experienced teachers to work together, share experiences and assist each other so as to produce required outcomes as there would be shared goals. Christie (1999:1) attests to the above idea when saying principals and teachers are expected to work together as a team to promote a co-operative culture of teaching and learning.

Christie (1999:192, as cited in Dimba, 2001:14) states that principals should adapt from reliance on positional control to personalised forms of control whilst managing curriculum change. The principal should create an environment that is friendly and have an open door policy that makes him/her approachable should a teacher experience a problem with the curriculum. Kotter (1996:19) argues that without an appropriate vision, a transformation effort can easily dissolve into a list of confusing, incompatible and consuming projects. Pratt (1980:39) agrees that the principal should have a vision about curriculum of his school. He must know where he wants to take his learners to. How does he hope to achieve that? His vision must be shared among his fellow workers.

Curriculum management includes reviewing materials, solving daily problems that relate to curriculum implementation, encouraging and motivating participants in curriculum change process so as to work towards attainment of meaningful change results that will benefit everybody in a positive way. Some teachers would continue teaching without implementing a curriculum because they fear to ask or seek advice from a positional principal. Successful curriculum management requires a principal who will not only sit in his/her office but an outgoing principal who will also have informal chats with teachers so as to find out how they are coping. These informal chats can be used as a yardstick to draft programmes that could assist the progress in the school.

2.3   Curriculum change and management in South African schools before 1994

According to Christie and Gaganakis (1989:77), South African education system is well known for its racially segregated institutions and its unequal provision. During the apartheid regime, South Africa did not have a National Curriculum Policy. Coleman et al. (2003:35) describe the policy at the time as fragmented, racially offensive, and sexist with out-dated context. Under apartheid education, schools were divided according to race, and education enhanced inequalities and a divided society. Many people viewed the curriculum as inappropriate and culturally biased because it served to consolidate the position of one race over others. The National Party used education as a tool to create a completely segregated society. Curriculum management in schools was characterised by authoritarianism, bureaucracy and hierarchical practices and emphasised segregation according to race (Christie, 1991:42).

Curriculum management activities by the school principals for teaching and learning involved timetabling, allocation of teacher workloads, checking if the schemes of work had been planned, as well as overseeing and ensuring that tests and exams were conducted, and schedules compiled and submitted on time. Marianne et al. (2003:101) argue that the rigid nature of the curriculum left no role for principals in curriculum decision-making. This meant that principals and teachers did not participate in curriculum decision making processes. They only collected syllabi from circuit offices and checked if all the subjects were accommodated. Then they would distribute syllabi to educators. Principals would deal with matters such as planning materials and resource allocation, among others, regardless of having a deputy and heads of department. In this view, Bush and Middlewood (1997:82) allege that principals were seen as authoritarian and teachers as their subordinates. The principal deployed bureaucratic approaches where tasks were assigned with clearly defined rules. This approach, according to Van der Westhuizen (2004:56), hindered team spirit because staff assisting and/or guiding each other in task performances would be regarded as interference.

Dalton (1988:34) asserts that these traditional management practices positioned principals and teachers as though they were unable to apply their own mind and therefore could only implement the directives of others, rather than intellectual professionals involved in designing, planning and evaluating the curriculum. This approach influenced principals to follow the curriculum in a mindless manner and rigidly keep to subject boundaries (Preedy, 1989:27). This system has contributed to the challenges of curriculum management facing principals today. Marianne et al. (2003:100) point out that principals and teachers in most South African schools have little or no understanding of curriculum management. This is because of the apartheid legacies that underpin curriculum management practices, especially in black schools. When the African National Congress became the ruling party in 1994, their first priority was to introduce a curriculum policy that discouraged racism, sexism and attempted to redress past inequalities, which meant that even management practices were to be changed (Harley and Wedekind, 2004:41).

2.4   Curriculum change and management in South African schools after 1994

After 1994, Curriculum 2005 was introduced, anchored on the principles of outcomes based education (OBE). OBE views learning as purposeful, goal directed to meet commendable ideals such as the protection and enrichment of individual freedom and the development of critical thought and scientific literacy. It shifts away from what the advocates of OBE termed as meaningless rote learning. In 1999, the then Minister of Education, Professor Kader Asmal, appointed a committee to review C2005. In 2000 C2005 was reviewed by the ministerial committee. It was found that principals and educators could not cope with the implementation of the curriculum because of lack of training, many design tools and insufficient learning support materials (Pretoria News, 7 June 2000:11). The review committee recommended that strengthening the curriculum required streaming its design features through the production of an amended National Curriculum Statement (NCS). It further recommended that NCS should reduce the design features from eight to three, namely critical and development outcomes, learning outcomes and assessment standards. In addition, it recommended that implementation needed to be strengthened by improving teacher and principal orientation and training, learning support materials, provincial support and relaxation of the time frame for implementation. (Department of Education, 2004:2). This led to the more streamlined NCS.

Even though there has been positive support for the new curriculum, there has also been substantial disapproval of a range of aspects of its implementation, manifested in teacher overload, confusion and widespread learner underperformance in international and local assessments. The mere existence of a new curriculum does not necessarily guarantee an improvement of the country‟s education system. Fleisch (2002) and Jansen and Christie (1999 as cited in Labane 2009:3) state that implementation of the national curriculum in post-apartheid South Africa was riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners, mainly as a result of inadequate training and support for teachers in the classroom. Schools in rural areas are mostly affected by curriculum change. Moreover, teacher expertise is not the same for rural and urban schools, and well qualified and

young teachers who are trained in the current curriculum prefer to work in urban schools where there is better availability of resources.

In July 2009, the Minister of Basic Education, Minister Motshekga, appointed a panel of experts to investigate the nature of the challenges and problems experienced in the implementation of the NCS and to develop a set of recommendations designed to improve its implementation. They recommended that there is a need for the development of a coherent, clear, simple Five Year Plan to improve teaching and learning across the schooling system, and suggested that curriculum policies should be streamlined and clarified. Teacher workload and administrative burden should be reduced. Every subject in each grade should have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that provides details on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. A national Learning and Teaching Support Material (LTSM) catalogue should be developed and the approved textbooks should be aligned with CAPS. In-service teacher training should be targeted since that is where the improvement is most needed. All these recommendations were effected in 2010 and beyond. Currently, Schooling 2025 is the new action plan by government to improve the education system in schools. Its aim is to improve all aspects of education such as teacher training and recruitment, learner enrolment, school funding, literacy and numeracy and overall quality of education (Report of the Task Team for the Review of the Implementation of the National Curriculum Statement, 2009:54).

Post-apartheid curriculum management and implementation has taken centre stage with principals as leaders of schools playing an active role. Principals have to become proactive leaders who must learn and gain a deeper understanding of curriculum management activities rather than perform already made tasks to be followed rigidly (Marianne et al., 2003:120). Such activities include understanding the meaning of curriculum management, curriculum leadership styles and being knowledgeable about roles in curriculum management and functions of principals as stipulated by the Department of Education. Teachers were to be key participants in curriculum decision-making; they have the autonomy and freedom to plan the curriculum in order to

accommodate contextual factors such as learner experiences, and relevance of learning area content to suit the learners being taught. Such practices require teamwork, cooperation, power sharing and collaborative decision making in curriculum management and delivery in the classroom.

Principals are vital to the success of the curriculum paradigm shift (October: 2009:11). More writers on curriculum literature give more attention to curriculum development and pay little attention to issues that relate to the implementation of the developed curriculum. Most available literature on curriculum change refers to principals as change agents who have to accept the entire responsibility for managing change in a school. Principals play a critical role in co-ordinating curriculum implementation in a school. Curriculum change therefore requires well informed principals who will lead their staff in managing the curriculum changes.

Continuous change in curriculum affects lives, relationships and working patterns of teachers, and the educational experiences of the learners. Pratt (1980:39 as cited in Dimba 2001:17) states that the principal should have a vision about the curriculum of his school. He must know where he wants to take his learners to. How does he hope to achieve all that? His vision should be shared among all his fellow workers for it to be effective and fruitful. Similarly, October (2009: 7) concurs with the above scholar when maintaining that effective principals have a vision of their schools as an organisation, and their role in bringing that vision to fruition is of prime importance. The vision has to be communicated to parents, teachers and learners, and mission statement be designed so that every work is directed towards the attainment of the vision.

The leader, according to October (2009:2), must also be able to translate the vision into practical action by setting example. For the principal to be able to enforce change he has to lead by example, he/she has to attend to class if he/she has one, use teaching methods and techniques as required by the curriculum. October (2009:11) supports the idea when saying principals should be visible as their model behaviour is consistent with the schools" vision, should live and breathe their beliefs in education, organise resources to accomplish school goals, informally drop in on classrooms and make staff development a priority.

One of the difficulties in curriculum change is that it involves the introduction of a new discourse about education (Adu and Ngibe, 2014). Curriculum management is a critical aspect in ensuring that effective teaching and learning takes place. Gene et al. (1982:123 as cited in Dimba, 2001:3) assert that change management entails a process of bringing about some innovations, new approaches and ensuring a successful implementation of curricula change in an organisation (school). Adoption Model, as stated by McNeil (1981) in his Models of curriculum change, is the best model that can be used in managing the curriculum change. The model calls for a facilitator (principal) who performs first the role of salesperson and later a training role with school personnel so that they train others. According to this model, the principal together with senior members of staff monitors and help with problems that arise during initial implementation phase. The foregoing discussion takes us to the next topic "models of managing curriculum change".

2.5   Models of managing curriculum change

Models are essentially patterns which serve as guidelines for action. Using a model in an activity can result in greater efficiency and productivity (Oliva and Gordon, 2013:104). There are a number of models mentioned that relate to curriculum development and management, like the famous Tyler, Taba and Oliva models. This study focuses on four other models, namely: 1) Overcoming-Resistance-to-Change Model, 2) Organizational-Development Model, 3) Concern-Based Adoption Model, and 4) Systems Model. These four models are relevant to the study because any change will mostly be met with some resistance at first as long as people are still not aware of the purpose of the change. People who are affected by change need to be convinced that their prior knowledge, values and beliefs are significant, and that the change is necessary for the advancement of quality of education in the case of teachers as they are the focus group in this study. Teachers also need to know that change is not final; there will always be new methods and techniques to try out, which make curriculum change and implementation an on-going process.

Successful implementation of any programme needs positive behaviour. Teachers should see the change as relevant to their professional lives and necessary to improve

the quality of their teaching. Teachers‟ concerns should be taken into account, considered and addressed so that they can feel that their opinions are valued. The four models are discussed in the next section.

2.5.1 Overcoming-Resistance-to-Change Model (ORC)

Overcoming-Resistance-to-Change Model rests in the assumption that success or failure of planned organizational change basically depends on the leader‟s ability to overcome staff resistance to change (Ornstein and Hunkins, 2009:259).

Key areas of this model are as follows:

- Advocacy about change be done so as to address fears and doubts;
- Individuals involved are convinced that the new program takes their values and perspective into account;
- To give school administrators and teachers equal power;
- Leaders understand that individuals must change before organization can be altered;
- People‟s personal, task related, and impact related concerns must be dealt with; and
- All staff members must be informed of the innovation and be involved in the early decision regarding the innovation.

South African curriculum history has been characterized by radical change within a relatively short period. The result has been a high level of confusion among teachers around what they are expected to do (Hoadley, 2012:320). Any successful approach for change would have to deal with people‟s feelings and perceptions. Change is about challenging one‟s beliefs, perceptions, and traditional ways of working and long held and established practices. As such, it can be pretty scary. According to Smith and Lovat (2003:209), such fears have to be dealt with effectively if successful change is to occur. Change has to be divided into sequential parts or phases, each of which is achievable.

For curriculum management to be effective, it needs a principal who is clear about what he/she wants to achieve. His/her aim and objectives about the school should be clear.

This means that he/she needs to have a systematic plan in place. Carl (2012:10) attests to this when arguing that there is a clear connection between the standard of leadership and standard of empowerment.

Commitment is required by all those involved in implementing the change. It is especially important that the principal and other stakeholders in the school be seen as actively supporting the change. If not, there is a little chance of the change succeeding. One strategy to overcome resistance to change is to give school administrators and teachers equal power. Subordinates should be involved in discussions and decisions about the programme.

Kavina and Tamaka (1991 as cited in Carl 2012:12) state that an important aspect is that should principals be prepared to play a role in the empowerment of teachers, it does not mean that they lose authority or are disempowered, but rather that teachers empowerment can be viewed as a more intensive professionalization of the teachers‟ role. According to Carl (2012:1), an empowered teacher is pre-eminently able to develop learners‟ potential optimally.

2.5.2 Organizational–Developmental Model (OD)

Organization Development refers to various ways to increase the productivity and effectiveness of an organisation (school). It includes the various techniques which help the employees as well as the organisation (school) adjust to changing circumstances in a better way (Schmuck and Miles, 1971).

The focus areas of this model are as follows:

- Improve the organisations‟ problem solving and renewal process;
- Emphasis on teamwork and organizational culture;
- Treat curriculum implementation as an on-going and interactive process; and
- There are always new programmes, new materials and methods to try out.

Barnard (1998) defines Organizational–Developmental Model as a model that appraises the organisations‟ (schools‟) ability to work as a team and to fit the needs of its

members. According to Barnard (1998), the model focuses on developing practices to foster:

- supervisory behaviour.
- team work among workers and between workers and management.
- confidence, trust and communication among workers and between workers and management.
- more freedom to set their own objectives.

The model attempts to answer four main questions:

- Where are we?
- Where do we want to go?
- How will we get there?
- How will we know when we get there?

2.5.3 Concern-Based Adoption Model (CBA)

In the Concern-Based Adoption (CBA) Model, curriculum is implemented once teachers" concerns have been adequately addressed (Ornstein and Hunkins, 2009:262). Fuller"s (1969) research regarding how teachers evolve into experienced teachers provided the model"s underpinning.

The beliefs underpinning this model are as follows:

- All changes originate with individual;
- Individuals" changed behaviour results in change in institution;
- For individuals to favour change, they must view the change as relevant to their personal and professional lives;
- Individuals need time to learn new skills and formulate new attitudes;
- The focus is on enabling teachers to adopt the curriculum; and
- Teachers should work together in "fine tuning" the curriculum.

2.5.4 Systems Model

A system is a set of interconnected but separate parts working towards a common purpose. This model treats an organisation (school) as a system. A system can either be closed or open. An open system interacts with its environment by way of input, throughput and output (Ornstein and Hunkins, 2009).

People in schools and district offices have overlapping responsibilities. Higher level administrative teams need to work together with lower level professional teams. The school is an organisation consisting of units: departments, classrooms and individuals. These parts have a flexible rather than rigidly defined relationship. Central administration is defined but most schools have little centralized control, especially over what occurs in the classroom. This makes is difficult for curricular change to be implemented as an edict from central office (Ornstein and Hunkins, 2009:262).

The Systems Model shows that, for curriculum implementation to be successful there should be support for one another by all structures involved. The Department of Education even though it has a defined administration, cannot completely manage the curriculum change on its own without the help and support from principals. Principals and SMT"s also cannot implement the curriculum change without teachers joining forces in ensuring that they implement the curriculum change in their classroom.

2.6   Challenges facing curriculum change and implementation in other countries

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Indonesia, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained (Mulyasa, 2006:52). Among others, the step gave authority for schools to arrange, improve or develop and evaluate their curriculum by considering social, cultural, financial, and local potentials; as well as society"s needs, results and other aspects that affect the education process in the school or in the area where the curriculum was applied. Tadesse et al (2007:63) indicate the following challenges of the

school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the new curriculum. The problems Tadesse et al. (2007) highlight are similar to those experienced in Limpopo Province (Vhembe District), where the procedures for developing a learning programme were complex; hence the need for better prepared educators, many of whom, especially in the previously disadvantaged groups, were inadequately prepared for basic teaching, let alone comprehending the new curriculum process. NCS implementation favours well-resourced schools with well-qualified teachers. In South Africa, the NCS was implemented without considering the contextual changes needed to make the strategy effective.

2.6.1 Role of principals in some countries

In Indonesia, school principals in primary and secondary schools have two major roles. The first role of the principal is providing instructional and curriculum leadership to the teachers. For the principals to perform this role successfully, they have to be technically and conceptually having curriculum capability, be familiar with the subject content and with the progressive teaching methods and new curriculum to be implemented. A lack of leadership capacity might hinder the success of curriculum implementation and the achievement of objectives of the curriculum.

The second role of the principal is to provide managerial and administrative leadership (Wahyudin, 2010:29). The principal should take initiative in marketing curriculum change in an institution. As curriculum head, principals should focus on reviewing materials and solving daily problems that teachers experience in implementing the curriculum.

It is of utmost importance that the principal plans the steps that have to be taken in order to achieve the curriculum objectives well in advance. Various challenges inhibit principals in performing their role as curriculum leaders, like, administrative workload as well as teaching workload. In most South African schools, school principals do not only lead the school, monitor implementation of policies and other duties related to their posts. They also have to be class teachers; at times they have to teach more than one

subject and at times more than one grade. Another factor that can inhibit principals in performing their duties is if they have challenges with the curriculum.

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. Fullan (2001:71as cited in October 2009:5) states that good implementation plans will provide clarity on how implementers should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required. Coleman et al. (2003:85), Fleisch (2002:133) as well as Glatthorn (1997:144 as cited in Labane 2009:5) concur with Fullan (2001) that suitable curriculum implementation plans specify the duties and responsibilities of the various role players involved in the implementation process. Curriculum implementation and management plans are vital in ensuring successful implementation of a new curriculum as they would act as a guiding tool which has to be revisited now and again to see if everything is still going according to plan.

Geysel, Sleegers, Stoel and Kruger (2007 as cited in Ifemoa 2010:86) state that the use of leadership power is crucial for continuous nurturing and promotion of knowledge and skills of teachers through curriculum and instructional leadership. Even though the principal should use the leadership power, he/she has to create an environment where teachers can make suggestions, offer advice and raise their opinions.

Listening to teachers" views and advices will not reduce leadership powers of the principal, but will pull together everybody to work as a team and to participate fully if they (teachers) know that their views are valued. October (2009 :11) articulates that a participatory management style is important, because although the principal is the guide of the educational change process, the entire school shares the responsibility of taking ownership in the process of change. Curriculum changes need to be reinforced and principals have to guard against any form of resistance from teachers.

In New Zealand, the Ministry of Education wrote the following specific dimensions for secondary school principals:

- Demonstrate a thorough understanding of current approaches to effective teaching and learning;

- Provide professional direction to the work of others by encouraging vision and innovation in classroom practise and organisation;

- Analyse and make effective, timely response to school review, external audits and outcomes of student learning; and

- Understands and applies where appropriate, current practices for effective management (Ministry of Education, 1991:27).

The Nigerian education system has also witnessed several curriculum innovations over the years. Billard (2003 as cited in Ifeoma 2010) attests that principals are the driving force behind any school and, it is argued, they are key to improving the quality of learning process.

The school (administrator) principal is responsible for the success of the implementation process; without direction, the new curriculum is often neglected.

2.7.   Factors that can inhibit curriculum change and implementation

2.7.1 Knowledge and planning

Sayed and Jansen (2001:75) argue that principals play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. According to Smit (2001:69), legislation and communication of policies for educational change depend on what teachers "think" and do as well as their personal disposition and feelings concerning change or policies proposing change. The manner they mediate and act on policy for educational change proposals impacts the eventual effects.

When planning for the implementation of curriculum change, principals should establish and decide on human, financial, and physical resources that are requisite for effectiveness (Ornstein and Hunkins 1998; Marsh and Willis 1995 as cited in Mafora and Phorabatho, 2013:118). If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail (Mafora and Phorabatho, 2013:118). Principals are responsible for organising school activities in order to align teaching and

learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management.

Van der Westhuizen (1991:420) states that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. Change is not an event but a process. Therefore, principals need to plan, develop and maintain change gradually (Ngcongo, 2001:16).

2.7.2 Lack of vision

Kotter (2006:19) argues that without an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when implementing a curriculum change is to plunge ahead and implement before crafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The principal should have a vision about where he/she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision.

2.7.3 Poor communication

The principal as a change agent should not only communicate verbally, but his/her behaviour and attitude towards change should be positive (Ngcongo, 2001:17).Teachers in a school should be actively involved in decision making so that they do not defy resolutions taken that concern teaching and learning.

2.7.4 Leadership style

Principal should always strive to create a favourable educational environment. Improved teaching and learning should be on top of the principal‟s agenda. Leadership style determines the relationship between the teachers and the principal. This relationship in return affects the work relations. Therefore, the principal needs to have good relations with teachers for work to go smoothly, and teachers need the principal to guide and support them in the implementation of change.

2.7.5 Professional development and support

Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching (Everard and Morris, 1990:92). All professions require a continuous update of knowledge and skills (Sparks and Richardson, 1997:2; Somers and Sikorova, 2002:103). The teaching profession is no exception. According to Kyahurwa (2013:30), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills. Professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching (Campbell, 1997:26; Ho-Ming and Ping-Yang, 1999:40).

The role of teachers cannot be overlooked. Otherwise, policy change will not have the desired effect if they are not accompanied by a supportive process intended to strengthen the role of teachers (Smit, 2001:68). Teachers are the main implementation "tool" in any curriculum reform. They have to be capacitated adequately for the successful implementation of the curriculum.

The issues of policy clarity, content gap, resource constraints are a cause for concern to the effective implementation of curriculum. According to Mahomed (2004:3), "the more you know, the more you can be specific about what else you need training on." If there is a content gap, it would be difficult for a teacher to identify an area on which he/she needs development. Other teachers prefer more structure and guidance and some are even more rigid in their approach, and thus need greater support (Smit, 2001:77).

2.7.6 Resources

Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). Implementation of a curriculum change without the relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on the teachers" morale to implement the planned curriculum changes (Singh, 2012:595). Lack of resources necessary for the execution of teaching and learning can

inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than tracking down materials they do not have (Singh, 2012:598).

2.7.7 Increased workload

According to Cardno (2003:49), managing a school today means taking more responsibilities. Principals carry varied workloads and the nature of their job has become complex. They have to do the administrative tasks, manage finances, and account to education authorities. In some instances, they are class teachers teaching more than one subject on top of the administrative workload. Crisis within the school involving learners, teachers, parents and suppliers take up their time also.

2.7.8 Role conflict

Sayed and Jansen (200I:57) opine that clarity of roles for all involved in curriculum matters should be a precondition for effective curriculum management in schools. Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community. Marsh (2003:125) puts it this way that principals" roles are full of confusion and ambiguity.

They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

According to Thurlow et al. (2003:36), most principals in South African schools are not aware of the clarity of their roles in curriculum management; hence their performance of curriculum management roles and responsibilities is ineffective. School leaders lack role

models for the new education system because the department itself is still confused by these new management structures. O'Neill and Kitson (1996:32) state that some principals misconstrue the appointment of curriculum managers (that is, Heads of Department (HoDs) as indicating their failure to manage the curriculum. HoDs have the most curriculum responsibilities and may find their decisions at odds with those of the principals and deputies because the HoDs lead the curriculum and guide other SMT members. HoDs in their roles as curriculum managers are team leaders, monitors of teachers' work, and organisers of phase development workshops, while at the same time dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practices of apartheid policy that ignored shared decision-making. The school management team (SMT) may struggle with these activities in understanding and deciding who is responsible for which area in curriculum management (Thurlow et al., 2003:84). If conflicting roles are not effectively managed, the whole school community may find itself in crisis of uncoordinated curriculum.

2.7.9 Teacher attitudes

The success of the curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis (Nsibande, 2002:101). The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. Glatthom (2000:22) argues that in most cases when curriculum reforms are being considered, teachers" beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change. Van der Westhuizen (2004:72) points out that because people are different; they also have different ways of adapting to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. Carl (1995:92) identified factors that lead people to resist change. These include the following:

- Uncertainty about what the curriculum changes imply;
- Poor motivation;
- Lack of clarity about development;
- Ambiguity and lack of understanding of nature and extent of the envisaged change;
- Insufficient resources to administer support and specialised knowledge;
- Insufficient support from education practices; and
- Security of the existing practices.

No doubt that these factors may have a negative influence on the curriculum processes. Its effectiveness will depend on those in leadership positions to influence people to respond positively to change. In this case, the principals have the responsibility to make sure that changed curriculum management processes are understood and accepted by everyone involved. Principals also have to consider not displaying bureaucratic attitudes when new social changes are taking place.

Marianne et al. (2003:67) mention that, generally South African schools in rural, semi-rural and in urban settings appear to have responded positively to curriculum change. In spite of this, they learnt that some schools did not have adequate support in terms of resources for curriculum implementation and that curriculum documents were overloaded with terminology and complex language. This resulted in frustration among teachers, gaps in their knowledge about OBE, poor lesson planning and unclear strategies on assessment. It appears that these are still evident in teacher practices, including curriculum management for school leaders because schools still face some problems with effective implementation of the curriculum. Coutts (1996:18) noted that this could be attributed to the pace of curriculum change and the period within which schools have had to implement it.

Principals have been given a responsibility to ensure that curriculum management is effectively done. However, its management takes place in different contexts and it has been problematic given the contextual factors in which teachers work. The fact that school communities differ in terms of their cultural traditions, material resources, social structures and aspirations, it is therefore teachers who work in each of these

communities that are in a better position to interpret the needs of their learners. Regardless of the availability of resources, all schools including those in rural areas that have limited resources are expected to have good results in specific skills, knowledge, attitudes and values by learners.

2.8   Support structures for curriculum management and implementation

Support structures include that which assist, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning (Department of Education, 2000:90). Resources are regarded as the most important support structures because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). These include knowledge of the curriculum, human, financial and physical resources.

2.8.1 Knowledge of the curriculum

The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise and knowledge of the curriculum. Nsibande (2002:30) contends that, principals in schools lack knowledge of the curriculum; therefore, they are not in a position to help the teachers. Hence teachers fail to plan certain aspects of the curriculum. Nsibande (2002:67) argues that lack of curriculum knowledge, not being clear about terminology in the case of Curriculum 2005 by principals and teachers, leads to poor lesson planning and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas.

West-Burnham (1993:91) argues that the role of principals as curriculum leaders is becoming more complex; for this reason, they should constantly update their knowledge on issues relating to the curriculum. In other words, they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

They should create an environment that is responsive and supportive to the needs of staff. This can be done through developmental workshops, in-service training, while at the same time encouraging innovation in classroom practice. This requires that the principal understands and applies leadership approaches for effective curriculum management mentioned early in this discussion, reflect on their performance, appraisal and demonstrate a commitment to on-going learning in order to improve their performance (West-Burnham, 1993:112).

2.8.2 Human resources

Managing human resource is the most important and yet most difficult because people have needs, beliefs, norms and cultures that they bring with them to work. These individual differences can make or break the school. Therefore, it is important that the principal manage these resources in such a way that quality teaching and learning is guaranteed (Department of Education, 2000:95). To ensure effectiveness of the curriculum, the principal should mentor, manage absenteeism of educators, and relate to parents in a way that promotes curriculum goals. Mentoring is when an experienced educator in a learning area assists inexperienced teachers. The new teacher observes and learns from the experienced teachers in the process of teaching; hence skills are passed on from the experienced to the less experienced teacher. This is done so that curriculum standards of a school are not compromised.

There is also an element of educator"s absenteeism in schools. Principals have to make sure that this behaviour is not tolerated because learners ought not to be in a classroom without an educator to teach them. Therefore, the principal has a serious responsibility to ensure that each class has an educator at all times (Department of Education, 2000: 97). This requires that the principals establish a timetable to identify free periods for educators so as to organise substitution for educator/s absent with valid reasons. However, this should be done fairly to avoid conflict among teachers and for effective implementation.

2.8.3 Financial resources

The education budget has always been high in the national budget. This relatively reflects the value and importance attached to education in South Africa. Schools cannot function well without financial support. At school level, the School Governing Body (SGB) is responsible for school finances and is supported by the principal. Educators in each department within the school budget for activities that are planned for the following year. The SGB evaluates all requests and decides whether they are affordable and realistic. They then allocate funds for all departments and finalise with parents who pay school fees, and it is up to them to purchase resources that support the curriculum (Department of Education, 2000:108).

2.8.4 Physical resources

All schools need to have at least the basic requirements to meet curriculum needs. Generally, South African schools have basic physical resources that support curriculum management. These include: classrooms, exercise books, textbooks, pens and pencils, chalkboards, dusters and paper. The Department of Education supplies some of these to schools but Section 21 schools purchase their resources if funds are managed well by the SGB. In addition to that, the principals should encourage teachers to develop their own resources in order to develop collaborative working relations (DoE 2000:103). However, curriculum management practices of principals in schools undermine the curriculum's vision because evidence suggests that schools respond differently to different situations. This brings us to our next discussion – challenges faced by principals in curriculum management emerging from literature.

2.9   Role of school management team (SMT) in curriculum implementation

SMT is made up of the principal, deputy principal, head of department and senior teachers in a school. The successful implementation of a new curriculum depends on the school environment within which it is to be implemented (Mafora and Phorabatho, 2013:118). To create such a climate, a principal should first embrace and show commitment to the curriculum change, and not perceive it as an imposition from above to which he merely complies (Mafora and Phorabatho, 2013:118). They have a duty to

work together to plan, organise, lead and implement a performance based teaching and learning, they are champions of curriculum implementation at school level. SMT is entrusted with day-to-day responsibility for professional and operational management of the school under the leadership of the principal (DoE 2002:24). It has to develop and manage systems that will promote good teaching, effective learning and high standards of learner achievement (Labane, 2009:11). SMT should work together in managing curriculum change in schools. It should provide support to teachers and organise resources that teachers need for their daily teaching activities.

SMT is not only expected to understand the curriculum change, but also to be able to manage it effectively. SMT is entrusted with measuring teaching outcomes in schools to meet national goals (Nwangwa and Omotere, 2013:160). At the beginning of each academic year, goals are set by the National Department of Basic Education that have to be met, and then it becomes the duty of the SMT through change management to ensure that these goals are met. SMT has to monitor the performance of teachers and learners using the National Policy on Education as guideline. According to Nwangwa and Omotere (2013:165), SMT have to plan ahead to ensure that there are enough teachers to be assigned for classes, has a hold of school time tabling of activities, procure teaching materials and retrain the teachers or organise for retraining of teachers for the task ahead. Change management requires SMT to work in a democratic and participatory way to build relationships and to ensure efficient and effective delivery of curriculum.

Interaction between the principal, SMT and teachers is essential to contribute towards managing curriculum in a school. SMT acts as resource persons in the school, by providing support to teachers, making sure that resources for teaching and learning are available, assist teachers in interpreting CAPS and assist the principal in ensuring that teachers implement the curriculum through monitoring and supervision of teachers" work, doing class visits, departmental meetings which are to be used as a platform for teachers to share their class experiences, challenges and successes.

Through supervision of teachers" and learners" work, class visits and departmental meetings which can be used as a platform for teachers to share their experiences,

challenges and successes, SMT can ensure that the culture of teaching and learning takes place and that curriculum policy is implemented as per the Department of Education regulations. The current curriculum policy that is implemented in South African schools has clear guidelines on what has to be taught in each grade on each term and the forms of assessment that has to be done. SMT has to supervise, offer assistance where required in order for the curriculum goals to be achieved.

The principals have to manage schools at the same level with well-resourced schools in the urban settings. However, Wallace and Huckman (1999:29) noted that, during curriculum change, some principals vary markedly in the degree to which they accept losing control in curriculum decision-making, resulting from empowered colleagues. This is because curriculum change in South African schools means change in curriculum management practices. In other words, the model of working relationships among staff and SMT members has to change. The introduction of democracy in the education system comes with a democratic structure in schools, that is, SMT. Thus principals should be willing to appreciate and recognize that they have to work collaboratively and co-operatively as a team with other people and give up some duties to each member in the team; and this is a practice unfamiliar to the principals (Zakunzima, 2005:40).

The unwillingness by principals may be influenced by the powerful legacy of apartheid legacies and bureaucracies that may still continue to influence the ways in which principals perceive their roles as curriculum managers (Marianne et al., 2003:81). This means that aspects of traditional hierarchy may continue to exist in schools and restrain curriculum management of innovation even though management styles have transformed over time. Therefore, there is need to investigate more on curriculum management practices. The researcher will locate some curriculum practices in theory that should guide practices of school principals.

2.9.1 Monitoring

Monitoring involves professional observation of teaching and learning events and ensures the improvement of teachers" teaching abilities with the view to offer professional development. SMTs should make sure that teachers understand that the

intention is to assist them where possible (Kyahurwa, 2013:27). Regarding the management of curriculum change implementation, the SMT should be able to monitor and evaluate how their plans are working (Ndou, 2008:48).

Monitoring should not be used as a fault finding exercise. An instrument for monitoring should be designed so as to avoid hostility amongst teachers who may feel they are being victimised if an across the board instrument is not used.

Monitoring should be done to assist teachers, offer advice, and to share alternative strategies that can improve teacher‟s delivery of the curriculum.

 Review of the findings after monitoring should be shared with the teacher concerned and assistance and suggestions is given in an encouraging and positive way. For the SMT to do constructive monitoring, they need to have proper knowledge of the curriculum that they are to monitor.

The DoE (2000:28) lists important functions of monitoring as follows:

- It helps people to realise that they must take responsibility for what they said they would do; and
- Helps planning for the future. Monitoring helps to see if the adopted plan is assisting in reaching the desired goals, based on monitoring findings planners can decide how they adjust the plan for the future.

Cunningham and Cordeiro (2000:188) see monitoring and support in the context of class visits. The class visits create the opportunity for the SMT to observe teachers‟ work, provide motivation and exercise influence. During supervisory discussion, educators also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice. The principal should conduct class visits and give support to educators. S/he should draw up a monitoring instrument which could direct the class visits. An Integrated Quality Management System (IQMS) programme should also be put in place. Structures such as school development teams and development support groups should be in place (Brunton, 2003:8). The appraisal of educators should take place for educators to share their experiences and offer each

other moral support. The proper implementation of the NCS by educators required effective monitoring by principals and other SMT members. Monitoring would determine successes and also determine deficiencies and challenges which educators encountered. After monitoring had been done and challenges diagnosed, corrective measures, support and other intervention strategies could then be taken to assist educators and that on its own would be a way of empowering educators.

The successful implementation of the NCS in South Africa will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained. Exposure of teachers, learners, parents, school principals and governing bodies to information on the purpose of the curriculum implementation and the extent of its impact should receive the necessary attention to ensure that everybody is aware of and fully understands the challenges that are involved. These in-service interventions, as such, only partly address the challenges mentioned above. To meet the challenges mentioned above, a large scale cooperative effort between the educational authorities, the providers of in-service teacher training and sponsors from the private sector will be necessary (Bush and Bell, 2002:208).

2.10   Conclusion

This chapter presented a review of the relevant available literature related to curriculum change, models for managing curriculum change, the roles of school management team and the challenges they experience in the implementation of the curriculum. The next chapter explains the research approach, design and methodology used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on research approach and methodology that was applied in this study. Methodology is a systematic theoretical analysis of methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Interviews and document analyses were given attention as these are the primary instruments for data collection. Ethical considerations relevant to the study and the procedures followed in data analysis and interpretation of the data are being discussed.

3.2 Description of study area

The study was conducted in three selected high schools in Mount Fletcher Education District, Eastern Cape. Mount Fletcher District is one of the 23 education districts in the Eastern Cape. Districts are responsible for education management and this includes advice and co-ordination on curriculum and institutional management and governance.

Mount Fletcher District is at the foothills of the Drakensberg Mountains. It falls under Elundini Local Municipality and the district is mostly rural. There is high percentage of unemployment in the district. Mount Fletcher Education District is divided into seven circuits. Each circuit has its own circuit manager who ensures the successful execution and implementation of government policies and the smooth running of schools in his/her district. Circuit managers are accountable to the District Director.

Three high schools were selected to participate in the study. One fee paying school was selected from circuit seven and two no-fee paying schools were selected from circuit five. Details about the selection process are discussed under population and sampling (section 3.8).

3.3   Research aim and objectives

The aim of the study was to investigate the experience and challenges faced by the school stakeholders (school management team [SMT] and teachers or educators) towards implementation of curriculum change in selected high schools in Mount Fletcher District in the Eastern Cape Province. In order to achieve the aim of the study, the following objectives were pursued:

- To determine teachers" experiences of teaching before 1994 and their views on recent curriculum changes;
- To determine the roles of School Management Team (SMT) in managing curriculum changes;
- To determine experiences and challenges faced by SMT and teachers in curriculum implementation; and
- To identify support structures and skills necessary for effective implementation of curriculum change.

3.4   Research question and sub-questions

The main research question which guides this study is:

- What are the experiences and the challenges faced by the school stakeholders (SMT and teachers) towards implementation of curriculum change in selected high schools in Mount Fletcher District, in the Eastern Cape Province?

This general research question finds expression in the following sub-questions:

- What are teachers" experiences of teaching before 1994 and what are their views on recent curriculum changes?
- What are the roles of School Management Team (SMT) in managing curriculum changes?
- What are the experiences and challenges faced by SMT and teachers in curriculum implementation?

- What types of support structures and skills are necessary for effective implementation of curriculum change?

3.5   Gaining access

In order to get support from sampled high schools, permission was sought from the District Director (DD) by the researcher (Appendix 1) and was granted (Appendix 2). After receiving the permission letter from the DD, the researcher approached school principals of the sampled schools to request their permission to undertake the study in their schools (Appendix B).

3.6   Research design

The research design describes how the study was conducted in order to address the research problem (McMillan & Schumacher, 2006:22). It serves to provide a blue print or a plan of how the research will be conducted by describing the research sites, how the subjects are selected, data collection procedures with the purpose of anticipating the decisions to be taken to maximize reliability and credibility of the findings. This study focuses on experiences and challenges faced by the school stakeholders (SMT and teachers) towards the implementation of curriculum change. The researcher selected the qualitative research approach to collect data. Qualitative research approach allows researchers to access the experiences and viewpoints of the research participants. The details about this approach are discussed in the next section.

3.7   Research approach

3.7.1 The qualitative approach as a method of research

This study follows a qualitative approach so as to get answers to the research question. A qualitative research views participants as a crucial source of information. This is an exploratory descriptive study which aims to gain an in-depth understanding of experiences and challenges faced by the school stakeholders (SMT team and teachers) towards the implementation of curriculum change.

According to Best and Kahn (1993:81), qualitative research describes events without the use of numerical data. As compared to quantitative research which maximizes objectivity by using numbers, statistics, structures and control, qualitative research emphasizes data gathering on natural phenomena. The researcher goes to the people, setting, site or institution to observe or record behaviour in its natural setting (Ramahuta, 2007:27). McMillan and Schumacher (2001:395) assert that qualitative research describes and analyses people"s individual and collective social action, beliefs, thoughts and perceptions, the researcher interprets phenomena in terms of the meanings people bring to them. Even though it is planned carefully, it leaves open the possibility of change, to ask different questions and to go in the direction that the observation may lead the research (Ramahuta, 2007:28).

In this study, a case study was used to make an in-depth investigation of a group of individuals and allow the researcher to learn as much as possible about the phenomenon of challenges faced by the school stakeholders (SMT and teachers) towards implementation of curriculum change. The researcher chose qualitative approach because of its interactivity which allows the researcher to interact closely with participants within their own natural setting. The phenomenon being studied occurs in natural setting, schools are the natural setting where curriculum implementation occurs.

In this study, even though a small number of participants (SMT [principal, deputy principal and heads of departments] and teachers) per school had been sampled, the researcher attempted to collect more information from those participants who were identified as information rich participants in schools. Through social interaction by means of interviews, the researcher interpreted their beliefs, thoughts and perceptions. Qualitative approach was viewed as the best approach because it allowed the researcher to collect data until saturation (Cresswell, 1994:154). The researcher in this study continued to collect data until there was no new information surfacing.

3.7.2 Researcher as an instrument of research

Qualitative research accedes to researchers" subjectivity and regards the researcher as a research instrument in the data gathering process. As the researcher, I was directly involved in the design of this research and in the data collection as I interacted with the participants.

McMillan and Schumacher (2006:382) assert that phenomenological studies emphasize textual descriptions of what happened and how the phenomenon was experienced, because the experience is one that is common to the researcher and the interviewee. Data were drawn from both the researcher written records of his experiences and records of the interviewee. An interviewer can follow up ideas, probe responses and investigates motives and feelings that any other instrument cannot do (Ramahuta, 2007:29). The way a response is made can provide information that a written word would conceal (Borg & Gall, 1989:415). The experience and raptness of the researcher play a vital role in the type and amount of information that will be shared by the respondents. The researcher has incorporated her subjective understanding of challenges towards implementation of curriculum change as noted by the respondents in the study.

According to McMillan and Schumacher (2006:340), qualitative research is interactive, face-to-face research which requires a relatively extensive amount of time to systematically observe interview and record processes as they occur naturally. Even though the researcher may relate to the phenomena, the researcher had to remain subjective throughout the data collection process to avoid being bias as the researcher may become engrossed in the phenomena being studied. Cohen et al. (2000:15) pronounce that there could be the temptation for the researcher to over-emphasize the difference between contexts and situations rather than their gross similarity or their routine features; participants may consciously, deliberately distort or falsify information, and that the researcher is likely to have difficulty of focusing on the familiar.

The researcher ensured that time afforded by selected schools was utilized efficiently. In addition, the researcher used control questions where participants had to answer the same questions so that responses could be compared and verified.

3.8.   The population and sampling

Johnson and Christensen (2008) define sampling as the process of drawing a sample from a population. The sample refers to a set of elements (individuals, groups or objects) taken from a larger population according to certain rules. In this case study, convenient, selective sampling was used, as the individuals were selected to provide the information on the phenomenon under study, namely; experiences and challenges faced by the school stakeholders (SMT and teachers) with regard to curriculum implementation in the selected high schools. For the purpose of this study, it was decided to choose participants who are responsible for curriculum management in the school (SMT) and implementation in the classroom (teachers).

3.8.1 Description of the research sites and the participants

In qualitative research, the researcher selects the case to be studied and the sample within the case (Merriam, 2001:65). In this study, three high schools were purposefully selected. The three high schools have been selected because they belong to different socio-economic status. One high school is a fee-paying school and the other two are non-fee paying schools. The fee paying school is located in town (urban area) and one non-fee paying school is located in the township (semi-urban area) and the other in the rural area (village). A fee-paying school is classified under quintile 5 in terms of school funding modes. This means that it receives fewer norms and standards from the government, because the community it serves is composed of parents who can afford to pay tuition fee for their children. A non-fee paying school is classified under quintile 3 in terms of the government funding model. This means that the school receives more funding from the government considering that it serves learners from a poor community.

The target population for this study is SMTs" and two teachers per school who have been teaching since 1994. SMT is responsible for curriculum management in schools. So, issues that relate to curriculum implementation fall within their mandate. Teachers

who have been teaching since 1994 had been purposively selected by the researcher because they have experienced all the curriculum changes that took place in the South African education after the democratic government came to power. The first education reform after democracy was followed by a string of curriculum changes, namely; Outcomes Based Education (OBE), the Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) and currently the country is implementing Curriculum Assessment Policy Statement (CAPS).

3.9   Data collection

3.9.1 Research instruments

Research instruments are the tools that are used by the researcher to gather data from the sources that had been identified for the research. In this study, interviews and document analysis were used as data collection instruments.

3.9.1.1   Interviews

The main purpose of an interview is to obtain information from the respondents and to understand phenomena within its social context; the social context might be an organization or a certain unit within an institution such as the school. In this study, the main purpose was to understand and get insight into the challenges that are experienced by the school stakeholders (SMT and teachers) towards the implementation of curriculum in high schools.

The researcher used semi-structured interviews to collect data from selected participants. Semi-structured interviews allowed a specialized form of communication between people for the specific purpose associated with (curriculum implementation) some agreed subject matter (Anderson & Arsenault, 2000). Thus the interview was a highly purposeful task which went beyond mere conversation. Face-to-face interviews were conducted with subject teachers. In each of the sampled high schools, three members of the SMT participated in a focus group interview. Semi-structured and unstructured interview questions were used in both interviews. Arsenault and Anderson (2000) point out that the strength of the semi-structured interview can clarify questions

and allow for probing of answers from the participants, providing more complete information that would be available in written form.

Participants were able to discuss interpretations of their world and to express how they regarded situations from their own point of view (Cohen et al., 2000: 267). Interviews were the predominant mode of data collection in the case studies of the qualitative research (De Vos et al., 2005) and enabled the researcher to probe further in certain questions for clarity and depth (Creswell, 2003). Face-to-face, one-on-one in-depth semi-structured interviews were conducted to establish challenges faced by the school stakeholders (SMT and teachers) towards curriculum implementation. A pilot study was conducted at one school in the Mount Fletcher District to ensure the clarity and understanding of the research questions. Consequently, the school which participated in the pilot study did not form part of the sample. Thereafter, semi-structured interviews were conducted in three selected high schools in the Mount Fletcher District.

3.9.1.2 Document analysis

Document analysis is another source of data collection that was used in this study. Nieuwenhuis (2007:82) states that, when a researcher uses document analysis as a data gathering technique, the researcher focuses on all types of written communication that may shed light on the phenomenon being investigated. In this study, analysis of subject policies, classroom observation sheets, school based moderation tool, minutes on meetings on curriculum and curriculum management tools was done in each school. These are the primary source documents that are used by the schools in relation to the phenomenon under investigation. These are useful source of information as they act as guiding documents that should be directing schools towards successful implementation of curriculum. The data from document reviews were triangulated with the data from interviews.

3.10   Ethical issues pertaining to the study

The researcher adhered to all ethical requirements specified when human subjects are involved. These ethical expectations were met by getting permission from the District Director, an ethical clearance letter from the University of South Africa, in particular College of Education Ethics Committee before seeking permission from the Governing Bodies of Public schools in the Mount Fletcher District to commence with field work. The ethical points that were observed in this research were treating the informants as one would want to be treated... (Myers, 2009: 46; Creswell, 2007: 141). I was honest with the informants, and did not trick them into participating in the research through unethical means. The knowledge this study generated was acknowledged accordingly, and as promised. This means that the participants and their knowledge are anonymous and confidential (Myers, 2009: 47). Informed consent procedures were upheld and as indicated by Creswell (2007:141), written consent was obtained prior to their involvement in the study and they were assured and retained their right to withdraw or from providing information if they felt that they did not want to continue with the interviews. No part of this research will be published without the authorization of the participants furthermore, pseudo names are used (see table 3.1) instead of real names to protect the privacy of informants and the research sites. Benefits of this research especially towards the participants were outlined and credit for their participation was acknowledged.

3.11   Limitations of the study

This section outlines the limitations of this study as it was carried out under the qualitative research methodology. There is no research method that is a complete full proof or has strengths only and no weaknesses. Despite all the chronicled strengths of qualitative research methods, Creswell (2008:107) suggests that "researchers also advance limitations or weaknesses of their study that may affect their results."
According to Creswell (2008:107), the weaknesses or problems often related to inadequate measures of credibility and trustworthiness and loss or lack of participants, small sample size, and other factors typically relate to data collection and analysis."

"These limitations are useful to other potential researchers who may choose to conduct similar or replicate the study (Creswell, 2008: 107)." However, it is important to note that the purpose of qualitative research is not to produce data that can be generalized to other situations because they are used to get thick and rich descriptions of phenomena obtained in specific situations according to the sample studied in a particular environment. Findings from this research will therefore not be generalized to other populations or samples that are in situations and environments different to the one in which this particular study was done.

3.12   Trustworthiness of data

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry"s findings were "worth paying attention to" (Lincoln & Guba, 1985: 290).
Silverman (2000), Fenton and Mazulewicz (2008) have demonstrated how qualitative researchers can incorporate measures that deal with these issues. Guba and Lincoln (1981; 1985) assert that trustworthiness involves establishing constructs that correspond to the criteria employed by the positivist investigator and these are:

- Credibility (in preference to internal validity);
- Transferability (in preference to external validity/generalizability);
- Dependability (in preference to reliability); and
- Conformability, (in preference to objectivity) of the research.

3.13   Credibility of the study

Credibility deals with the confidence in the truth of the findings. Trochim (2006) concurs with Lincoln and Guba (1985) and asserts that the credibility criterion for qualitative research involves establishing that the results are credible or believable from the perspective of the participants in the research. From this perspective, the purpose of qualitative research is to describe or seek to understand the phenomena of interest through the participant"s eyes. From the standpoint of the qualitative research perspective, Trochim (2006) contends that the transferability perspective is the primary

responsibility of the one doing the generalizing (that is, one reading the research document). Thus, an explicit description of the research context and the assumptions that were central to the research are important so that the person who wishes to "transfer" the results to a different context may be responsible for making judgments of how sensible the transfer is. Dependability has to do with showing that the findings are consistent and could be repeated. Trochim (2006) argues that the idea of dependability emphasizes the need for the researcher to account for the ever changing contexts within which the research occurs. The researcher is responsible for describing the changes that occur in the setting and how these affected the research approach in the study.

Triangulation means the attempt to get a true fix on a situation or phenomena by combining different ways of looking at it (method triangulation) or different findings (data triangulation) (Silverman, 2010: 277). Triangulation of methods (interviews of educators and members of the SMT with different years of experience in curriculum changes and implementation in their school, semi-structured individual interviews, and document analysis were employed in this study to elicit information from participants" (Silverman, 2010: 133). Data "triangulation" was done to produce the authentic, trustworthy findings, (Barbour, 2009: 46; Silverman, 2010: 133). Triangulation was achieved by examining where the different data established intersect. Thus, in this research, triangulation was used to corroborate or confirm results produced by using different methods. Thus, qualitative research thrives analytically on these differences and discrepancies to authenticate its data (Barbour, 2009: 47). Transferability of this study was enhanced through the thick description of responses as provided by the participants and was audio recorded (Fenton & Mazulewicz, 2008: 2).

Lincoln and Guba (1985) propose evaluating interpretive research work on the basis of adequate representation of the constructs of the social world under the study and credibility as an evaluation of the data drawn from participants" responses (Lincoln & Guba, 1985: 296). In addition, Lincoln and Guba (1985) recommend a set of activities that would help improve credibility of any research results such as prolonged engagement in the field, persistent observation, triangulation, and checking

interpretations against raw data. In order to improve the credibility of qualitative content analysis, the researcher‟s data collection strategies were adequately transparent for coding and drawing conclusions from the raw data (Lincoln & Guba, 1985).

3.13.1   Measures to ensure trustworthiness

To ascertain the trustworthiness of the research, a detailed account of the problem to be studied was discussed with the participants. Procedure that was used by the researcher to assess the trustworthiness of data in the study was by consistently checking the findings, comparing voice recorded interview proceeding with transcribed responses and the informal conversation interviews that were held with participants. The researcher verified whether the data from the interview and case study pointed to the same conclusion. The researcher further made verification of the raw data. This was done by giving the transcripts to participants in the study so that they could rectify any incorrectly captured responses. This helped the researcher to find out whether there was shared interpretation of the responses that were given by the respondents.

To verify and validate the researcher‟s findings, the researcher provided her participants with copies of the draft report whereby participants were afforded opportunity again to make oral or written comments on the whole study. The researcher when conducting the interview set aside her preconceived opinions about the research topic so as not to influence the outcome of the study. A letter granting permission to conduct research in the selected schools from the District Director as all schools in the district are under his authority, was made available to school principals for their perusal. School principals of selected schools were also informed in writing about the intention to conduct research in their schools.

3.14   Processing of data

3.14.1 Data analysis

Qualitative data analysis is a way of making sense of how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences. The study has established how the

participants in the study make meaning of challenges towards curriculum implementation and discovered their understanding, attitudes and experiences of curriculum change. Data were presented qualitatively as narratives in the form of words developed around themes that emerged from the data that has been collected through various methods.

The researcher ensured that each piece of raw data was identified with a unique code for reference purposes. McMillan and Schumacher (1993:512) describe coding as the process of providing data into parts by classification systems, segmenting the data into topics by using predetermined categories to break the data into smaller sub-categories. Mouton (2006:108) defines the process of data coding as the breaking down of data into manageable themes, patterns, trends and relationships to understand the various elements.

The researcher divided the data into meaningful inductive categories guided by research questions and the interview theme. This involved reconstruction of participants" accounts and the categorization of the personal accounts into themes that emerged.

3.15   Summary

This chapter presented research design and methodology. It described methods used to obtain data, which include research instruments, sampling, validity and reliability of research instruments and ethical measures. In the next chapter the researcher will present and discuss the findings of the research project. It will deal with interpretation of data that were collected through various research instruments

CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS

4.1 Introduction

The previous chapter presented the description of the methodology used in this study. This chapter presents the findings of the study on challenges towards curriculum implementation in the selected high schools in Mount Fletcher District, Eastern Cape. The findings are presented according to the aim and the research questions which guided the study. The findings are presented in narrative form and also supported by the relevant literature review reported in Chapter Two.

4.2 Biographical information of schools and participants

Table 4.1: Biographical information of the schools and the participants

Type of school	Participants	Gender	Qualifications	Teaching Experience
Fee-paying (Urban)	Principal	F	BA degree	5
	Deputy Principal	M	Honours degree	11
	HOD	F	Diploma	15
	Teacher	F	Diploma	21
	Teacher	M	Diploma	28
Non-fee paying (Township)	Principal	M	Diploma + ACE	8
	Deputy Principal	M	Honours degree	5
	HOD	M	Honours degree	13
	Teacher	F	Diploma	29
	Teacher	M	Honours degree	25
Non-fee paying (Village)	Principal	F	Honours degree	5
	Teacher	F	Diploma	23
	Teacher	M	Diploma	25

Table 4.1 presents biographical information of the selected schools and the participants‟ information which included gender, qualifications, and years of teaching experience. Participants are adequately qualified with the combination of three year diploma and honours degree. Their teaching experiences range between five years to 29 years. Two schools, fee-paying (urban) and non-fee paying (township) qualified to have school management teams (SMTs) consisting of the principal, deputy principal and head of department. The other school, non-fee paying (Village) do not qualify to have SMT because of its size in terms of learner enrolment. Six teachers, two from each school were purposefully selected to participate in this study. All of them have been teaching prior 1994. Again, members of the SMTs and principal of the non-fee paying school (Village) participated in the study.

4.3   Research questions and generated themes

The research questions and themes are reflected in table 4.2, after which a detailed explanation of the themes is given.

Table 4.2: Research questions and generated themes

RESEARCH QUESTIONS	GENERATED THEMES
1. What are teachers‟ experiences of teaching before 1994 and what their views are on recent curriculum changes?	Theme1:Teaching experience before and after 1994 Theme 2: Views on curriculum changes after 1994
2. What are the roles of SMT in managing curriculum changes?	1. Theme 3: Roles of SMT in managing curriculum according to SMT members 2. Theme 4: Roles of SMT in curriculum management according to teachers 3. Theme 5. Professional development and support of teachers

3. What are the experiences and challenges faced by SMT and teachers in curriculum implementation?	Theme 5: Challenges encountered in managing curriculum implementation.
4. What types of support structures and skills are necessary for effective implementation of curriculum change?	Theme 6: Support structures needed for curriculum implementation Theme 8: Skills necessary for effective curriculum implementation

The raw data that was collected from face-to-face interviews was studied, analysed and the findings are presented in the sections below. Structured and unstructured interview questions that were divided into three categories for subject teachers and also three categories for SMTs were administered to all the participants. All the participants responded to all the questions asked. The data were attained through the responses of the interview questions as reflected in the problem statement in Chapter One. Understanding of the challenges towards curriculum implementation was obtained through the perception of the subject teachers and SMTs. Detailed discussions of the findings from these interviews are presented below.

Findings from the interviews with SMTs and subject teachers are presented separately. The researcher understands that SMT members are also teachers, but because of the different roles played by these teachers she deemed it necessary to separate the findings. Knowing the teaching experience of teachers before 1994 was important in the study so that the researcher can understand the challenges that are experienced with curriculum implementation post-1994. Some of the challenges emanated from pre-1994 era. Members of SMT in the sampled high schools are products of management styles before 1994.

4.4   Generated Themes

A discussion of the identified themes as reflected in Table 4.2 is presented below. Each is supported with direct quotes gathered from the interviews and the relevant literature reported in Chapter Two.

4.4.1 Theme 1: Teaching experiences before 1994

All the participants agreed that before 1994 teachers felt secured in their teaching posts. There was stability and no moving around of teachers as is the case now with the Post Provisioning Model (PPM) which affects schools each and every year. Teachers now have to move from one school to another if the number of learners decreases. The stability prior to 1994 resulted in teachers dedicating themselves to their job as they were not working on their toes. They also knew that they would be held accountable by the SMT for the poor performance of learners when they reach classes with external exams if the poor performance was a result of information gap.

The SMTs agreed that the focus in schools prior to 1994 was on teaching and learning. The SMT of non-fee paying school (Township) even stated that:

"Teaching was seen as a noble profession, where teachers viewed their role in school and in community seriously".

The views of the above were also echoed by the SMT of non-fee paying school (Village) who said:

"Principals were in control of their schools; there was a good competition among schools for good results."

Although the principals and SMTs favoured the conditions which prevailed prior 1994, however, Bush and Middlewood (1997) state that principals were seen as authoritarian and teachers as subordinates. According to Christie (1991:42), teaching and management of schools was characterized by authoritarian bureaucracy and hierarchical practices and emphasised segregation according to race. Principals received instruction from the Department of Education and Training (DET) which they had to follow to the letter. Preedy (1989) attests that principals followed the curriculum in a mindless manner. They were not at liberty to use their creativity so as to enhance teaching and learning in their schools or to adapt the content to their environment. According to Marianne et al. (2003), the rigid nature of the curriculum left no role for

principals in curriculum decision making. Even though there were strict instructions from the DET, the participants agreed that the syllabus was straight forward.

Before 1994, teachers indicated that they worked under terrible conditions, without the necessary resources for teaching and learning. Some schools had no classrooms and some classes were conducted under the trees. These conditions, however, did not dissuade teachers from producing best results. A teacher from non-fee paying school (township) said:

"When I started teaching there was a platooning system; there were lack of classrooms, some classes were in church halls, the first classes started at eight and ended at twelve, and then next classes started at twelve until four in the afternoon in the same classes. All were overcrowded. Teaching time was short but effective teaching was taking place. I was so happy when the school was built".

According to the teacher, the situation in the non-fee paying school (village) is slightly different. The teacher stated that:

"The few classes that were available were at night home to livestock, before classes could start in the morning, learners had to clean, even though that was the case, and we produced first class students."

Participants further indicated that even though there was shortage of resources, teachers improvised to ensure effective teaching even under the horrendous situations in which they worked. Unannounced visits that were made by school inspectors made teachers to always be up-to-date with schoolwork so as to avoid confrontation with the inspectors. However, they agreed that these visits at times were used for harassing teachers. According to the participants, completion of prescribed work was possible before 1994 because there were no teacher union activities attended during school time and workshops and courses for teacher development were held mostly during holidays.

4.4.2 Theme 2: Views on curriculum changes after 1994

All the participants agreed that curriculum change was necessary after the democratic government took over in 1994 so as to get rid of the past and have a curriculum that will unify all the racial groups in the country. The participants also stated that there was a need for curriculum change so as to produce learners who have equal opportunities in benefiting in the wealth of the country. Learners do not have to memorise information as it was the case before 1994. Instead, they have to apply acquired knowledge to situations, resulting in education that aims at producing critical thinkers.

One teacher from non-fee paying school (Village) commenting on curriculum changes said:

"When OBE was introduced, I was reluctant to change my teaching style, but I accepted the change; as soon as there was another change to what I was trying to adapt to I became frustrated. I thought of leaving the profession. I stayed even though I continued for a long time using the old methods I used before *OBE".*

Sharing the view, another teacher from the same non-fee paying school (Village) had this to say:

"I was still new in the teaching field when the first change was implemented. I was few years out of university. I trusted the methods I was using; deserting them was not an easy choice; with the support of my Head of Department I did, but shortly thereafter I had to abandon that again. I felt so frustrated, when the next one came, I still used the methods from OBE as I was not certain how long the new curriculum replacing OBE will last."

One teacher from non-fee paying school (township) sharing the same sentiment, said:

"From Outcomes Based Education (OBE) to the current one which as teachers is [are] not sure how long it will last, there is a lot of uncertainty, having to learn and later having to unlearn what they have learnt."

SMT from the fee-paying school also added their views on curriculum changes and said:

"*The curriculum changes that have been taking place over the years have deteriorated the standard of education. Pass requirements have been lowered. Teachers are not properly trained to implement these changes. Duration of trainings done is very short and thereafter monitoring and evaluation lacks from education officials".*

The principal from the non-fee paying school (Village) also expressed his views about curriculum changes and said:

"*According to the current curriculum changes, learners have a wide work schedule that they have to finish in each grade. Learners in Grade R and 1 are adjusting to school life, but according to the curriculum they have other things to do other than spelling, reading and counting. School terms are short, should they miss that foundation of spelling, reading and counting in the early years it becomes difficult to recover, thus resulting in learners who are in high school but cannot read and solve mathematical problems.*"

Generally, according to the participants, there have been too many curriculum changes over a short period of time over the years. They also indicated that it has become a pattern that a new minister of education means a new curriculum for the country. According to the participants, it seems like the changes on curriculum are not well researched and well planned to suit the South African learners. The numerous changes that had happened in a short space of time from 1994 are a testimony to that. Total shift from one curriculum policy to another confuses the teachers. As a result, teachers end up not being confident of how to transfer knowledge to learners. Teachers spend more time adjusting to these changes and in that meanwhile some learners will proceed to another grade /phase without mastering what they were supposed to have mastered as the teacher is still in dilemma.

It also emerged during the interviews that some of the teachers claim to have stopped bothering about attending workshops and changing teaching strategies as they are counting years before another curriculum change comes up. Some teachers argue

convincingly that it is easier to continue with the familiar methods instead of paying lip service to the new policies.

From these responses it became apparent that all the changes that have taken place since 1994 are demoralising teachers. Reasons for a curriculum change should be negotiated to teachers so that they own the decision that led to the change and see the rationale behind the change. Supporting this view, Carnall (1999) indicated that change involves people, which mean that it is important for education leadership to involve teachers in schools in the process of change. If this is done, people commit themselves to change, and the chances of successful change are greater. In addition, Smit (2001) asserts that the role of the teachers in curriculum implementation cannot be overlooked. For policy change to have the desired effect, teachers" role is imperative as implementers of education reform.

4.4.3 Theme 3: Role of SMT in managing the curriculum according to SMT members

During the interviews, SMT of fee-paying school (Urban) indicated that it is important to know the curriculum and understand it in order to lead others. They reported that they make effort to study the curriculum statement, attend all workshops, lead the planning process, conduct meetings every week and monitor progress with the HoDs.

Sharing the same view, SMT of non-fee paying (township school) reported that they do planning for the term and year with teachers. They also arrange regular meetings with teachers in various departments. Through monitoring, teachers get to know what is expected of them, especially in terms of teaching and learning. They also indicated that they are involved in all activities concerning the curriculum, namely; planning, acquiring and distributing, and managing both human and financial resources, providing support to educators, and monitoring the progress are among the many roles that they do.

Principal of non-paying school (Village) had this to say;
"*The roles and responsibilities of the principal are mainly focused on planning and monitoring to ensure that the plans are followed. Planning of what, when and how the*

curriculum is implemented takes priority. This is done with the help of teachers who are responsible for what goes in the classroom. The principal must ensure effective teaching and learning takes place by monitoring teachers' performance. Getting information about the new developments in the curriculum and disseminating it to educators is very important."

From the responses it was clear that SMT from the three cases viewed their roles as curriculum managers who carry the responsibility to improve academic performance in serious light. All the three SMTs theoretically seem to know their role and responsibility in managing the curriculum in their schools. These findings concur with those of McNeil (1981) who affirms that effective curriculum implementation becomes possible especially in a school where the principal is present at planning stage and remains visible throughout the implementation and evaluation. The SMT led by the principal has a responsibility for the effective management of curriculum to ensure excellent performance in a school. According to October (2009), principals are vital to the success of the curriculum paradigm shift. The SMT in any school should be visionaries and, be able to translate the vision into practical action by setting example (October (2009:2). Similarly, Dimba (2011) argues that the curriculum managers" role is to question, modify and adapt the prescribed curriculum within the set of values espoused by the school in order to meet the needs of learners. Curriculum change needs to be reinforced and SMT has a duty to guard against any form of resistance from the staff. Furthermore, Ornestein and Hunkins (2009:259) attest that the success or failure of planned organisational change depends on leader"s ability to overcome resistance to change.

4.4.4 Theme 4: Role of SMT in curriculum management according to teachers

During the interviews, it became apparent that teachers were willing to be monitored and supervised by the SMT for effective implementation of teaching and learning. The participants reciprocally agree that monitoring and supervision assist teachers in ensuring that they do not divert from the curriculum policy that they have to implement. Most importantly, they all have no problem with the SMT supervising and

monitoring their work and the learners" work as a way of ensuring that curriculum is implemented as per subject policy guidelines. One teacher from the fee-paying school (town) articulated her eagerness to be supervised and said:

"How supervision and monitoring is perceived by teachers is determined by the relationship that the SMT has with the teachers, the aim of the supervision should be clear and not be used to target certain individuals and be a fault finding mission".

Sharing the same view, another teacher in non-fee paying school (Township) states:

"At first I was one of the teachers who were sceptical about monitoring and supervision as in my mind I thought that I am more qualified than the person who wants to supervise my work. I was difficult. But through communication in the subject committee meetings, I understood the rationale behind, there are topics for example I do not like in my subjects, I do not know the second subject that I teach very well. If I was not monitored and supervised the learners will be suffering and go to the next class with an information gap."

Another teacher from the non-fee paying (Township) school echoed the same sentiment:

"I am friends with one of the HoDs in the school, but when my work has to be supervised and monitored, I receive no preferential treatment. This has helped me to grow in my work."

Teachers from non-fee paying (Village) raised an issue on allocation of subjects to teachers. When allocating subjects to teachers, the SMT should consider specialization of teachers. One teacher in the non-fee paying school (village) said:

"I did mathematics and I love it, but ever since I came to this school I have been made to teach Maths literacy. When a new teacher arrives, she /he is given the Mathematics I so long to teach. I have even decided to look for another school somewhere else where maybe I would be allocated the subject I am passionate about."

Venter (2008) noted that in cases where teachers do not have love and experience in the subject, it is difficult for them to recognise gaps or areas that might need attention. The result might be that teachers will not cover the scope of work that is prescribed for the year which will lead to poor performance in the subject.

Generally, teachers expressed a few concerns which must be attended to by the SMT to ensure effective implementation of curriculum changes. Some of the concerns included, provision of resources for teaching and learning, sharing of departmental circulars on curriculum-related issues with teachers, in-house training and development. The lack of resources is a primary factor that hinders effective curriculum management and is widely experienced in South African schools. Successful curriculum management requires resources such as physical, human and financial resources (Mabude 2002:99). Resources determine how much can be done at any given time.

4.4.5 Theme 5: Professional development and support of teachers

The non-fee paying school (township) and non-fee paying school (village) had a similar answer to the question of capacitation of teachers on curriculum implementation. They indicated that they rely on the workshops that are organised by the Department of Education. SMTs, especially of non-fee paying schools (township and village), indicated that they have to ensure that teachers do attend these workshops and, share what they have learnt when they return from these workshops.

Fee paying school (Town) also attends the workshop organised by the Department of Education in Mount Fletcher District. However, what gives fee paying school (town) leverage above the other two schools is that it has an internet which makes it easier for teachers to access information that is useful in their daily teaching activities and the teachers can download material that they can use to enhance their lessons.

From the responses given by the participants, it seems that they mostly rely on workshops and trainings offered by the Department of Education, which are formal in nature. Professional development should be standards-based, results-driven, and job-embedded. It should extend beyond traditional workshops. It is good that principals are encouraging educators to participate in these programmes. Creating a school culture

conducive for educators to learn is important because the knowledge enquired is of great help for both the educator and the learner. However, professional development programmes that are imposed by the department have little regard for the individual needs and goals of the schools; they also lack consistent follow-up and coaching. It is therefore advisable that school principals embark on site-based personal and professional development to help their staff. Workplace learning is possible if the principal is proactive and their work should begin with spending time with teachers, in and out of classrooms. This provides an opportunity for principals to engage in dialogue with educators about teaching and learning (West-Bumham, 1992).

4.4.6 Theme 6: Challenges encountered in managing curriculum

According to SMT of fee-paying school (Urban), the biggest challenge is coping with on-going curriculum amendments because every change means the school has to make adjustment as well. Less effective training and workshops for SMTs and educators, lack of support from the department, demotivated and sometimes not well trained educators and limited resources to meet school needs are just but a few challenges that were mentioned. SMT of non-fee school (township) mentioned that the biggest challenge is ensuring that all educators are motivated to implement the curriculum. Some educators are unhappy with the many changes taking place in the curriculum. There are issues of lack of resources, lack of information, too much administrative work and poor training of educators. Principal of non-fee paying school (Village) argues that there is still too much paper work to do even though the department has reduced it. The principal mentioned that educators are tired of continuous curriculum improvements that require changes in their work all the time. Other challenges are poor training, insufficient resources, and language barriers because some learners do not understand English.

The participants (SMTs) mentioned a number of challenges they face in managing the curriculum. The main challenges mentioned are poor training hence lack of knowledge, lack of resources, heavy workload, lack of educator"s motivation, and language barriers. The challenges facing school principals in curriculum management may be easily stated, but they may not be easily eradicated. Nowadays, schools have to depend on

creative individuals if they are to thrive. So, while there are still many challenges and loopholes in the education system, one thing is certain: learners need to get good education and schools must provide it. Resources like human and finances are important but are also scarce in most South African schools, especially those which are located in townships and rural areas. Truly speaking, they may never be enough. However, measures must be put in place to improve the situation if targets have to be met. The participants noted that the administrative workload is still too much. It is understandable that this may be putting school principals under pressure, hence affecting their performance, but managing a curriculum involves juggling many key tasks. Even though the ideal situation may be to reduce the workload for principals, it may take time to see that happen. Principals have to know that the future of their school could just depend on how well they navigate curriculum management challenges to keep with national requirements. All these findings concur with the literature studies reported in Chapter Two, more specifically in section 2.6.

Other challenges encountered specifically by both non-fee paying schools related to shortage of teaching staff. In a non-fee paying school (Township), participants mentioned that there are vacant posts that are still yet to be advertised and filled. Another non-fee paying school (Village) do not qualify for more teachers due to the number of learners enrolled.

Teachers in non-fee paying school (township) and non-fee paying (village) are overloaded, having to teach more than one subject in different grades. With the rationalization process of schools that is taking place, high schools now start in Grade 8. According to these teacher participants (non–fee paying; township and village), this adds more workload to the teachers.

Even though the SMT knows the guidelines on the subject policy which states what to teach, understaffing makes it hard to demand too much from teachers as they "know" the situation at their schools. One SMT member from non-fee paying school (township) explained as follows:

"At times you just feel guilty for pushing the teachers to the edge because you know the situation, but because there is work to be done, there is nothing we can do but to demand teachers to perform even under the situation. Ultimately you see yourself accepting what teachers managed to do. Some teachers, though, are abusing the staff shortage issue as a reason of underperformance all the time, it is a tough situation."

The situation in the two schools makes the curriculum managers to be lenient as they are overloaded themselves and thus in a way "understand" the plight of teachers and accept what teachers are doing under the circumstances. According to non-fee paying schools (Township and Rural) SMTs, the teachers are trying hard to cover the work that is supposed to be done in each grade.

In contrast, fee-paying school (town) experience no problem in managing the curriculum as it can afford to employ extra staff since it has its own funds and does not rely only on the government funding. Teachers are not overloaded; they are doing their work well.

Managing a subject that a member of the SMT is not conversant with is another problem that was raised by SMTs from non-fee paying schools (township and village). This makes it difficult to properly manage and control that specific subject.

One SMT pointed out:

"In some instances I just append my signature because I have no idea of what the subject deals with; so I do not know the specifics of the subject. I have teaching overload; so I just do not have time to attend workshops of all the subjects I supervise. This leads to me not doing justice to my work."

SMT members in all three schools are full time classroom teachers, in non-fee paying school (township) and non-fee paying (village). Each SMT member teaches more than one subject in more than one grade. In some instances, they each have one subject in more than one class and the principal also teaches one subject from Grade 10 to 12.

The workload that SMT members have in non-fee paying school (township) and non-fee paying (village) leaves little time for focusing on supervising teachers" work. They also

stated that frequent absence from school as a result of management meetings that they have to attend that are called by the district officials affect the time they spend at school.

Due to the size of the school, non-fee paying school (Village) has only the principal as a paid manager. Teachers at times tend to undermine the authority of those co-opted teachers who serve in the SMT. Sometimes they themselves have things that they do not want to do for fear of being castigated by their colleagues, and this then leaves a heavy burden to the principal. One co-opted member avowed:

"We *were democratically elected to serve on the SMT because of our teaching experience, but at times there are matters that we feel are not in our capacity. We then leave the principal to deal with most of the matters. Teachers talk; when they talk you just tell yourself that you are after all not paid to do the SMT job. I know that I am supposed to be assisting the principal at all times, but at times situations make us to abandon her.*"

Another challenge is the staff shortage in non-fee paying (township) and non-fee paying (Village) which force teachers to teach subjects that they are not competent to teach. As a result, this creates problems as teachers state this when asked to account for poor results in their subjects. In contrast, a fee paying school (Town) affords to pay for more teachers than those allocated by the Department of Education and employ teachers according to the needs of the school.

From the responses indicated by the participants, it would seem non-fee paying schools (Township and Village) faces more challenges than the fee-paying school (Township). This finding concurs with Marianne et al. (2003) who mention that, generally, South African schools in rural, semi-rural settings appear to have more challenges, which relate to resources (human and capital) which at times impact on delivery of effective teaching and learning. However, regardless of the availability of resources, all schools including those in rural areas that have limited resources are expected to have good results in specific skills, knowledge, attitudes and values by learners. The principals have to manage schools at the same level with well-resourced schools in the urban settings.

4.4.7 Theme 7: Support structures needed for curriculum implementation

The following support as indicated in table 4.1 were identified as crucial by the participants for effective implementation of curriculum

4.3: Support structures needed for curriculum implementation

Participants	Support structures
SMT and teachers of fee-paying school (Urban)	• Knowledge • Resources • On-going training • Planning • Information
SMT and teachers of non-fee paying school (Township)	• Resources • Training and Workshops • Meetings • Information • Cluster meetings
Principal and teachers of non-fee paying school (Village)	• Induction of teachers • Resources • Workshops • Continuous meetings

From the responses given, participants indicated that support structures are needed for implementation of curriculum change in schools. They affirmed that no effective implementation of curriculum can take place without relevant support structures being in place. It became apparent that the participants regard support structures as an important instrument to curriculum success. Given the responses previously cited, there is still uncertainty and confusion because of the many changes that are taking place. SMTs know that it is crucial to have the knowledge but help is still lacking; so, their knowledge is limited. The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise, and knowledge of the

curriculum. The SMT and teachers of fee-paying school (Urban) identified knowledge, resources, on-going training, planning and information as important structures necessary for effective implementation of curriculum. SMT and teachers of non-fee paying school (Township) on the other hand identified resources, training and workshops, meetings, information and cluster meetings as important support structures. Conversely, the principal and teachers of non-fee paying school (Village) identified induction of teachers, resources, workshops, continuous meetings as crucial support structures for effective implementation of curriculum change. Participants are convinced that once these structures are in place there is no doubt that managing the curriculum would be much easier, better and effective. These findings on the resources needed for effective implementation of curriculum are in line with literature reported in Chapter Two.

4.4.8 Theme 8: Skills necessary for effective curriculum implementation

During the interviews, various skills that are necessary for effective curriculum management were mentioned by the SMTs. SMT of fee-paying school (Urban) mentioned that it is important when they get information which relates to curriculum issues they immediately pass it onto the staff. They also indicated that they need to treat educators with respect otherwise they would not manage them. They need to be a good example to their staff and have the spirit of long life learning. SMT of non-fee paying school (Township) indicated that training on leadership and management skills, with time management are key skills that are necessary for effective curriculum management. And the SMT stated:

"If SMT members can be encouraged to attend workshops that are done by a certain private company that usually hold workshops for school managers in the area during holidays, the effort of this company could assist as they have accredited trainers, but because it is not compulsory SMTs do not attend. I have learned a lot about planning and time management from one of their workshops."

They also stated that induction programmes have to be made for new principals; this would assist the principal in knowing where to start in his/her new role. The principal in

non-fee paying school (Village) was in a teaching post that was not dealing with management issues before becoming a principal. However, serving on management is not a prerequisite to be a principal, and was nevertheless appointed to the post. The skills that she has have been acquired on the job. However, the principal indicated that ability to work as a team is a skill that is necessary for effective curriculum management.

Teachers indicated that clear communication channel between the levels of management and the staff is important. Teachers need to be part of decision making, have to be consulted on issues that are discussed by the SMT before a final decision is taken, which will later affect them. Teachers felt that they should be given chance to discuss and suggest how they wish things should be done about curriculum issues. Moreover, the duty of the SMT during these meetings is to ensure that decisions taken do not deviate from the education policies. Teachers will then have to own up to their decisions.

4.5   Document analysis

The researcher has employed the use of content analysis to analyse the documentary sources of the three schools. In Chapter Three, an indication is given that documents to be analysed in the three schools are subject policies, classroom observation sheets, school based moderation tool, and minutes on curriculum issue.

4.5.1 Subject policy

The Department of Education, through CAPS for different subjects, supplies the schools with subject policies. The Policy Statement has clear guidelines as to what to teach in each and every week in each subject. All three high schools have subject policies for all the subjects that are taught in the schools.

4.5.2 Classroom observation sheets

Completed and signed form of class visits was available in all three schools. Each teacher had a Developmental Support Group (DSG) which includes an immediate head and a subject teacher who also teaches the same subject or who does not teach the

subject but have expertise on the subject. Findings of the visit are discussed with the teacher by the DSG and if he/she agrees with the contents of the findings sign the observation sheets. All the observation sheets were signed by the teachers who have been visited.

4.5.3 School based moderation tool

Templates that are used for school based moderation were available in each of the three participating high schools. Moderation of teachers" and learners" work is done quarterly in all the schools. The researcher also discovered a curriculum coverage tracking tool in the schools that assist the SMT and the teacher to see how quick or slow is the progress of the teacher on work coverage.

4.5.4 Minutes of meetings on curriculum

The researcher found out that both fee-paying (Urban) and non-fee paying (Township) have subject committees. These committees are formed by teachers teaching the same subject. These committees are a platform where specific curriculum issues that relate to a certain subjects are discussed. Subject head is the chairperson of these meetings. Teachers share experiences, challenges, highlights and good practices. At the beginning of each quarter, staff meetings are held in all three schools to analyse results of the previous term, the minutes of these meetings are recorded by the staff secretary. At non-fee paying school (village) general curriculum issues are discussed at staffroom level where all teachers participate as subject committees cannot be formed due to the limited number of teachers.

4.6   Conclusion

It became apparent from the findings that there are major curriculum challenges facing SMTs in managing the curriculum implementation in their schools. However, the attitude that SMTs displays towards curriculum management will determine how they deal with these challenges. As school leaders, SMTs must act as agents for good curriculum management practices and they should be empowered with the necessary skills, knowledge and values to have better understanding of curriculum management

practices. SMTs should in turn, transfer those skills to their subordinates. If not, their schools will decline and there will be no direction or vision that the school will follow.

The study demonstrated that the leadership roles and responsibilities of the SMTs as curriculum managers are filled with overwhelming responsibilities. Therefore, they experience the nature and extent of their curriculum duties as a very complex and demanding situation. Apart from the curriculum management and implementation roles and responsibilities, they are also responsible for managing, monitoring and evaluating the curriculum as an on-going process for effective implementation by the teachers. At the same time, teachers have their own challenges in executing their responsibilities. SMTs as instructional leaders should contribute to generating a creative climate where effective curriculum delivery can flourish. The ideal management style displayed by school leaders will contribute to strong teamwork among educators to solve problems experienced around curriculum management.

The researcher is optimistic that although people are different and despite the negativity and inadequacies surrounding the curriculum, there is hope that with time and effort and given the total commitment of all stakeholders to implement the curriculum, success can be attained. Therefore, it can be concluded that the aim of the study and primary research questions which are explored, namely the challenges towards curriculum implementation in high schools in Mount Fletcher district, Eastern Cape were adequately addressed and answered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary, recommendations and conclusions based on the research findings in this study. The purpose of the study was to investigate the challenges towards curriculum implementation in selected high schools in Mount Fletcher District, Eastern Cape. The conclusions presented in this chapter are based on information obtained from the participants in selected high schools. The study explored challenges towards curriculum implementation and the impact it had on SMT and teachers in the selected high schools in Mount Fletcher District, Eastern Cape. The researcher used a voice recorder to capture the exact words used for better interpretation. The researcher wanted to obtain an in–depth description of the experiences and challenges of SMT and teachers in their day-to-day implementation of curriculum.

5.2   Overview of the chapters

5.2.1 Chapter One

In Chapter One, the researcher reflected on the overview of the study. Background to South African education before and after 1994 was discussed. The research question was formulated and tabled in this chapter. The significance of the study was also outlined.

5.2.2 Chapter Two

Literature that relates to the phenomenon that has to be investigated was discussed in this chapter. Curriculum change and management before and after 1994 was tabled. There are various factors that inhibit curriculum change implementation; some of these challenges were discussed in this chapter. School Management Team (SMT) has a vital role to play in curriculum management and implementation. Its role was looked into in

this chapter. As change in education system is not only happening in South Africa, challenges and experiences by other countries were also examined.

5.2.3 Chapter Three

In Chapter Three, elements of qualitative research were introduced. Qualitative methodology was chosen as the most appropriate methodology because of the exploratory nature of the study. In selecting participants for the study, the researcher chose high schools from different geographical details and socio-economic backgrounds. Participants included SMTs and teachers. Ethical issues pertaining to the study, limitations of the study and, issues of trustworthiness were presented in this chapter.

5.2.4 Chapter Four

In the Fourth Chapter, research findings and analysis were explored in terms of generated themes. The purpose of this study was to investigate challenges towards curriculum implementation in the selected high schools in Mount Fletcher District, Eastern Cape. This chapter referred to the data gathered during the semi-structured interviews with participants from the three selected high schools in the Mount Fletcher District, Eastern Cape. Documents, such as minutes of meetings, schedules for monitoring teachers work and reports of moderation were obtained from the SMTs and studied. The collected data was discussed in terms of the aims of the study and the research questions.

5.2.5 Chapter Five

This last chapter presents summary of the research findings as well as the delimitations and limitations of the study. It reaches conclusions and makes recommendations from the findings of the study; suggestions for future studies on the research theme are also proposed.

5.3 Summary of the research findings

The main research question was: *What are the challenges faced by the school stakeholders (SMT and teachers) towards implementation of curriculum change in selected high schools in Mount Fletcher District, in the Eastern Cape Province*? In order to answer the main question, the following sub-questions were asked:

- What are teachers" experiences of teaching before 1994 and what are their views on recent curriculum changes?
- What are the roles of School Management Team (SMT) in managing curriculum changes?
- What are the experiences and challenges faced by SMT and teachers in curriculum implementation?
- What types of support structures and skills are necessary for effective implementation of curriculum change?

5.3.1 Theme 1: Teaching experiences before 1994

The participants shared mixed feelings about their teaching experiences before 1994. The SMTs believed that before 1994, teaching was a respected profession and thus teachers treated it as such. They further alluded that principals were in control of their schools and there was a good competition among schools which yielded good results. Conversely, teachers expressed different opinions. They believed that before 1994, teachers worked under terrible conditions. Some taught under the trees, some taught in mud classrooms which were home to livestock at night. And there were serious shortage of classrooms which led to overcrowded classrooms. They further indicated that principals were seen as authoritarian and teachers as subordinates. However, they agreed that even though the teachers worked under those terrible conditions, teaching and learning were a key priority. Teaching time was effectively utilized as teachers were not actively involved in union activities. Teacher development workshops and courses were mostly done during school holidays; this resulted in teachers spending more time in classes.

5.3.2 Theme 2: Views on curriculum changes after 1994

All the participants agreed that the curriculum change was necessary after the democratic government came into power in 1994. They agreed that the government needed to design a unifying education system for all its citizens irrespective of race, colour or social background. However, the majority expressed concerns about many changes that had happened especially with regard to the school curriculum. From these responses it became apparent that all the changes that have taken place since 1994 have demoralized teachers. The current policy document includes more work that should be covered in each term. This resulted in teachers teaching to cover quantity of work instead of doing quality teaching. The participants believed that reasons for a curriculum change should be negotiated to teachers so that they own the decision that led to the change and see the rationale behind the change. These participants" views are supported by the ORC Model discussed in chapter 2. Some of the key areas of this Model include advocacy about change so as to address fears and doubts; all staff members must be informed of the innovation and is involved in the early decision regarding the innovation.

5.3.3 Theme 3: Role of SMT in managing the curriculum according to SMT members

SMT members viewed their roles as curriculum managers who carry the responsibility to improve academic performance in serious light. All the three SMTs theoretically seemed to know their role and responsibility in managing the curriculum in their schools. They understood that they were the key role players at school level as they were responsible for the execution of government policies and had a duty to improve the academic performance in their schools. SMT members make an effort to acquaint themselves with curriculum changes so that they may be able to offer support to teachers, monitor their work and lead the planning sessions. They believed that getting information about the new developments in the curriculum and disseminating it to educators is very important.

5.3.4 Theme 4: Role of SMT in curriculum management according to teachers

The findings revealed that teachers were willing to have their work monitored by the SMT is evident. Teachers unanimously agreed that monitoring and supervision of their work ensured that they do not divert from implementing curriculum policy as expected. Teachers viewed SMT as the people who are supposed to make resources for effective teaching and learning available. For effective teaching to occur, SMT has to align a teacher with a subject that she or he is qualified to teach. Due to staff shortage, this is not possible. According to the CBA Model, curriculum should be implemented once teachers" concerns have been adequately addressed (Ornestein.2009:262).In that case, the SMT has to offer constant support and seek expertise from outside the school to assist such teachers.

5.3.5 Theme 5: Professional development and support of teachers

From the responses given by the participants, it emerged that most schools rely solemnly on workshops organised by the Department of Education for their professional development. However, professional development programs that are imposed by the department have little regard for the individual needs and goals of the schools; they also lack consistent follow-up and coaching. One of the beliefs underpinning CBA Model states that all changes originate with individual. It is therefore advisable that school principals embark on site-based personal and professional development to help their staff. Workplace learning is possible if the principal is proactive and their work should begin with spending time with teachers, in and out of classrooms.

5.3.6 Theme 6: Challenges encountered in managing curriculum

Lack of resources and human resources in schools is one of the biggest challenges faced by schools especially the no-fee paying schools. SMT has a task of utilizing limited human resource available at the school. SMT members are also full time class teachers, who at times teach more than one subject in more than one grade. The overload experienced leaves little time for focusing on monitoring teachers work effectively. Low morale among teachers was another challenge faced by SMTs. They have to encourage teachers who are also demotivated because of the continuous

curriculum changes. Teachers are overloaded and at times have to teach subjects that they are not competent on. As a result of this, SMTs have to be considerate and lenient when dealing with such teachers, and, in the process compromise effective curriculum implementation.

Managing a subject that a SMT member is not conversant with was another factor that hinders effective curriculum management. Quality of training in workshop does not fully prepare and equip SMTs for managing the curriculum.

5.3.7 Theme 7: Support structures needed for curriculum implementation

Various support structures that are needed for curriculum implementation include knowledge of curriculum. Resources have to be made available for effective teaching and learning to occur. Training of teachers and SMT should be on-going and support structures are available so that teachers do not have to wait for a workshop to get an advice. School subject committees should be functional so that teachers can assist each other with planning. Compulsory and regulated induction of new teachers and SMT members could assist so that each person knows what is expected of her or him.

5.3.8 Theme 8: Skills necessary for effective curriculum implementation

Curriculum implementation requires certain level of competency from SMT as they play a leading role in curriculum implementation. Treating teachers with respect and making them part of decision making is necessary. Making teachers" part of decision making is supported by the OD Model discussed in chapter 2 which has emphasis on teamwork and organizational culture. This would limit resistance that could be met as they will own the decision. They will feel part of the team that has a responsibility to take the school forward. At times teachers can be difficult therefore a principal has to have good leadership and management skills. Communicating the vision to teachers is important and also allowing them to have their inputs. It is no use for the SMT to run with a well-documented vision if the teachers do not own it.The CBA Model affirm this in one of its beliefs which states that for individuals to favour change, they must view change as relevant to their personal and professional lives

5.4 Delimitation of the study

Impacts of curriculum changes exist in all the four phases (foundation, intermediate, senior and high school) of the education in South Africa. However, the study investigates challenges towards curriculum implementation in high schools.

The study focused on three high schools, one a fee-paying school (town) and two non-fee (township and village) schools. The sampled group consisted of 13 participants and could not represent the majority of high schools in Mount Fletcher District, Eastern Cape. The results of this study therefore cannot be generally compared to all high schools in Eastern Cape. Even though the research was conducted in three high schools, thorough research was done.

5.5 Limitations of the study

The research represents a small scale that cannot be generalized to larger high school populations in Mount Fletcher District, Eastern Cape.

5.6   Conclusions:

All the education stakeholders have to be involved for curriculum management to be effective. Principals as change agents working together with the other SMT members are responsible for ensuring that effective curriculum implementation is taking place in their schools. For the principal to manage the curriculum well, he/she needs to be well versed in curriculum matters since she/he has to offer support and guidance.

The findings of the study show that there are some principals and teachers who have limited knowledge on the understanding of application of curriculum management strategies. This might be due to the overload that they are experiencing in their schools. Verbally, they know and understand their critical role they have to play in curriculum management.

Teachers who have been teaching before 1994 find it difficult to adapt with the curriculum changes. They prefer using the old methods that they say worked for them.

This then pose a challenge to the SMT that has to deal with teachers who resist change.

Teamwork and shared vision are important in any achievement of a goal. The goal that has to be attained in schools is effective curriculum implementation. The SMT cannot achieve this without the support of the teachers, and the teachers cannot achieve without the support of the SMT. It is therefore important for the two to work together towards the attainment of the goal. What the principal aims to achieve should be shared with teachers so that everybody in the school know what is expected of him/her and the role that he/she has to play towards the fulfilment of that vision.

Problems with curriculum implementation are still going to continue in South Africa. Before 1994, teachers did not participate in curriculum planning, and they are still not involved today. Teachers" views as curriculum implementers should be considered and used in designing a curriculum that would befit all the learners in South African schools.

Before 1994, principals deployed a bureaucratic approach in managing the schools. They did not consult with teachers, it was a top down management style, and they received instruction from school inspectors which they had to relay to teachers without any discussion, suggestions or amendments from teachers.

Curriculum change after 1994 was a necessity. Different races received different education under different departments of education within the same country. One Department of Education and one curriculum policy was necessary as part of reconciliation process in the country. There are various factors that inhibit curriculum implementation. Teachers" fears have to be dealt with if successful curriculum implementation is to occur. Fear and uncertainty is a normal response when a person has to venture into the unknown. Teachers need to know and understand the rationale behind the curriculum change. Good implementation plan is necessary so as to guide the implementation process and be used as a compass by the SMT to guide the implementation process to the right direction. Capacitation of teachers in preparation for curriculum implementation is significant for successful curriculum implementation.

Clearly, teacher training in South African institutions comprises more theory and does not prepare teachers for classroom activities. Appointment to a SMT post is determined by five years teaching experience, matric and a teaching qualification, no experience in management post is necessary, this might be impacting on performance of schools as new principal gain experience on the job. Proper training should be offered to SMTs first before a curriculum is introduced so that they can be able to deal with curriculum implementation Theoretically, SMTs know their role in managing the curriculum, and challenges that they experience in schools inhibit them in effectively executing them. Workload facing teachers in schools affect curriculum implementation.

Human resources shortage which results in members of SMT having to teach various classes inhibit them in effectively doing their job. On the other hand, teachers cite the poor quality of training offered when a new curriculum is introduced. As a result of poor training received by teachers, standard of education is compromised. There are a large number of learners in high school who cannot read, write and solve simple mathematical problems. Schools rely mainly on District Education Department for teachers" development which at times uses facilitators who are not skilled in conducting the workshops and the information that requires a week is packed in a day or two. Thereafter, support by district official is minimal. Lack of resources in schools also affects curriculum implementation.

Performance of the Eastern Cape in the Grade 12 examinations necessitates that the challenges faced by teachers towards curriculum implementation be considered. Performance of districts determines the performance of the province.

5.7   Recommendations

This study has presented an insight into the phenomenon of challenges towards curriculum implementation. The findings have long term implication on curriculum change, curriculum management and implementation, role of SMT"s in managing the curriculum. The researcher based on the findings of the study came up with the following recommendations:

- Practicing teachers" inputs should be sought when a new curriculum is designed as they are the ones who deal with learners. People with skills to train others should be used to train teachers when a new curriculum has to be introduced instead of taking ordinary teachers who maybe good teachers but not good at training others.

- SMTs should receive an extensive training before a curriculum is at the implementation stage so that they can be able to offer proper guidance and support to teachers when the implementation phase comes. After teachers have been trained it is crucial that the district office should offer continuing support to teachers so as to ensure effective implementation of curriculum.

- The National Department of Education should consider reviewing the Post Provisioning Model that it is currently using which stipulates that the number of teachers in a school is determined by the number of learners. Subjects offered in each school are no considered by this model, which result in teachers being overloaded. A functional and well-resourced library, computers with access to free internet should be available in each school so that teachers and learners should be able to access information.

5.8   Further research

The study has achieved its aim, that is, to investigate challenges towards curriculum implementation in high schools in Mount Fletcher District, Eastern Cape. The following suggestion is proposed:

Due to the fact that the study was confined only to three high schools in the Mount Fletcher District, it is suggested that the study be extended to other high schools in the district. In addition, the study should be extended to other high schools in the province to assess whether different findings may be reached regarding the challenges towards curriculum implementation. The researcher recommends that a larger quantitative study involving a larger population related to the research topic should be undertaken. Such a study should observe different challenges faced by fee and non-fee paying schools.

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ANNEXTURE A

ETHICAL CLEARANCE CERTIFICATE

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

13 July 2016

Ref : 2016/07/13/32010141/24/MC
Student : Ms N Mandukwini
Student Number : 32010141

Dear Ms N Mandukwini

Decision: Ethics Approval

Researcher: Ms N Mandukwini
Tel: +2778 783 2989
Email: maynompumelelo@yahoo.com

Supervisor: Prof. S Mokoena
College of Education
Department of Educational Leadership and Management
Tel: +2782 675 6155
Email: mokoesp@unisa.ac.za

Proposal: Challenges towards curriculum implementation in high schools in Mount Fletcher District, Eastern Cape

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 13 July 2016.
The proposed research may now commence with the proviso that:

1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

88

3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/07/13/32010141/24/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za

Prof VI McKay
EXECUTIVE DEAN

89

ANNEXURE B

PERMISSION LETTER FROM DISTRICT DIRECTOR

ANNEXTURE C

PERMISSION LETTER FROM CIRCUIT 5 MANAGER

Province of the

EASTERN CAPE

Department of Education

Resource Centre *hospital road* Mt Fletcher * Private Bag X1133 *4770* REPUBLIC OF SOUTH AFRICA * Tel: +27 039 257 0963

Fax: 039 257 0956 * Website: www.webmail.co.za. ndunakazi@webmail.co.za Enquiries: Y.Matam Cell: 083 5615 908

PERMISSION TO CONDUCT RESEARCH

Ms Nompumelelo Mandukwini has been granted permission to   conduct research in Umthawelanga SSS in circuit 05 Mt Fletcher District.

The dissertation topic for her research is : Challenges towards curriculum implementation in high schools in Mt Fletcher District, Eastern Cape.
I hope that the findings of the research will assist in improving the quality of education in our district and effective curriculum implementation.

Good luck in your studies.

Yours sincerely

DEPARTMENT OF EDUCATION
MT FLETCHER
I D S M & G

SIGNATURE: ....
Y. MATAM
DATE: 17/08/2016 ....

ANNEXTURE D

PERMISSION LETTER FROM CIRCUIT 7 MAMANGER

EASTERN CAPE
DEPARTMENT OF EDUCATION

Nzonzo Centre Education Building · Hospital Road · Private Bag X1132 · MT FLETCHER · 4770 · REPUBLIC
OF SOUTH AFRICA · Tel +27 (0)39 0170900 Fax 039 2570909 · Website: ecprov.gov.za ·

TO	MISS N. MANDUKWINI
FROM	CIRCUIT MANAGER
SUBJECT	PERMISSION TO DO RESEARCH
DATE	11 APRIL 2016

This serves to confirm that Miss N. Mandukwini has been permitted to do research in the secondary schools she has sampled in circuit 7 in the Mount Fletcher district as per her dissertation requirements.

Yours in Education

Z. Malobola

Circuit Manager-Circuit 7

Mt. Fletcher District

DEPARTMENT OF EDUCATION
MT FLETCHER
CIRCUIT MANAGER

DATE ....

SIGN ....

ANNEXTURE E

INTERVIEW GUIDES

INTERVIEW GUIDE FOR SCHOOL MANAGEMENT TEAM (SMT)

Experiences of SMT

1. Can you tell me about your teaching experience before 1994?
2. In your view, does the training that you received in the teacher training college or university empower you to manage the transformation process in curriculum?
3. How do you experience educational changes especially with regards to curriculum that happened since 1994?
4. In your view, do you think these changes are improving the quality of teaching and learning in South African schools
5. What is the most challenging about changes in the curriculum?
6. In your opinion, is the district Department of Education offering sufficient follow-up support after training you for managing curriculum implementation?
7. How were these changes in curriculum received by the staff?
8. How did you experience resistance to change among the staff and how did you manage it?

Responsibilities / Roles / Challenges of SMT

9. What is your role as SMT in managing the curriculum change?
10. What challenges have you encountered in the process of managing implementation of school curriculum change?
11. How do you go about capacitating teachers in the process of curriculum change?
12. What kind of support / resources do you avail to teachers in order to execute their work effectively?
13. Do you hold departmental and SMT meeting to discuss issues that affect departments under your supervision as well as teaching and learning, if so how frequently?
14. Do you have a curriculum management plan in place? What does it encompass?
15. In your school year plan, do you have time set aside for teacher professional development?
16. Do you encourage teachers to participate fully in sharing ideas?
17. What are your reasons for monitoring teachers" work?
18. What tools do you use to determine whether the expected outcomes have been attained?
19. What do you do with the findings of class visits?
20. What skills do you think are necessary for effective curriculum management?

Strategies

21. How do you identify strengths and weaknesses of teachers so as to be able to offer them appropriate support?
22. How do you teachers plan for teaching and learning activities?
23. Do you sit down with teachers to explain the rationale behind curriculum change so as to eliminate fears and misconceptions that they might have before the implementation phase?
24. Do you think that the education department is doing enough in capacitating School Management Teams so as to manage the curriculum effectively?
25. In your opinion what could be done to assist SMT to be more effective in managing the curriculum implementation in high schools?
26. What strategies are in place to ensure that teachers are aware and at ease of the communication channels used at the school?
27. How do you inform teachers about matters that affect them?
28. How do you deal with challenges that relate to curriculum implementation?
29. How do you encourage team building and participation?

SUBJECT TEACHERS' INTERVIEW SCHEDULE

Experiences / challenges of subject teachers

1. What do you understand by curriculum implementation?
2. What do you think about the curriculum changes that have been taking place in South Africa after 1994?
3. In what way do these changes affect you as a teacher?
4. How is the curriculum changes communicated to you as teachers?
5. Do the teaching strategies encompassed in the curriculum enhance your teaching? If yes, how? If, no, why do think so?
6. How well has the teacher college/university training prepared you for the classroom teaching?
7. What role do you play in curriculum implementation planning process?
8. Can you describe your experience /s of working in rural/ urban school? (Learners level of knowledge, discipline, and parental involvement).
9. What are your views on class visits and monitoring of your work which is done by SMT?
10. How frequently is your work monitored by the SMT?
11. How do you receive supervision from the SMT?
12. In your view, do you think that the government is doing enough in capacitating teachers when a new curriculum has to be implemented?
13. In your view what do you think should be done by SMT to improve effective implementation of curriculum in schools?

Staff development

14. Can you describe the support that you receive from the SMT on issues relating to curriculum implementation?
15. How do you receive supervision from the SMT?
16. Does the SMT allow and give you time to participate in professional development workshops hosted by the Department of Education, and also those hosted by non – governmental organizations that aim to enhance the quality of teaching in South African schools ?
17. Does the SMT makes resources required for executing teaching easily available?
18. In your view, do you think that the government is doing enough in capacitating teachers when a new curriculum has to be implemented?
19. Does your subject head check your work and offer support and mentoring when necessary?

Strategies

20. In your view what do you think should be done by SMT to improve effective implementation of curriculum in schools?
21. How do you measure how commendably students meet the learning objectives?
22. What remedial strategies do you engage to assist learners in class who are lacking behind?
23. How do you plan for teaching and learning?
24. How do you deal with challenges that relate to curriculum implementation?