PRINCIPALS' EXPERIENCES IN MANAGING CURRICULUM IN SECONDARY SCHOOLS IN MOPANI DISTRICT

by

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DECLARATION

I declare that the mini-dissertation report entitled

Principals' experiences of managing the curriculum in secondary schools in Mopani district

to be submitted to the University of Pretoria in partial fulfilment of the requirements for the degree Master of Education is my own work and that I have not submitted it before for any degree or examination at another university. All the sources I have used and quoted have been indicated and acknowledged as complete references.

Maringa Magezi Dayson

Signed _____   Date_____

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ABSTRACT

Changes in education policy and legislation due to changes in government require from principals to cope with and adapt to new demands in their curriculum management.

The purpose of this study was to explore the experiences of secondary schools principals with regard to their management of the curriculum.

The researcher used Mintzberg's theory to explain the decision-making roles of principals in managing the curriculum in secondary schools.

The findings from this research could assist Basic Department of education and school districts in addressing some of the challenges that principals encounter in managing the curriculum and help to introduce management programmes and strategies that will improve principals' curriculum management skills.

The study in hand is a qualitative research study conducted within the interpretive paradigm. A case study of two schools was sampled purposively and in-depth interviews were conducted with the principal of each school. The two interviewees reported a range of experiences in their curriculum management.

Curriculum documents that were used included peer-reviewed journals, articles, books and documents published by Provincial and National Department of Basic Education.

The study suggests that effective curriculum implementation, monitoring, negotiation, and resource allocation provide the basis for curriculum management. The researcher recommends that in-service training should be conducted on curriculum matters to ensure quality education in schools.

Keywords: principals, learners, implementation, curriculum, curriculum management, quality education, secondary schools, public schools, teaching, learning.

ACRONYMS

ABET   - Adult Basic Education and Training

ACE   - Advanced Certificate in Education

ACER   - Australian Council for Educational Research

ANC   - African National Congress

BCEA   - Basic Conditions of Employment Act

CASS   - Continuous Assessment

CAT   - Computer Application Technology

DBE   - Department of Basic Education

DoE   - Department of Education

EC   - European Commission

EEA   - Employment of Educators Act

FMA   - Financial Management Act

HOD   - Head of Department

IQMS   - Integrated Quality Management System

LRA   - Labour Relations Act

NP   - National Party

NSEC   - National Senior Certificate Examination

PAT   - Professional Academy for Teachers

QLTC   - Quality Learning and Teaching Campaign

R and R   - Rationalisation and Redeployment

RNCS - Revised National Curriculum Statement

SACMEQ - Southern and Eastern Africa Consortium for Monitoring Educational Quality

SASA - South African Schools Act

SMT - School Management Team

SREB - The Southern Regional Education Board

UNESCO - United Nations Educational, Scientific and Cultural Organisation

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CHAPTER 1: INTRODUCTION AND THE STUDY OVERVIEW

1.1. Introduction

The researcher intends to briefly at the problem statement, the rationale, purpose and significance of the study, the specific research questions and the theoretical framework in this chapter.

1.2. Problem statement

Secondary school principals have a huge task to ensure that the curriculum is implemented well in their respective schools. The role by the school management team and educators is that the "significant curriculum change is dependent on how it is understood and used" (Adamson & Morris, 2000: 16). Adamson and Morris (2000) further argue that it is fundamentally important to incorporate the curriculum in the structures and culture of the school. According to the guidelines of the National Department of Education, "educators should become curriculum leaders by being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists" (Department of Education. 2003a: 3). It is the function of the school principal to manage the curriculum effectively because the curriculum is an important tool needed by schools.

Changes in education policy and legislation due to changes in government have compelled principals to change their management of curriculum. In theory, Curriculum 2005 was good since it was aimed at equality and the perpetuation of the societal status quo, but according to Jansen (2006: 323), "Curriculum 2005 or Outcomes-Based Education has suffered and is still suffering". It suffered severe criticism as an insufficient and poorly executed system. The question that comes to mind is whether the Revised National Curriculum Statement (RNCS) that followed on Curriculum 2005 will survive. Are principals trained enough to manage the Revised National Curriculum Statement? Are principals willing to change in order to ensure curriculum restructuring

and implementation in schools? According to Beane (1992: 2) the curriculum should be integrated with the vision of the school and the role of the teacher should move from knowledge gatekeeper and meaning maker to guide and facilitator.

The researcher used Mintzberg's theory to explain the roles of the principal in managing the curriculum. According to Van Deventer (2008: 69) the management role of the principal includes interpersonal roles (leader, liaison officer and ceremonial head), informational roles (monitor, distributor and representative) and decision-making roles (entrepreneur, allocator of resources, maintainer of order and negotiator). The researcher decided to focus on the decision-making roles of the secondary school principal in managing the curriculum seeing that the role of entrepreneur, allocator of resources, maintainer of the order and negotiator are all associated with curriculum management.

1.3. Rationale

The purpose of the current research was to investigate and explore the challenges in managing the curriculum in secondary schools. The outcomes of school curriculum management and delivery are the internal assessment of performance, and annual matric outputs or trends (Mushayikwa, 2009: 20). School principals face challenges when it comes to the internal assessment of performance because learners perform poorly in various learning areas (as seen in their progressive performance). The dysfunctionality of schools is due not only to low learner performances in Grade 12; poor performance in lower grades also plays a part since education is regarded as a continuous process. Learners in Grades 10 and 11 also perform poorly, whereas Grade 9 learners did not even come close to the National Department of Basic Education target of an 80% pass rate in the Annual National Assessment tests.

1.4. Purpose and significance of the study

The purpose of this study was to explore the experiences that secondary schools principals face with regard to the management of the curriculum.

The findings that have emerged from my research may well assist the Department of Education to address some of the challenges that principals encounter in managing the curriculum and help to introduce management programmes that will improve principals' skills in respect of curriculum management. Research was conducted in this area so that school districts could offer and organise training in curriculum management for principals – training in which curriculum management strategies could be outlined.

1.5. Research questions

1.5.1. The main research question

What are the experiences of principals in managing the curriculum in secondary schools in the Mopani District?

1.5.2. Sub-questions

What is the legislative framework for the curriculum in public schools?

What challenges do principals encounter when managing the secondary school curriculum?

1.6. Theoretical framework

1.6.1. Mintzberg's education management roles theory

Theory is explained as a system of ideas intended to explain something, especially one based on general principles independent of the things to be explained; it is an idea accounting for or justifying something; it is a set of interrelated concepts, definitions and propositions with a purpose of explaining and predicting phenomena (Cohen, Manion & Morrison, 2009: 12). My study drew on Mintzberg's education management roles theory as described by van Deventer (2008: 69) and Mallia (1992: 25) and Mintzberg (1989). According to Steeds (2001: 8) "education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work; we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the

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economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies".

I used Mintzberg's theory specifically on decision making because education is regarded as the cornerstone of a nation's culture and an absolute necessity for economic prosperity and development (Sofoluwe, 2012: 224).

Mintzberg's decision-making role as one of the broad approaches towards curriculum management look at the principal as an entrepreneur, allocator of resources, maintainer of order and negotiator (see Table 1 below).

Table 1: Mintzberg's educational management roles theory on decision making

Maintainer of order: manages conflict, change, discipline of learners and staff, crisis management (van Deventer. 2008:69)

Entrepreneur: manages ongoing improvement of the school, time and priorities (van Deventer. 2008:69)

Negotiator: negotiates with internal, external and government officials (van Deventer. 2008:69)

Allocation of resources: decides on subject, grade, learner, venue, extramural grants (van Deventer. 2008:69)

Approaches → / Purposes ↓	Decision making
Entrepreneur	
Allocation of resources	
Maintainer of order	
Negotiator	

Decision-making roles revolve around the principal of a school who makes important choices in life and curriculum management as he/she takes charge and ultimate responsibility for the school (Mallia, 1992: 22).

1.6.1.1. Entrepreneur

The role of the principal as an entrepreneur is to initiate and design change, with the opportunity to oversee and review vital projects by delegating all or part of the project. Most of these changes relate to curriculum issues (Mallia, 1992: 23) with regard to school improvement (van Deventer, 2008: 69). Mallia (1992: 22) further points out that the principal as an entrepreneur should review the total curriculum and arrange for at least two pupil-free curriculum days for educators and involve parents since they can fund some curriculum programmes.

1.6.1.2. Allocator of resources

As a resource allocator, the principal has the final responsibility for the overall running of the school and allocates learning areas and time-tabling in order to achieve the school curriculum vision. He/she should investigate the resources in the school – equipment, books, papers, teaching aids – and provide equity of resources (Mallia, 1992: 25). van Deventer (2008: 69) argues that principals should decide on the subjects that should be taught at school, the grades, learners, venues and extramural curricula of the school.

1.6.1.3. Maintainer of the order

Principals of schools should be able to deal with crisis that include the complaints of parents about too much homework or not enough homework, some educators who undermine their own authority by not attending to their classes and the inappropriate use of powers by students who serve on the Learner Representative Council (Mallia, 1992: 24). Principals should manage conflict in the school, curriculum change, as well as discipline of learners and educators in order to ensure the smooth running of the school (van Deventer, 2008: 69).

1.6.1.4. Negotiator

School principals should negotiate with government officials to issue learner support materials in a timely manner so as to manage the school curriculum (van Deventer, 2008: 69). Most principals find it difficult when we expect from them to be negotiators because they have not had any specific training in negotiating skills (Mallia, 1992: 25).

Principals have to negotiate with support groups (non-governmental organisations interested in education) to ensure that the school curriculum is well managed. They must also negotiate whenever there is educator dissatisfaction on subject allocations and therefore need to have good communication (both written and oral) and interpersonal skills (Mallia, 1992: 25).

1.7. Summary

In this chapter the researcher outlined the problem statement in view of the multitude of tasks that principals are expected to perform, and the curriculum changes that they have to implement due to changes suggested by the democratically elected government. The researcher also explained the rationale of the study and gave a brief purpose and significance of the study. This included the main research questions and sub questions which will be used to answer the research question in this study. The researcher furthermore explained his use of Mintzberg's educational management roles as the theoretical framework in this chapter.

1.8. Chapter layout

Chapter 1 of this study looks at the problem statement, rationale, purpose and significance of the study, research questions, and theoretical framework.

Chapter 2 of the study contains the literature review and looks at what academics and scholars have said on principals' experience of managing the secondary school curriculum.

Chapter 3 describes the methodology used to conduct this research. A case study was used in explore the experiences of principals in managing the curriculum in secondary schools in the Mopani district.

Chapter 4 focuses on data analysis and the interpretation of findings.

Chapter 5 provides a conclusion, as well as recommendations and study implications.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The researcher outlined the problem statement, the rationale, purpose and significance of the study, as well as the research questions and theoretical framework of the study in Chapter 1.

In Chapter 2, the researcher looks at curriculum background, concept clarification, the curriculum situation in South Africa, the school curriculum in a global context, principals as school curriculum managers, principals as implementers and monitors of the curriculum, as well as curriculum and internet technology. Other issues that are dealt with include Special Education Needs, curriculum delivery, principals as leaders of teaching and learning, the leadership styles of principals, curriculum roles, safe schools, discipline and a positive school climate, principals and curriculum networking, principals and mentoring, principals as instructional leaders, principals as leaders of the school management team (SMT), principals and school resources, principals and public school funds, quality education, and a summary.

2.2. Curriculum Background

Education together with the right to reasonable housing, medical services and work are regarded as the second-generation rights of children (Kleyn & Viljoen. 2010: 231). "Principals work in an academic department with the title of leadership attached to them and their leadership espouses them as curriculum leaders, on one hand, and as a managers of interpersonal relations and resources on the other" (Brosky, 2011: 30, in Alford, Perreault, Zellner & Ballenger (eds)). The concept of the Curriculum in Education is difficult to study unless it is considered within the context of the general provision of education. Changes in the community cause changes in subject curricula and certain prescribed subject curricula in South African schools have been queried (Mentz, 1992: 5-6). School districts experience challenges that cast the bright light of attention on principals who experience burdens and huge stress as they juggle the demands for quality while responding to fluctuations in demographics, parental involvement,

curricular and technological changes, and instructional improvements (Wells, Maxfield & Klocko (2011: 29) in Alford et al. (eds)). Louis, Wahlston, Michlin, Gordon, Thomas, Leithwood & Moore (2010: 231) report that "previous research on effective leadership espouses the principal as a curriculum leader on one hand, and as a manager of interpersonal relations and resources on the other hand. Leadership needs to focus on deep learning, plan for leadership succession and deal with the strengths of teacher generational school mission."

The management of the curriculum in schools is the main role of the principal (Employment of Educators Act, No. 76 of 1998). In South Africa the education curriculum was influenced by the historical legacy of the regime in power at any specific moment.

One of these historical legacies includes Bantu Education, which was characterised by racial discrimination during the rule of the National Party. According to Dimmock and Wildy (1992: 6), "studies about curriculum in the 1980s have exposed that principals need to control the curriculum so that effective teaching and learning can take place. Limited studies have looked at management of the curriculum throughout the school and there is not enough knowledge of the effects of curriculum and management teams on the quality of curriculum, teaching and learning". According to the Department of Education (1999), "the curriculum secures for all, irrespective of social background, culture, race, gender, differences in ability and disabilities". We need a curriculum that has an element of discipline in it and that considers the opinions of principals.

The Southern Regional Education Board (SREB) (2008: 5) states that successful schools are complex. They require high levels of performance from every professional, beginning with the school principal who every day has a duty of ensuring that all learners meet their challenging grade levels and college career readiness standards. The principal's leadership skills decide whether a school becomes a dynamic learning organisation or an unsuccessful institution.

According to the South African Schools Act (SASA) (84 of 1996), as amended in sub-section 6A, it is the responsibility and the task of the Minister to "determine a national curriculum statement indicating the minimum outcomes or standards; and a national process and procedures for the assessment of learner achievement. The curriculum and the process for the assessment of learner achievement must be applicable to public and independent schools".

2.3. Concept clarification

2.3.1. Principal

The principal is an educator chosen or acting as the head of the school (South African Schools Act, No. 84 of 1996).

2.3.2. Learner

A learner is any person getting education or obliged to receive education in terms of the South African Schools Act, No. 84 of 1996.

2.3.3. Curriculum

According to Cohen, Manion and Morrison (2009: 31) "curriculum is something that is controlled and controllable, ordered, predetermined, uniform, predictable and largely behaviourist in outcome". A curriculum consists of core and elective courses; it is an overall structure for courses that focus on specific skills and knowledge (Topi, Valacich, Wright, Kaiser, Nunamaker, Sipior, De Vreede, 2010:381).It is simply the content or knowledge conveyed by particular school subjects (Kirk, 2014: 10). The curriculum may be confirmed by the use of curriculum guides, syllabuses, programmes and packages in schools that display as a prominent feature a body of knowledge that is to be taught to leaners.

A curriculum can be defined in many ways. Some of these definition ns are given below:

- A curriculum is an organised series of intended learning outcomes (Neagley & Evans, 1967).

- The curriculum includes all activities planned and directed by the school, whether it is carried on in groups or individually, inside or outside the school (Johnson, 1967).

- Curriculum is any effort to connect the important principles and structures of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation (Kerr, 1968).

- "A curriculum is the formulation and implementation of an educational proposal, to be taught and learned within a school or other institution, and for which that institution accepts responsibility at three levels, its rationale, its actual implementation, and its effects" (Stenhouse, 1975).

- A curriculum is viewed as an organised set of formal educational and/or training intentions (Jenkins & Shipman, 1976).

- "Curriculum is a programme of activities (by educators and learners) designed so that learners will attain so far as possible certain educational and other schooling ends or objectives" (Patt, 1980).

Wise and Busher (2001: 127) and Sigilai and Bett (2013: 375) state that a curriculum has to do with syllabus, teaching, learning, assessment and progression; it involves all that is taught at school, subjects and aspects of life, all activities performed at school, as well as the time allocated to individual subjects.

2.3.4. Curriculum management

Curriculum management is the management of subject matter, its creation, packaging and implementation (Kirk, 2014: 11). Dimmock and Wildy (1992: 3) assert that the word curriculum management is comparable to Hallinger and Murphy's (1985) reference to instructional management and to Sergiovanni's (1984) term, educational leadership. It includes planning, developing, monitoring and reviewing the educational programme of the school to ensure a match with school goals and the appropriate allocation of resources. It is the possession of comprehensive broad knowledge about curriculum policy and its management (Dimmock & Wildy, 1992: 7). Hogue (2010: 11) defines

curriculum management as the management of the total programme of formal studies offered by the school, resulting in an organisational plan and design for learning.

2.4. The curriculum situation in South Africa

South Africa has experienced changes in its school curriculum due to the country's transfer to a democratically elected government. A provisional curriculum was presented for all grades in primary and secondary schools after the change in government in 1994. This curriculum is the amended version of the 1983 national curriculum aimed at allowing all learners in South Africa access to the same Grade 12 examination regardless of the education department in which their school is (Engelbrecht & Harding, 2008: 58). Engelbrecht and Harding (2008: 58) further argue that "the Department of Education realised that many learners participating in the school system were not acquiring problem-solving or critical thinking skills". As such the then Minister of Education, Sibusiso Bengu (1995) announced the implementation of a new curriculum called Curriculum 2005 or Outcomes-Based Education, a system in terms of which active learners would be evaluated on an on-going basis. Curriculum 2005 hoped to evoke critical thinking, reasoning, reflection and action, as well as a combination of knowledge. Learning was considered relevant and connected to real-life situations. The curriculum was learner-centred, with the teacher as facilitator who continuously used group work and teamwork to merge the new approach in learning programmes (National Department of Education, 1997: 7). Curriculum 2005 (C2005) was later revised in 2000 and led to the formation of the Revised National Curriculum Statement (RNCS) (2002) which became policy in 2002 (Chisholm, 2005: 80).

The pre-1994 curriculum in South Africa was aimed at oppression and segregation. According to Govender (2012: 26), the African National Congress (ANC) was prominent in responding to the general experience of blacks subjected to segregation under British colonial rule and apartheid as introduced by the National Party (NP) government in the Bantu Education Act of 1953. The latter Act, which was introduced on the basis of the Eiselen Commission's recommendations, offered state-controlled low-quality mass education for blacks. It was organised to serve as a bridge across the divide between

the indigenous cultures of black groups and the westernised culture of the market place. The curriculum in this Act was to serve as the springboard for educational policies designed to reproduce black labour while retaining social stability (Govender, 2012: 26).

Naicker (2006) remarks that "Curriculum 2005 was introduced in 1996 as a counter strategy to the apartheid curriculum which was described as dogmatic authoritarian, educator-based, racist, sexist and a doctrine that perpetuated the status quo". Curriculum 2005 was revisited and reworked because of the problems that research revealed and led to the introduction of the Revised National Curriculum Statement (Engelbrecht & Harding, 2008: 58). Many secondary school principals expressed their concerns and frustrations due to these drastic changes in the curriculum since they were not trained and consulted on how to manage it.

Principals and educators are the main contributors to the transformation of education in South Africa, especially on issues of the curriculum in schools – however principals are not always given the opportunity to state their opinions (Revised National Curriculum Statement, 2002). According to the Revised National Curriculum Statement (2002) "principals and educators are mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, assessors and specialists".

South Africa needed schools to provide a curriculum aligned with the principles of education that are contained in the Freedom Charter. Govender (2012: 30) indicates that the broad education principles contained in the Freedom Charter require from the education system to be democratic, non-racial, free and compulsory. According to the African National Congress (ANC) (2011: 2), "the doors of learning and culture shall be opened with the aim of education being to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace". The principle in the Freedom Charter as explained by the ANC, further indicates that "education shall be free, compulsory, universal and equal for all children, and adult illiteracy shall be ended by a mass state education plan". Education should open the doors of learning to all learners, in contrast to the previous discriminatory education system that disrespected human

dignity. Secondary school principals should open adult Basic Education and Training centres in order to minimise illiteracy in the communities they are working with. Alshammari (2013:181) argues that the curriculum should be modified and revised to meet the nature and needs of society.

2.5. The curriculum in a global context

Curriculum design in most countries is adopted from other countries and some studies therefore criticise curriculum adoption (Alshammari, 2013: 182). Dagher and BouJaoude (2011: 76) indicate that the "curriculum in many Arab states has been influenced by the curriculum change taking place in western countries". The Ministry of Education in the United Arab Emirates espoused a science curriculum series published by an American publisher named Harcount (Alshammari, 2013: 181).This is relevant to my study because it shows that curriculum management is only imposed to secondary school principals. According to Alshammari (2013: 181) Bahrain and Saudi Arabia adopted the science curriculum published by Mc Graw-Hill (a US company) to suit their country's culture, society and the environment. The Ministry of Education in Kuwait chose policymakers and specialists from Kuwait University to review the curriculum (Alshammari, 2013: 182). Only after they had worked on and finally approved the curriculum, it was published for the principals (Alshammari, 2013:182).

Turkey adopted an educational approach in terms of which the Ministry of National Education planned to renew the entire secondary school curriculum (Dinc, 2011: 2149). The related branches of the Ministry first set the basic principles (integration; holistic development; relevance; participation and ownership; accountability and transparency) for the formation of the curriculum (Dinc, 2011). However, school principals' opinions were not considered when the Ministry of Education set the basic principles of the curriculum in Turkey.

According to Graven (2002: 10) and Engelbrecht and Harding (2008: 59), the curriculum is a vehicle for restructuring South African society along democratic principles; it should be learner-centred and ensure greater accessibility for all to education. It should also redress inequalities, encourage democratic citizenship and enable articulation between

vocational and formal education. According to the Department of Education (1997: 7) the curriculum is the heart of the education and training system. It balances race, class, gender and ethnic divisions, while it also separates and promotes the values and principles of our new democratic society. Dagher and BouJaoude (2011: 76) argue that "a successful curriculum must take into account the culture and the society of the learners and educators where it will be taught".

2.6. Principals as school curriculum managers

Principals should design the school curriculum in a manner that will promote equality in the community and uphold the basic right of everyone to basic education (including adult basic education as outlined in Section 29 of the Constitution of the Republic of South Africa, 108 of 1997). According to Cohen, Manion and Morrison (2009: 31), the curriculum of the school should perpetuate the societal status quo and promote equality in society. School principals should ensure that the school curriculum serves the interests of the community. According to Mushayikwa (2009: 34), educator qualifications and departmental organisation of teaching are two prerequisites for successful delivery of the school curriculum. Principals should ensure that educators are well qualified and thus able to deliver the school curriculum. They should also ensure that their schools organise their departments in a manner to be manageable so that the curriculum can be delivered without challenges.

Mushayikwa (2009: 35) states that principals should deliver the school curriculum through cohesion of purpose (a shared understanding and commitment to the school's mission by all stakeholders), proper curriculum planning, time tabling, periods and learner characteristics. Pace setters must be delivered to schools using government transport and internet technology. Principals must ensure that they do subject allocation in time so that lessons may start as soon as possible. School principals should know the exact numbers of their learner enrolment so that they are able to budget their curriculum funds with ease. Principals should coordinate the curriculum in a way to align its objective with the course content and achievements tests, and to achieve optimal continuity in a curricular series across grade levels (Lyons, 2010: 16). Principals have

an influence on the school curriculum, especially on learner learning, and their influence is deemed to be direct (Lee, Dimmock & Yeung, 2009: 4).

Dimmock and Wildy (1992: 8) indicate that although curriculum management is part of the principal's function, principals are not seen to assume responsibility for it. Most principals contribute minimally despite the fact that they should be the key providers to curriculum planning, organisation, delivery and monitoring. Mayburry (2010:3) asserts that principals have a huge responsibility for curriculum management in schools which includes the transformation of personal lives, careers and learners' society. Mayburry (2010: 3) further remarks that education must adapt itself and its role in order to retain its effectiveness. Fardoun, Cipres and Jambi (2014: 421) argue that principals should modify and coordinate the curriculum with curriculum specialists in order to manage the school curriculum considering the level of illiteracy and dropout in their schools. These three researchers further indicate that principals need to improve their curriculum management skills through collaborative work and communication with their educators by taking into account the special needs in their environment.

2.7. Principals as the implementers and monitors of the curriculum

Effective implementation and monitoring of the curriculum in public schools is influenced by the leadership styles of principals. Masters (2009: 79) indicates that curriculum monitoring of educators is important because it gives principals an understanding of where the learners are. It also helps principals to understand the weaknesses and strengths of educators and learners in order to address these. Principals are instructional supervisors of the school curriculum (Sigilai & Bett, 2013: 376). It is the instructional role of the principal to ensure that teaching and learning that will improve learner performance takes place in schools. According to Sigilai and Bett (2013), secondary school principals should encourage both the enrolment and retention of learners, because these ensure that the community and educators make sense of issues that hinder learner performance (for example child-headed families). As much as Sigilai and Bett (2013: 376) indicate that retention and learner enrolment will ensure learner improvement, they further assert that the principals of secondary schools should

use examinations to measure learners' progress. Furthermore, to ensure that principals implement the curriculum effectively, Sigilai and Bett (2013: 378) argue that educators in secondary schools should set up remedial programmes to offer intensive coaching, especially when there are weaknesses in the learner performance in different learning areas. Principals should monitor the set remedial programmes so that they can identify specific needs and compile plans to ensure achievement through quality teaching and learning.

Secondary school principals should ensure that educators and learners are punctual and disciplined, and able to implement the curriculum effectively as expected by Kenya Ministry of Education (Ministry of Basic Education and Human Resources, 1999).

School principals should implement the curriculum to improve the quality of teaching and learning throughout the system. They must particularly make sure that the curriculum responds to the needs experienced in national and regional contexts (Department of Education, 2010: 2). Dempster (2012: 52) argues that the school principal should ensure that the school curriculum is well executed and that teaching and learning in classrooms is monitored.

Stoelinga (2010: 25) indicates that direct monitoring of the curriculum can be performed by principals when they conduct classroom visits. Such monitoring assists principals to find out whether teaching and learning actually takes place in the classroom. Stoelinga (2010: 25) further asserts that the aim of monitoring of the school curriculum should be to offer support to educators and learners.

2.7.1. Task-based learning (TLB)

The curriculum implements what is called task-based learning (TBL) (Adamson & Yin (2008:182). "TBL was introduced as one of the key components in syllabus in secondary schools" (Curriculum Development Council, 1999). Adamson and Morris (1998) in Hargreaves and Moyles (Eds) state that due to the high stakes related to public examinations, the pedagogical practices tend to reflect on teacher-centred, textbook-centred and test-centred learning: the three Ts. According to Adamson and Yin

(2008: 182), TBL was intended to change curriculum, envisaging a shift in theoretical models of the second language curriculum. Richards and Rodgers (2001: 153) and Carless (2002: 392) indicate that TBL is connected with the philosophy of the communicative approach that has been broadly promoted internationally in the teaching of an English curriculum in secondary schools. For principals to be successful in curriculum implementation, task-based learning should concentrate on making the classroom practice similar to what a learner will face in the wider community, while at the same time, letting opportunities for form-focused teaching and learning through curriculum support (Adamson & Yin, 2008: 181). Principals are expected to implement the curriculum without stating their own opinions.

Despite the fact that principals and educators are the main role-players in the transformation of education in South Africa, especially on issues of the curriculum in schools, principals are not given the opportunity to express an opinion.

According to the Revised National Curriculum Statement (RNCS) (2002) "principals and educators are mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, assessors and specialists". The Department of Education (2000) in the Norms and Standards for Educators asserts that "mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, assessors and learning area specialists are the roles of principals in schools".

Naidoo (2012: 75) assert that "mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, assessors and learning area specialists seven programmes in the curriculum with the purpose of providing students with the knowledge, skills and attitudes they need to assume leadership roles in particular fields".

2.8. The curriculum and Internet technology

Technology is seen as an integral part of learners' life. Most learners are familiar with computers and internet facilities which assist them in accessing information related to their learning. This means that internet technology should be used and integrated into the learning experience in schools. The report by Mpuka Radinku (2015: 13) in the Pretoria News entitled "Delivering digital books (e-books) key to the future" indicates that the Internet has unlocked knowledge to learners across the academic spectrum and in turn, it has led to an increasing demand for education.

Radinku (2015) further reports that although digital assets and the integration of learning technologies are expensive, it allows greater interaction, increases comprehension and promotes successful assessment and the achievement of learning outcomes. Digital books give learners access to success in education and thus they must be part of the education funding debate of the State.

School principals should ensure that their schools are technologically equipped and have access to the Internet for digital books to be accessed with ease because the current White Paper on Post School Education and Training calls for flexible and innovative modes of delivery through open and distance learning (Department of Education, 2013).

Facebook is another social network that can assist learners with their learning and teaching, provided that it is well managed and implemented. Ruud (2015: 6) argues that Facebook as a social network assists learners to stay connected with their school friends because learners socially support one another, especially on curriculum integration. Learners worldwide can use Facebook to solve problems with fellow students at school level or at university level.

2.9. The curriculum and learners with Special Education needs

Many schools have learners who are physically disabled, mentally disabled or socially disabled to an extent that it is difficult for them to socialise with other learners. Learners with special needs may come late to school, they may bully others or be bullied, and

they may also be drug users. Sigilai and Bett (2013: 375) believe that principals and educators have a role in ensuring that Special Education needs are addressed in the management of the curriculum so that they can achieve hands-on learning, bearing in mind the culture and traditions of people, gender differences and learners' ability to learn in the school environment. In 1999 the Ministry of Basic Education and Human Resources in Arabic States asserted that principals who have learners with special needs in their schools should put in place corrective strategies for group work, peer teaching, remedial teaching, guidance and counselling.

2.10. Curriculum delivery

Human resources, physical resources as well as financial resources are crucial resources needed to ensure the effective delivery of the curriculum in secondary schools (Sigilai & Bett, 2013: 375). Besides teachers who teach learning areas, finances, time-tables, supplies and instructional material resources are needed for the delivery of the curriculum because together they provide the greatest possible educational opportunities for learners in the most cost-effective manner.

2.11. Principals as leaders of teaching and learning

Principals are expected to perform roles and responsibilities to lead teaching and learning. They must create an atmosphere in which they establish an understanding and a vision of the curriculum that all stakeholders support (Abu Dhabi Education Council, 2011: 26). Stringer and Hourani (2015: 3) assert that principals are responsible for developing a collaborative school vision of excellence and equity, as well as setting achievable goals by using relevant technologies of learning and participating in curriculum programmes. Principals' role in leading teaching and learning in curriculum is that they are educational and instructional leaders. Secondary school principals should develop a curriculum that is aligned with the Constitution of the country, and they should implement, evaluate and monitor the curriculum programmes by means of academic and systematic reviews (Stringer & Hourani, 2015: 3). Principals should create a positive learning environment by influencing educator learning through their involvement in the design, delivery and assessment of the curriculum. Educators' positive

involvement raises student achievements (Hallinger & Heck, 2010: 106). The Abu Dhabi Education Council (2011: 26) asserts that "principals as leaders of teaching and learning should set high standards for teaching and learning that will enhance and provide intellectual leadership for growth in teaching and monitoring of curriculum".

Principals should possess a sound knowledge of curriculum standards, as well as strategies for improving learner achievement. They should develop a culture that motivates learners to study, adopt models of teaching and learning, use technology to support teaching and learning, and implement strategies for guaranteeing access, inclusion and diversity, as well as for developing effective educators (Stringer & Hourani, 2015: 4). Successful principals create situations that support effective teaching and learning (Hallinger & Heck, 2010: 97).

According to Dempster (2012: 51) the drive to improve learning rests on the strong evidence called disciplined dialogue, where principals need to develop a shared moral purpose. The dialogue discipline, a framework for leading learning, has five dimensions that can improve learning in schools, namely professional development; leadership; parent and community support; curriculum and teaching; and conditions for learning.

The first dimension encourages principals to participate actively in professional development, while the second encourages principals to share leadership and organise the school curriculum accordingly. The third dimension encourages principals to work together with parents and the wider community to gain their support. The fourth dimension contends that principals should plan and coordinate the curriculum and teaching across the broad school environment, while the fifth indicates that principals should enhance the conditions for learning (Dempster, 2012: 52).

Masters (2009: 79) argues that school principals should be committed to their work and that they should move around observing educators teaching and learners learning. The monitoring of teaching and learning should be an on going process.

2.12. Principals' leadership styles

Leadership styles vary and an effective leadership style should be mindful of the environment, educators and learners concerned. It should be able to incorporate the culture with the aim of strengthening education to suit the community. Mahlangu (2014: 313) warns against toxic leadership characterised by bullying, threats and yelling, as it destroys a basic human sense of trust that is critical for good working relationships and effective leadership in schools. Toxic leadership should be avoided by principals because leadership is about a person's ability to influence and motivate others to perform at a high level of commitment (Kurland, Peretz & Hertz-Lazarowitz, 2010: 10). Leadership is a social inspiration process in which the leader pursues the voluntary participation of subordinates in an effort to achieve organisational goals (Nanjundeswaraswamy & Swamy, 2014: 57). The current study is not concerned with the specific leadership style that principals may use to achieve effective curriculum management in their schools, because the leadership style depends on an understanding of what one wants to achieve; it depends on the routine and the learning area (Spillane, 2005: 145). However, Newman, Kings and Young (2000: 264) argue that principals' leadership styles should be seen as important inputs in learners' education. Leadership in education is also unique because it has a focus on student learning, shared decision making about the curriculum and instruction, and monitoring of teaching and learning (Packard, 2011: 32).

Effective leadership has an influence on successful curriculum in school improvement, learner learning, educator teaching and the quality of the curriculum, academic success or failure of the school (Steyn, 2008: 890). Steyn (2008: 891) further asserts that principals are the catalysts of effective schools and they should share their responsibility with educators in decision making so that educators will be able to conduct introspection and examine their own teaching duties.

There are many leadership styles that can be used by principals in order to manage the school curriculum. For the purpose of this study, the researcher will explain the following leadership styles: collaborative leadership; distributed leadership; laissez-faire

leadership; transactional leadership; transformational leadership, and democratic leadership.

2.12.1. Instructional leadership

Packard (2011: 33) states that the Maryland State Education Department published an ideal "Maryland Instructional Leadership Framework" deemed necessary for effective instructional leadership. The aims of instructional leadership are summarised as follows by Packard (2011: 33):

"Facilitate the development of a school vision; align all aspects of a school culture to student and adult learning; monitor the alignment of curriculum, instruction, and assessment; improve instructional practices through the purposeful observation and evaluation of teachers; ensure the regular integration of appropriate assessments into daily classroom instruction; use multiple sources of data to improve classroom instruction; provide staff with focused, sustained, research-based professional development; and engage all community stakeholders in a shared responsibility for student and school success."

The above-mentioned aims of instructional leadership are not easily achieved in schools today because principals are faced by huge management tasks. They do however serve as an ideal.

2.12.2. Collaborative leadership

Hallinger and Heck (2010: 97) believe that principals use collaborative leadership in order to be successful in curriculum matters since collaborative leadership centres on strategic school wide actions that are directed towards school development and that are shared among educators. Principals may use collaborative leadership to manage the school curriculum because it entails the use of governance structures that empower educators and learners; it encourages broad participation in decision making and fosters shared accountability for learner learning (Hallinger & Heck, 2010: 97).

2.12.3. Distributed leadership

Principals may adopt a distributed leadership style to manage the school curriculum because it involves multiple leaders (Spillane, 2005: 145). Spillane argues that this leadership style ensures there is interaction among leaders, followers and their situation. School principals often use a distributed leadership style to manage the school curriculum because it contributes to growth and success in the school (Mahlangu, 2014: 314). According to Spillane (2005: 143), this leadership style can be used interchangeably together with shared leadership, team leadership and democratic leadership. Spillane (2005: 146) further asserts that in a distributed leadership style every educator in the school is considered a leader with a purpose; and principals are engaged in summative evaluation of class visits.

2.12.4. Laissez-faire leadership

According to Kurland et al. (2010: 12), a principal's laissez-faire leadership style represents the absence of transaction because he/she avoids making decisions and does not take authority. Kurland et al. (2010: 12) also regard a laissez-faire leadership style as non-leadership and as the most passive type of leadership, because it correlates negatively with school effectiveness. Prinsloo (2003. 143) considers a laissez-faire leadership style to be generally associated with poor learner performance, poor setting of goals and outcomes, aimlessness, frustrations and poor work allocation – which lead to demotivation and job dissatisfaction.

2.12.5. Transactional leadership

Nell (2015: 3) defines transactional leadership as leadership by influencing others through a process of trade-offs. Principals can use a transactional leadership style to manage the school curriculum since it relies on trades and negotiations between themselves and educators. Educators are compensated with a certificate for the good work performed and supported in challenges they come across (Nanjundeswaraswamy & Swamy, 2014: 58). For example, principals may reward educators and learners with

certificates of achievement for a job well done, and this can encourage both educators and learners to work hard and improve in their teaching and learning.

2.12.6. Transformational leadership

Nell (2015: 3) and Msila (2012: 50) define transformational leadership as leadership in which leaders lead the organisation through a process of profound change in its identity, vision and mission, culture and operating procedures. It provides intellectual stimulation to colleagues by providing support, professional practices and values that foster participation in school curriculum decisions. Transformational leadership concentrates on the development of educators and on satisfying their curriculum needs (Nanjundeswaraswamy & Swamy, 2014:58). It encourages educators and learners to view curriculum challenges from a new perspective, provides support and encourages communication on the school's vision, as well as stimulates emotion and increases high levels of group potency (Nanjundeswaraswamy & Swamy, 2014: 58).

2.12.7. Democratic leadership

According to Spillane (2005: 143), democratic leadership style can be interchanged with distributed leadership. Democratic leadership is characterised by teamwork and consultation, decentralisation of planning, organisation and control, involvement of educators, leaners and parents in curriculum decision-making processes. It also involves the drafting of policy of a positive rather than a disciplinary nature, task delegation with responsibility and authority, and sound human relations (Prinsloo, 2003: 144). Principals may well use democratic leadership in curriculum management because it motivates educators, parents and leaners to realise the goals of the school.

2.13. The curriculum roles

According to the Department of Education (1997: 7), the school curriculum contributes to the socialisation of enlightened, responsible and constructive critical citizens. The school curriculum develops a learner to become a communicator, a thinker and a problem solver (Stinger & Hourani, 2015: 2). Naido (2012: 76) argues that the school curriculum develops learners to cope and adapt to the changing world outside.

2.14. Safe schools, discipline and positive school climate

School environments differ in many cases; some are user friendly and supportive, while others are unwelcoming and unsafe due to violence (Duze & Rosemary, 2013: 53). According to Mahlangu (2014: 16) the governance of a school is vested in the school governing body while the management of the school is vested in the principal. Together, principals and school governing bodies must ensure that schools are safe. Principals create a positive school climate that is conducive for curriculum activities to take place. We often hear of learners stabbing each other to death in schools. Learners bully other learners. Peer victimisation, sexual abuse, learner molestation and rape are some of the crimes that take place in schools (Joubert & Prinsloo, 2009: 158; Duze & Rosemary, 2013: 53).

Bullying makes schools a scary place. On 30 June 2015 Victor Hlungwani reported that a security guard could not stand by as a 19-year-old learner bullied a fellow learner. When the guard tried to intervene, the bully picked up a brick and hit the security guard over the head; fatally wounding him (Hlungwani. 2015: 1). On 5 July 2015 Athanidwe Saba and S'thembile Cele reported in their article entitled "Stop all the pit latrine deaths" that a learner had been found dead in a pool of human excrement in a toilet of a school in Limpopo education department (Saba and Cele, 2015:7). The report indicates that the principal and SGB of the school should have known that the toilet was unsafe, unsecured and unfit for young learners to use; therefore parents were going to sue the department for R3 million. Poppy Louw (2015: 1) reported that schools were unsafe for teaching and learning because learners were increasingly turning to alcohol and they started at an ever younger age. Louw (2015: 1) further asserts that learners smoke dagga and hard drugs like heroin and tik in schools. Drugs demoralise learners and undermine their life-enriching choices and self-esteem.

Principals and school governing bodies must establish safe schools. According to Section 24 of the Constitution (Republic of South Africa, 108 of 1997), everyone has the right to a school environment that is not harmful to their health or well-being and that environment should be protected for the benefit of present and future generations.

Schools are declared as drug-free zones and they must also be free from explosives according to section 61 of the South African Schools Act (84 of 1996) (Regulations for Safety Measures at Public Schools).

Principals and school governing bodies should compile and adopt a written safety policy. The policy should be provided to all educators, learners and administrative personnel. Principals and school governing bodies should also establish safety committees to ensure the safe transportation of learners and to patrol areas like school laboratories and sports grounds. Written safety polices in schools lead to a positive school climate that is conducive for curriculum management.

School governing bodies are assigned many responsibilities in terms of the South African Schools Act (84 of 1996). They must develop the mission statement of the school (Section 20), determine the admission policy of the public school (Section 5) and accept a code of conduct for learners (Section 8 and 20). A strict code of conduct for learners is key to a school that is safe, disciplined and has a positive learning climate. Duze and Rosemary (2013: 54) assert that "a positive school climate should be actively created and sustained by members of learner, parent and school personnel groups in a school so that it can be supported by the community at large". Duze and Rosemary (2013: 54) further argue that a safe, caring, participatory and responsive school climate fosters a greater sense of attachment and belonging to a school. Safe schools provide emotional stability and academic learning, whilst also preventing sexual risks, violence, bullying and drug abuse behaviours. Principals must promote participative governance and professional curriculum learning among educators to minimise risks and threats (Mahlangu, 2014: 316). Participative governance promotes trust between the principal and the SGB. Trust fosters a culture that enhances a positive school climate (Mahlangu, 2014: 316).

Mafora and Phorabatho (2013: 18) believe that successful implementation of a new curriculum depends on the school environment. In their view such an environment is characterised by goal focus, synergised communication, decentralised power, effective utilisation of curriculum resources, cohesiveness, adaptation, and a sound morale.

Reforming the school climate to reflect the above features is the responsibility of the principal (Department of Education, 2000c). Mafora and Phorabatho (2013: 18) further assert that to create such a climate, principals should first embrace and show commitment to the curriculum change, and they should not perceive it as an imposition from above with which they merely have to comply. Principals should also involve educators in decision-making processes and provide them with relevant and adequate resources. Involvement of educators heightens and helps sustain educators' morale and commitment to curriculum changes (Mafora & Phorabatho, 2013: 18).

2.15. Principals and curriculum networking

Networking refers to the process of interacting with others by way of exchanging information in order to develop (Kiggundu & Moorosi, 2012: 215). Secondary school principals should network with other principals about the curriculum, since networking is regarded as a powerful tool for learning and performance (Kiggundu & Moorosi, 2012: 215). Townsend (2010: 256) also considers networking to be important in achieving change when managing the curriculum.

Networking builds the curriculum leadership capacity of principals. Networking gives principals an opportunity for regular meetings, and according to Kiggundu and Moorosi (2012: 215) it gives them a forum in which to show off their experiences, knowledge, wisdom and motivations. Networking allows principals to work and learn together. Bush, Kiggundu and Moorosi (2011: 36) affirm that networking promotes both mutual learning and live learning.

2.15.1. Importance of networking

Networking is a powerful form of social interaction between principals. It opens new opportunities, maintains adult learning, and enhances feelings of acceptance (Kiggundu & Moorosi, 2012: 218-219). Networking improves teaching and learning because it increases the effectiveness of and participation in the school curriculum. McCormick, Fox, Carmichael and Procter (2011:171) state that networking enhances principals' professional development and professional learning.

Networking also increases principals' thinking skills during discussions of curriculum matters. It has a positive effect on curriculum learning, and it reduces drop-out rates in schools (Kiggundu & Moorosi, 2012: 219).

2.16. Principals and mentoring

Newly appointed principals are often put in a principalship position to manage the curriculum, but without mentors. A mentor is someone with more knowledge and experience, while a mentee is someone less knowledgeable and inexperienced (Ismail, Kho Khian Jui & Boerhannoedin, 2012: 120; Msila, 2012: 28). Mentors are regarded as experts and their knowledge and experience could assist novice principals to learn how curriculum funds are allocated and spent; how to appear more decisive and how to respond to incompetence (Butcher & Kritsonis, 2007: 5; Oplatka, 2012: 141).

Principals are often left in the dark to manage the school curriculum because they do not have the necessary knowledge and skills. Butcher and Kritsonis (2007: 5) emphasise that it is important for principals to have mentors to assist them to develop an articulated vision of teaching and learning, and to gain knowledge of curriculum content, professional interests and educational philosophies.

During mentoring, inexperienced principals are offered support by another principal with regard to curriculum management (Msila, 2012: 48). The SREB (2008: 5) indicates that "mentoring is an integral component of principals' preparation programmes designed to improve school and learner performance". Butcher and Kritsonis (2007: 5) further assert that mentoring improves curriculum teaching and learning capabilities. Principals can acquire basic curriculum management principles through mentorship programmes. Oplatka (2012: 141) believes that every newly appointed principal must learn all the basic principles of curriculum management and leadership, as well as their application.

Mentoring can be formal and informal. Ismail, Kho Khian Jui & Boerhannoedin, (2012: 130) state that most mentors and mentees consider formal and informal mentoring activities comfortable and an active exercise. Formal and informal mentoring tend to motivate mentor - mentee of the same gender. Moorosi (2012: 496) argues that informal

mentoring sparks a flexible relationship that lasts as long as the mentee needs his or her mentor, while formal mentoring is more formal and usually associated with a shorter lifespan. According to Bush, Kiggundu and Moorosi (2011: 35) effective mentoring facilitates and provides the transfer of strong and potentially deep learning between a mentor and mentee.

Msila (2012: 47) indicates that mentoring of principals comes at a time when school organisations are emphasising quality curriculum attainment through effective teaching and learning in schools. Effective principals are not born; they are not fully forged in the instructional setting of the school classroom, nor do they simply appear fully prepared to lead. They are prepared and mentored by some responsible person on work-related matters, and the latter supports them to develop, learn and grow in respect of curriculum management (Msila, 2012: 48; Southern Regional Education Board, 2008: 5).

The main goal of mentoring is to provide principals with knowledge, skills and courage to become leaders of curriculum change who put teaching and learning in schools in the front row (Kansas State Department of Education, 2015: 11). Mentoring entails joint ownership and shared accountability from a mentor and mentee – it allows principals to explore their own thinking in order to enhance their self-development and the development of others (SREB, 2008: 6; Msila, 2012: 50). According to Moorosi (2012: 488), mentoring works better when a mentor and mentee have similar attributes. They believe that women principals would benefit more when they are mentored by other women principals of their race, social class and career aspirations.

Young, Cady and Foxon (2006: 153) however express a different opinion and argue that it is not always true that mentoring by someone from similar race, social class and career aspirations provides better results. They further indicate that demographic similarities do not influence successful mentoring; in their view mentoring is influenced by a supportive and successful mentor-mentee relationship.

According to the Department of Education (2008: 28) the purpose of mentoring in schools is "to speed up the learning of a new job or skill and reduce the stress of

transition… – this is for both the inexperienced teacher and the experienced teacher who has to acquire new skills, knowledge, attitude and values (SKAVs) in order, for instance, to effectively implement the new curriculum, to improve instructional performance through modelling by a top performer, to promote the socialisation of new staff into the school 'family', values and traditions and to alter the culture and the norms of the school by creating a collaborative sub-culture".

2.17. The principal as the curriculum instructional leader

The curriculum content knowledge of principals has a great impact on their ability to be leaders for instruction. Instructional leadership can only be carried out effectively as long as the principal has sufficient knowledge of the curriculum (Graczewski, Knudson & Holtzman, 2009: 91). Principals must be knowledgeable enough to execute their instructional role with minimal challenges for the improvement of curriculum management. Graczewski et al. (2009: 73) further state that the "need for instructional leadership in schools is due to the accountability and demands to principals to take full responsibility for leaners' curriculum performance". Steyn (2008: 889) indicates that school principals are accountable for quality teaching and learning. This implies a call on principals to be knowledgeable in order to establish sound curriculum schools in which learners can attain high achievements.

Schnur and Gerson (2005: 94) indicate that principals should ensure high-quality adult curriculum learning. According to Section 29 (1) (a) of the Constitution (1999), Chapter 2 of the Bill of Rights states that everyone has the right to basic education, which includes adult basic education. Principals of secondary schools should open Adult Basic Education and Training (ABET) centres in their schools.

Principals should engage educators on professional curriculum development that focuses on content and curriculum assessment, because it improves educators' learning and learning achievement (Hill, 2007: 114). The subject area curriculum that should engage educators includes curriculum materials such as learner textbooks, educator guides, lesson plans, as well as instructional materials that shape curriculum activities (Charalambous & Hill, 2012: 444). Charalambous and Hill (2012: 446) and by

Baumert, Kunter, Blum, Brunner, Voss, Jordan, Klusmann, Krauss, Neubrand, & Tsai, (2010: 444) further declare that educator knowledge and educators usage of the available curriculum materials lead to an enhanced instructional quality that increases learner achievements and motivation.

Curriculum management defines the role of principals in relation to instructional leadership. Curriculum management requires school principals to improve content knowledge about school curriculum. The principal as an instructional leader must monitor the instructional management of curriculum in order to provide curriculum resources and support to educators (Graczewski et al., 2009: 88). Robinson (2010: 2) asserts that principals should focus their relationship, their work and their learning on the core business of curriculum teaching and learning to improve learner achievements. Robinson (2010: 7) further indicates that instructional management of the curriculum assists principals to integrate the curriculum knowledge with administrative decision making in respect of educator evaluation, learner grouping and teaching resources selections.

2.18. Effective principals

Effective principals are lifelong learners who ensure that they continuously develop themselves and others professionally (Msila, 2012: 50). Principals are also facilitators of teaching and learning and they should therefore give support to their educators and learners; they should monitor learners' progress and mobilise parents to assist and support in curriculum matters. Prinsloo (2003: 148) believes that effective school principals demonstrate the ability to be effective decision makers; they delegate duties and responsibilities and have authority over educators and learners with the aim to develop and organise school activities and to motivate educators and learners. Effective principals promote professional ideals by behaving in a way that enhances the dignity and status of the teaching profession (South African Council for Educators Act, 31 of 2000) through their abidance by the Code of Professional Ethics. Masters (2009: 85) asserts that effective principals improve curriculum teaching and learning when managing curriculum. Masters further indicates that effective principals set curriculum

assessment goals and hold themselves accountable for achieving such goals. They are supportive of others and collaborate with others. Effective principals develop school curriculum plans and goals, monitor progress and use the data to improve their schools. Effective principals promote teamwork among educators; they monitor educators' work, and evaluate their curriculum knowledge and professional development. Effective principals allocate physical and human resources towards the improvement of learners' learning. They influence educators in respect of curriculum decision making while they also network with other schools and principals to improve curriculum outcomes (Masters, 2009: 85).

2.18.1. Prerequisites of effective principals

Effective principals are required to set a clear direction for the school, to have proper knowledge of the curriculum, to develop educators and to organise the school (Steyn, 2008: 896). My interest is in developing educators because in this way their principals are engaged with curriculum matters. Steyn (2008: 896) further asserts that effective principals should develop educators by sharing curriculum leadership among them in the professional communities in order to perpetuate learning among all members. Sharing leadership among educators in the professional communities requires from principals a willingness and the knowhow to share leadership, distribute instructional leadership, empower educators and provide opportunities to educators to innovate, develop and learn together. Another prerequisite of an effective principal is to model, teach and help others to become better followers, to set an appropriate example consistent with accepted values, to manage educators' time to meet the school goals, to be a change principal and to cultivate higher levels of commitment to the school's goals (Steyn, 2008: 897). Principals should facilitate learning among all educators and learners, implement good teaching practice, facilitate change to cultivate an effective learning environment, institute structures of relationship that will improve learners' performance, monitor learners' performance, and they should behave in ways consistent with personal values, attitudes and beliefs, as well as promote ethical practices (Steyn, 2008: 897).

Vicks (2004: 11) and Kamper (2008: 11) indicate that principals should possess extraordinary leadership qualities in order to achieve and maintain quality schools even if they work in poverty-stricken schools. They should show compassion and commitment, and support leadership qualities to guarantee effective curriculum management in schools (Kamper, 2008: 11). Kamper further state that compassion, commitment and support enhance quality curriculum through the respect for human dignity and a personal interest in individual learners, educators and parents. Effective principals are disciplined, and they show bravery and resilience by teaching some classes in order to be personally aware of the ill-equipped curriculum facilities and insufficient curriculum resources (Kamper, 2008: 12). Teaching improves principals' curriculum management.

Masters (2009: 84) asserts that effective principals should have high expectations of all learners, and they should provide an orderly curriculum learning environment that focuses on what matters most.

2.19. Principals as leaders of the school management team (SMT)

The number of SMT members depends on the schools' needs. In public schools, SMTs are comprised of school principals, deputy principals and departmental heads, although some schools may include co-opted senior educators and subject heads, depending on the school's needs (Van Rooyen & Rossouw, 2007a: 20). School principals are the leaders of the SMT. They are responsible for managing the SMTs' curriculum knowledge in a public school, for providing quality curriculum management, as well as for offering quality extra-curricular programmes in the school (van Rooyen & Rossouw, 2007: 20). Professional management of the curriculum is an activity that principals perform by using human resources, physical resources and financial resources to provide a quality curriculum to the learners in their schools (Hungi et al., 2011: 7; Van Rooyen & Rossouw, 2007: 20). Learners must acquire curriculum knowledge and skills as required by national and international standards from their principals and the SMT.

Lumadi (2012: 122) indicates that principals must lead the SMT by planning the school curriculum and directing and monitoring the work of the SMT, and by taking corrective

action where necessary. The principal's leadership of the SMT should involve the development of a shared vision through effective strategies that permit the realisation of the school curriculum (Lumadi, 2012: 122). Principals must put all existing curriculum resources to work in the most operative way to ensure that the best standard of education for all learners is provided. It is the role of the principal as a member of the SMT to inform parents and the community about the state of the school's curriculum identity (Lumadi, 2012: 122).

2.20. Principals and school resources

Hungi, Makuwa, Ross, Saito, Dolata, van Cappelle, Paviot, & Vellein, 2011: 7)classify resources for schooling in SACMEQ school systems as essential classroom resources, desirable physical resources and desirable human resources. For the purposes of this study, the researcher is interested in essential classroom resources because these resources are concerned with curriculum teaching and learning materials, curriculum equipment and facilities. School principals should access educators' guide, curriculum learner support materials and classrooms (Hungi et al., 2011: 7; Van Rooyen, 2007: 124). Schools should have water. School principals should ensure that classroom resources and the relevant equipment are available for effective teaching and learning to take place. According to Hungi et al. (2011: 7), in 2007 most SACMEQ school systems on average had higher percentages of learner seating and writing tables, except Malawi which had 58%.

2.21. Principals and public school funds

It is the state's responsibility to fund curriculum delivery in public schools from public revenue on an equal and justifiable basis. Equal curriculum funding guarantees proper exercise of the right of learners to education and the redress of past inequalities (Van Rooyen, 2007: 125; SASA, Section 34(1)). Equitable school funding by the state addresses the constitutional imperatives on equity (fairness, justice or sameness), access (free education) and redress (putting right what is wrong) (Davies, 2012: 9; Ahmed & Sayed, 2009: 205; Hindle, 2007: 148). Van Rooyen (2011: 9) indicates that access, equality, equity and redress provide the legal framework principles for the

funding of education in South African public schools. Jansen and Amsterdam (2006: viii) and Amsterdam (2006: 27) indicate that equity, efficiency, liberty and adequacy are the four pillars of curriculum financing.

The democratic government anticipates adequacy on school curriculum resources for poor learners (Department of Education. 2003: 6). Adequacy is hindered by small school curriculum budgets.

Principals should budget for the delivery of their school curriculum. The school curriculum budget should be 60% of the Norms and Standards to purchase curriculum resources with the target of a textbook for each learning area for each learner (Ahmed & Sayed, 2009: 206; Western Cape Education Department, 2007c). Principals should assist the SGB with drafting the school budget as principals are ex-officio members. SGBs are legally given the power and responsibility of managing public school funds (Van Rooyen, 2007: 125), but principals should monitor the school fund. They should check curriculum expenditure and ensure that the curriculum resources are effectively mobilised by noting surplus and deficit annually (Du Plessis, 2012a: 109).Effective monitoring of curriculum expenditure assists principals to be accountable when managing curriculum.

Curriculum budgeting is an extra task that principals need to accommodate and they have to ensure that they work closely with their SGBs in order to win the support of educators (Du Plessis, 2012b: 129).

Curriculum funding in South Africa used to be racially divided (Ahmed & Sayed, 2009: 204). The huge differences in financial resources for curriculum delivery between racial groups needed to be changed to ensure a uniform curriculum for all. Uniform curriculum funding is a way of changing a racial education system. Secondary school principals are expected to pursue transformation when managing curriculum delivery.

Principals should ensure that the school curriculum budget is equal in the entire department. An equal curriculum budget for all schools boosts the morale of their educators. Shalem and Hoadley (2009: 120) argue that principals' and educators' experience of job stress and low morale is the result of unequal socio-economic

conditions. Many secondary school principals left the teaching profession due to socio-economic dilemmas and curriculum changes, poverty and unemployment. Socio-economic problems affect school attendance and learners' performance, and therefore issues of poverty in schools should be addressed by equal curriculum funding by the state. Such an approach enables the poorest learner to access proper learning.

Principals should ensure that the public funds perpetuate curriculum resources like class size, curriculum personnel, technology in schools, and equipment and supplies (Amsterdam, 2006: 29; Hungi et al., 2011: 9).

Freedom with regard to curriculum funding allows learner migration from poor schools to more privileged white schools, but is not yet reached. Jansen and Amsterdam (2006: xii) indicate that it is difficult to access former white schools due to the high school fee structures and local policies (which exclude poor and black learners due to residential segregation) in South Africa. Huge funds wastage in provincial education departments due to overspending on substitute educators in schools, a lack of curriculum service delivery and over-expenditure of millions of Rand hamper the free funding of the school curriculum (Jansen & Amsterdam, 2006: xi).

2.22. Quality curriculum delivery

Quality curriculum delivery in schools is a national priority in post-apartheid South Africa (Department of Education, 2011: 1). The National Development Plan: 2030 clearly states that government must build schools. The Minister of Education at the time, Naledi Pandor, indicated that for government to achieve its goal, all levels of society should be involved and educators should be at the heart of quality curriculum delivery (http://www.kzneducation.gov.za/LinkClick.aspx?fileticket=KMeypyWMpGI%3D&TABID =89). date accessed 22 August 2015

The results of the National Senior Certificate Examination (NSEC) are a measuring instrument for government to improve the delivery of a quality curriculum (http://www.gov.za./sites/www.gov.za/files/report – examresultes2010.pdf).date accessed 22 August 2015

Principals must create structures that will support and manage learner performance through the improvement of curriculum plans and that will enable the continuous reporting to stakeholders of the school's performance (Employment of Educators Act, 76 of 1998.). The Department of Education (2008: 1-5) launched the Quality Learning and Teaching Campaign (QLTC) which pledged departmental officials, educators, learners, parents and community members to a quality curriculum in the following statement: "The power to improve education lies with all of us. We call on all departmental officials, teachers, students, parents and community members to make a commitment to a Code for Quality Education".

It is difficult to define a quality curriculum. Van Rooyen (2011: 50) defines a quality curriculum to be one that exhibits the following features: availability, accessibility, acceptability and adaptability. A quality curriculum should therefore be available in schools, and schools should also have safe school buildings, enough educators, free textbooks and uniforms, sanitation facilities and appropriate transport. Schools should be accessible to all learners – there should be no learner labour, no gender and disability discrimination, there should be affirmative action and schools should be within a reachable distance. Schools should be acceptable (the curriculum should be relevant, pluralistic, of a high quality) and adaptable (address the specific needs of learners, be aligned with the changing needs of society and contribute to gender equality) (Van Rooyen, 2011: 50).

A quality curriculum should be free, compulsory and it should include adult basic education (Van Rooyen, 2011: 49; Joubert & Prinsloo, 2009: 66).

To achieve a quality curriculum, the Department of Basic Education (2011:1) indicated that there was a need to increase "Funza Lushaka" bursary schemes to attract more learners to teaching careers, especially those with good passes in mathematics, sciences and languages. The Department of Education further indicated that a quality curriculum will be achieved by giving regular tests to educators to determine their level of knowledge and competence, as well as by providing textbooks to all learners.

Principals should gradually be given greater powers to run their schools on curriculum management

2.22.1. The role of the SGB in respect of a quality curriculum

SGBs should support schools to achieve a quality curriculum that is accessible, available, adaptable and acceptable. Joubert (2007: 40) asserts that SGBs should take all practical measures within its means to supplement the curriculum resources provided by the state in order to improve curriculum delivery at the school. SGBs are organisations through which parents, educators, learners in secondary schools, and non-educators are brought into a partnership to govern public schools. Being elected on the SGB, members have extensive powers to improve the curriculum in their school by showing loyalty, honesty, wisdom and commitment.

2.22.2. The role of principals in respect of a quality curriculum

The primary function of principals is to provide a quality curriculum to schools. Principals should account to the provincial department of education on their effective professional curriculum management (Van Rooyen, 2011: 128). Principals should ensure that quality curriculum delivery takes place in their schools, even if educators lack teaching enthusiasm and show a weak collaborative culture of teaching or experience a lack of leadership from their deputies and senior educators (Adamson & Yin, 2008: 180). Dagher and BouJaoude (2011: 76) assert that principals must develop national curriculum standards and classroom innovations. Dagher and BouJaoude further indicate that Jordan use Professional Academy for Teachers (PAT) national curriculum standards developed while South Africa is Advanced Certificate use Education (ACE). Dagher and BouJaoude (2011: 76) further assert that national curriculum standards and classroom innovation projects improve the quality of the curriculum in schools because they focus on curriculum policy and strategy, and on upgrading of the physical infrastructure and early childhood curriculum.

To attain a quality curriculum, principals should monitor the use of curriculum resources and structures (EC, 2000: 6).

Hoadley, Christie and Ward (2009: 375) declare that principals should regulate time, as well as monitor and support curriculum planning and delivery. Principals should furthermore monitor school results to improve the curriculum and integrate pedagogical and curriculum knowledge with administrative decision making in respect of educator evaluation, learner grouping and curriculum resource selection (Robinson, 2010: 7).

The European Commission (EC) (2015: 3) asserts that the key objective of the European Strategic Framework for Educators and Training 2020 is to improve the quality of the curriculum. According to the EC, a quality curriculum is vital for employability, social cohesion and economic and societal success. This calls on principals to work hard in their respective schools to ensure excellence in learning by monitoring and improving the curriculum (UNESCO, 2000: 15).

Principals can ensure a quality curriculum by recruiting specialists and expert educators by using their contacts and networks (Masters, 2009: 72). Principals must encourage their educators to be well prepared when they go to teach their respective classes. Masters (2009:79) applauds principals of high-performing schools because they view quality of teaching as their responsibility. Principals encourage educators to work as a team to improve their shared understanding of effective teaching practices. Principals also ensure that all educators attend the on going professional curriculum learning opportunities so that educators will be able to teach a balanced curriculum that includes word, knowledge and skills (Masters, 2009: 74).

2.22.3. Principals' challenges in ensuring a quality curriculum

A quality curriculum in schools is hampered by out-dated curriculum and teaching methods, a lack of educator support, an insufficient curriculum budget and a lack of technology (Dagher & BouJaoude, 2011: 76). Limitations of subject matter and pedagogical knowledge among principals and educators have a negative impact on a quality curriculum (Graczewski et al., 2009: 91; Hoadley et al., 2009: 377).

UNESCO (2000: 15) revealed that poverty, gender inequality, geographical isolation and minority status affect a quality curriculum. Van Rooyen (2011: 69) also argues that

class size affects the quality of the curriculum in secondary schools. Most classes are overcrowded, so that the proposed educator–learner ratio of 1: 35 longer applies in schools. A lack of suitable curriculum resources and insufficient curriculum training in task-based learning pedagogy of both principals and educators also hinder the delivery of a quality curriculum in schools (Carless, 2002: 391).

Cheung and Wong (2012: 51) suggest that educators are obstacles and challenges that principals encounter in their curriculum management roles, especially during implementation. Oduro, Dachi and Fertig (2008: 8) state that teacher absenteeism is another challenge that affects a quality curriculum. Absenteeism is not blamed on educators alone, as school principals also absent themselves from schools, forgetting that the key objective of education is to promote the quality of learning and teaching in the classroom (Mahlangu & Pitsoe, 2013: 71). Absenteeism wastes curriculum resources and puts additional pressure on principals. According to Oduro, Dachi and Fertig (2008: 8) gender also affects the delivery of a quality curriculum, especially in the case of female educators and the expectations of female learners and disabled learners in disadvantaged areas.

Educators' salary strikes, hikes in interest and fuel rates, poverty and economic discrimination all affect quality curriculum delivery in schools (Mahlangu & Pitsoe, 2011: 376). Principals, educators and also learners embark on industrial actions which result in no teaching and learning at all in schools, because of salary disputes. A huge workload on educators and the socio-economic problems of learners affect a quality curriculum (Mbugua, Kibet, Muthaa & Nkonke, 2012: 90).

Lack of funding, particularly in the historically disadvantaged communities, affects the achievement of a quality curriculum in schools, because it lowers principals' work morale (Hindle, 2007: 148).

2.23. Summary

In this chapter, the researcher looked at certain background features of the curriculum and clarified concepts. The researcher defined a principal, a learner, the curriculum and

curriculum management. The researcher also discussed the curriculum situation in South Africa which changed due to the coming to power of a democratically elected government. The researcher discussed the school curriculum in a global context. Principals were discussed as school curriculum managers, and as implementers and monitors of the curriculum. The researcher also touched on how task-based learning can be used to implement and monitor the curriculum in schools.

Next followed a discussion on curriculum and internet technology and it emerge that digital books and Facebook as a social network help principals in their curriculum learning. In respect of special education needs in the curriculum, the researcher discussed how school principals can handle the social and mental disability of learners in schools. The researcher stated that human resources, physical resources and financial resources assist in curriculum delivery. In his discussion on principals as leaders of teaching and learning, the researcher stressed that principals should have a sound knowledge of curriculum matters. Principals' leadership styles discussed in this chapter included instructional, collaborative; distributed; laissez-faire; transactional; transformation, and democratic leadership.

The researcher confirmed that the leadership of the SMT of secondary schools should involve the evolution of a shared vision through effective strategies that allow the realisation of the school curriculum. Principals must put all available resources to work in the most effective way in order to provide a quality curriculum for all learners. The researcher argued that the curriculum role in education is to build learners to become critical thinkers. Regarding safe schools, discipline and a positive school climate, the researcher highlighted how bullying and violence in schools affect teaching and learning. The role of the SGB in relation to safety in schools was also discussed.

The researcher discussed the role of principals in respect of curriculum networking, mentoring, as well as curriculum instructional leaders. The researcher defined effective principals and discussed their prerequisites. He also discussed principals as leaders of their SMT, principals and school curriculum resources, and principals and public school

funds. The importance of a quality curriculum in schools was stressed by looking at the role of SGBs and principals in ensuring quality teaching and learning.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In Chapter 2, the researcher discussed the following in detail: curriculum background; concept clarification; curriculum situation in South Africa; school curriculum in a global context; principals as school curriculum managers; principals as the implementers and monitors of the curriculum; the curriculum and internet technology; Special Education Needs and the curriculum; curriculum delivery,; principals as leaders of teaching and learning; principals' leadership styles; curriculum roles; safe schools; discipline and a positive school climate; principals and curriculum networking; principals and mentoring; the principal as the curriculum instructional leader; effective principals; principals as leaders of the SMT; principals and school resources; principals and public school funds; and quality curriculum.

In this chapter the researcher will look at the research approach; research design; research method; epistemological paradigm; sampling and sampling procedures (which include population, research site, research participants and sampling); data collection (by means of semi-structured interviews); document analysis; data analysis; trustworthiness; ethics; data storage and limitations of the study.

3.2. Research approach

In this study, the researcher used a qualitative research approach. According to Cresswell (2013: 18) "[a] qualitative research approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative, or change oriented) or both". A qualitative research approach is a systematic and subjective approach that is used to describe the life experiences of principals in managing the secondary school curriculum. It also gives meaning to those experiences. By using a qualitative research approach the researcher tried to gain insight into the views of the respondents and explore the depth, richness

and complexity inherent to how principals manage the secondary school curriculum. This type of research approach allows the researcher to collect participants' meaning, to study the context or setting of the participants, to focus on a single phenomenon and to collaborate with the participants (Cresswell, 2013: 19).

A qualitative research approach is descriptive and deductive in nature. It seeks to understand the phenomenon and to render a rich end product (Schuman, 2010: 108). It also facilitates an understanding of the phenomenon being studied from the respondents' perspective (Mafora & Phorabatho, 2013: 119).

The researcher wished to gain a better understanding of the local context of each participant (Packard, 2011: 33). He furthermore wanted to get a better, deeper and richer understanding of the experience of principals in managing the curriculum in their schools (Van Rooyen, 2011: 145). The qualitative approach is deemed the most appropriate for describing and understanding human behaviour (Dau, 2010: 40), and it provides important insights into curriculum teaching and learning (Bryan, Melody, Lysandra, & Timothy, 2015: 312).

3.3. Research design

The researcher used a case study design to describe the in-depth experiences of principals in managing the curriculum in secondary schools. A case study is defined as an intensive description and analysis of a single individual or (sometimes) groups. It is also a precise instance that is usually intended to illustrate a more general principle (Cohen et al., 2009: 253).

Case studies have a particularistic manner (case studies focus on a particular situation, event, programme or phenomenon taking into consideration a holistic view), a descriptive manner (meaning the end product of a case study is a rich, thick description of the phenomenon under study) and a heuristic manner (meaning that case studies illuminate readers' understanding of the phenomenon being studied) (Van Rooyen, 2011: 150-151).

The researcher applies the case study in a descriptive manner to capture the participant's viewpoints and give a full description of what is happening when the curriculum is managed (Adamson & Yin, 2008: 182). In case studies, the researcher explores a programme, an event, an activity, a process, or one or more individuals in depth, and he collects detailed information (Cresswell, 2013: 15).

According to Yin (2003: 1), a case study is "mostly used and preferred when the researcher has little control over events, and when the focus is a contemporary phenomenon in some real-life context". Case study research allows the researcher to cover contextual conditions and better understand the meaning of real-life events (Packard, 2011: 34). A case study is an intensive, holistic description and analysis of a single unit or bounded system (Van Rooyen, 2011: 147).

In the current study, the researcher used a case study design to understand principals' common and different experiences of their curriculum management (Schuman, 2010: 109). A descriptive case study is usually interactive and it presents the exploratory information from the viewpoints of different groups (Schuman, 2010: 111 and Van Rooyen, 2011: 151).

3.4. Research method

The researcher conducted interviews to gather data for this study. Interviewing is a general way of gathering data through talking or in a conversation between two or more people where questions are asked by the interviewer to elicit facts from the interviewee (Griffee, 2005: 36). An interview should be well planned in order to be successful – it requires from the researcher to create a detailed and focused plan and to be specific (Spanneut, 2007: 42). The researcher used the interview method to gather information because face-to-face participation between the researcher and the study participants always improve the response rates (Cohen et al., 2009: 218). Interviews are flexible and the interviewer can use the questions to probe to get a full explanation from the respondent. Interviews help participants who have reading and writing challenges, and there is an increased opportunity of controlling the environment in which they are conducted, particularly in respect of privacy, noise and external distractions (Cohen et

al., 2009: 218). Interviews build trust between the researcher and the participant during their encounter. Mafora and Phorabatho (2013: 119) indicate that interviews allow face-to-face interactions with participants in their own habitats.

The researcher used semi-structured questions because they have the ability to explore defined topics. Such questions also allow the participant some freedom of expression to ensure that all topics are addressed (Alshammari, 2013: 183).

The researcher obtained prior permission from the participants to tape-record their responses and to also record them on paper. Mafora and Phorabatho (2013: 120) assert that tape recording ensures completeness of the verbal interactions and provides material for reliability checks, while the notes helped to reformulate questions and to record nonverbal communication.

3.5. Epistemological paradigm of the research study

Epistemology is the study of the grounds, nature and origins of knowledge and the limits of human understanding. It is the theory of knowledge, especially the critical study of its validity, methods and scope. Epistemology deals with topics such as how knowledge is derived and how it should be tested. It also deals with the nature and forms of knowledge, how knowledge can be acquired and how it can be communicated to other human beings (Cohen et al., 2009: 218; Van Rooyen, 2011: 40). Epistemology investigates human knowledge and it is attached to reality, truth, belief and knowledge (Van Rooyen, 2011: 134). Botha (2013: 434) indicates that epistemology can be divided into inter-dependent beliefs of human knowledge, namely a belief in simple knowledge, a belief in absolute knowledge, a belief in innate knowledge and a belief in quick learning.

Van Rooyen (2011: 147) defines a paradigm as a world view, a whole framework, values and method according to which the research takes place. The interpretive paradigm is also known as the constructivist paradigm. Lincoln and Lynham (2007: 2) state that the "interpretive paradigm is concerned with the narrative explanation and deep understanding of social phenomena, followed by the ability to achieve a vicarious

experience, to approximate socially and emotionally the lived experience of respondents by researcher, and to move toward positive change of the research".

Shun-wing (2011: 658) suggests that interpretive paradigm is aimed at understanding the thoughts of participants in a phenomenon. Interpretive paradigm acknowledges that principals are not transmitters of knowledge but rather facilitators and providers from which learners learn (Aldridge, Fraser & Sebela, 2004: 245). Knowledge is gained through an understanding of the meaning of the process or experience (van Rooyen, 2011: 149). In his dissertation, The relationship between funding in education and quality education, van Rooyen (2011: 149) states that Morrison (2002: 17-21) identified the following four main characteristics of the interpretive paradigm: "Research is grounded in people's experience, people understand events in different ways, research focuses on the meaning placed on events by participants and the emphasis is on words rather than numbers".

In this study, the researcher interacted with secondary school principals and tried to find out how they were managing the curriculum in their schools. During his interaction with them, the researcher learned how they interpreted their knowledge when managing the curriculum. Potential challenges that the researcher might have encountered were that some principals had perhaps not given the correct information, which may have resulted in wrong conclusions and interpretations. Some principals would probably not accept to be interviewed on their work experiences, especially those who were under-performing. Others would perhaps not be honest in their responses. In the current study, all the participants were willing to be part of the study, and all participants gave their consent to be interviewed.

3.6. Sampling and sampling procedures

3.6.1. Population

A population is a group of elements or cases, individuals, objects or events, that conform to specific criteria and to which we intend to generalise the research results (Dau, 2010: 41). A population is seldom used in research studies because it is generally

a large collection of individuals or objects that is the main focus of a scientific inquiry (Van Rooyen, 2011: 152). Population is classified in terms of demography, geography, occupation, time, care requirements, diagnosis or some combination of all the elements mentioned above (Van Rooyen, 2011: 152).

For the purpose of conducting this study, the researcher identified principals of secondary schools in the Mopani district of Limpopo as the population. The researcher could not test all the individuals in the population because it would be too costly and take too much time. For the sake of feasibility, the researcher considered a sample of two secondary schools from the Man'ombe circuit in the Mopani District of Limpopo to represent the population. This study targeted secondary school principals who had been employed for between 5 and 10 years in the Man'ombe circuit.

3.6.2. Research site

The research site was two public secondary schools in the Mopani District.

3.6.3. Research participants and sampling

Purposive sampling was used in this study. According to Cresswell and Plano Clark (2011: 5), purposive sampling "involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experience with a phenomenon of interests". It is also known as non-probability sampling (Cohen et al., 2009: 110). Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood (2013:1) state that "sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest". Purposive sampling is based on intent where the researcher is studying particular groups (van Rooyen, 2011: 154).

Purposive sampling was carried out and two public schools were selected because both principals were considered successful, their schools had a learner enrolment of more than one thousand learners, and each had been the principal of the specific school for between five and ten years.

3.7. Data collection

Data was collected over a period of two months at each of the sampled schools. (See the research plan attached as Addendum B.) The principals' responses were recorded on tape.

3.7.1. Interviews

The researcher conducted interviews at two public schools in the Mopani District of the Limpopo Province in the Man'ombe circuit. The interviews focused on learning about the experiences of principals with regard the management of the school curriculum.

An interview lasted about 50 minutes and was conducted after school hours at a venue of the principals' choice. In both cases they preferred their schools. The researcher asked twelve questions about how each managed the curriculum in their specific secondary school. The interviews were recorded and the information obtained from the interviews was used solely for the purpose of the study.

3.7.1.1. Semi-structured interviews

The researcher visited the sampled schools personally to make an appointment with the participant in each school. The researcher also telephoned to remind the principals of the date of the interviews and requested to interview each of them for fifty minutes. (See Addendum A that contains the semi-structured interview questions.)

The researcher started by explaining the purpose of the research to the principal. The latter was handed a hard copy of the informed consent form. The principal was requested to sign the form and so to confirm permission to record the interview process. The researcher used an audio tape recorder to make a digital recording of the discussion. He also took notes during both the interviews, and these were later consolidated with the transcribed digital recordings. Questions were probed to get a clearer understanding about how the principals managed the curriculum in their respective schools. The researcher also made follow-up telephone calls to ensure that principals confirmed certain information before a copy was made and sent to them. The

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researcher first obtained the approval and permission from principals before he used the information they provided in his mini-dissertation. Both principals welcomed the researcher with open arms and were happy to provide the information that was required from them.

3.8. Document analysis

The researcher analysed the policy document of the Department of Basic Education, which stipulates the requirements for such a research study. The document of the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) on resources was also analysed and adhered to. The researcher studied related peer-reviewed journals, articles, accredited books and newspapers. School policy documents and other materials related to the curriculum, as well as the websites of other schools relevant to the study in hand were also evaluated and analysed.

3.9. Data analysis

The researcher analysed the data collected from participants in order to give meaning to it. Cohen Manion, & Morrison (2009: 183) assert that data analysis involves organising, accounting for, and explaining the data. Data analysis is making sense of data in terms of participants' definitions of the situation by noting patterns, themes, categories and regularities. The researcher analysed the data to extract meaning from the verbal data and subsequently compiled interrelated themes, concepts or patterns that converged (Sowell, 2001: 146). The responses that emerged from the interviews were also examined.

The researcher next coded the results from the interview. Coding is defined as follows: the process in which raw data is transformed into a standardised form (Babbie, 2007: 6); a process whereby data is coded or broken down into manageable sets (Macias. 2012: 69), and a process of "segmenting and labelling text to form descriptions and broad themes in data" (Cresswell, 2005: 600). Coding can be done by hand or by means of a computer programme called Atlas-ti (qualitative data software). Delamont (2002:174) indicates that coding can be done through multiple codings by attaching to

one version of the data with coloured pens, highlighting, putting symbols or thin slips of coloured paper sello-taped to the text. Every data element related to a particular category is filed together and labelled with that code. Alternatively, the data can be indexed, and the codings can be recorded on cards or slips of paper.

In the case of this study data was coded manually. The transcripts of the interviews that were used as an instrument to collect data were analysed using coding. The basis of the discussions from the analysed data is contained in Chapter 5 of this mini-dissertation.

3.10. Trustworthiness

According to Cresswell (2008: 267) qualitative researchers use the term trustworthiness to describe the accuracy or credibility of data. Trustworthiness addresses honesty, depth, richness and scope of the data gathered, participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. It also depends on the methodological skills, sensitivity and integrity of the researcher (Patton, 1990: 11). Researched data should be authentic, believable (accurate and not biased), valid (able to deal with the topic to guarantee truth and validity) and reliable (consistent and accurate) (Van Rooyen, 2011: 159; Rambaree. 2007: 7).

The researcher did member checking, in other words each participant was provided with the transcript of his interview to confirm its accuracy (Rambaree, 2007: 9). The researcher did triangulation using multiple sources to make sure that there is credibility and trustworthiness in the study. Triangulation is known as a method or multi-method used to determine the accuracy and authenticity of data in a research (Meijer, Verloop & Beijaard, 2002: 146). Cohen et al. (2009: 141) define triangulation as the use of two or more methods of data collection in the study. The researcher used triangulation to examine each information source, and found evidence to support a theme to ensure that the study was accurate by extracting information from multiple sources (Cresswell, 2008: 266).

3.11. Ethics

The research proposal submitted by the researcher was scrutinised by the Department of Education Management, Law and Policy Studies before he applied to the Faculty of Education's Ethics Committee for permission to proceed with the study.

The researcher subsequently applied for ethical clearance from the University of Pretoria and waited for approval from the Ethics Committee before he started with data collection processes. This is because some topics have ethical problems (Delamont, 2002: 80). The Ethics Committee issued the researcher a certificate of approval which was shown to all participants. Letters were written to the Head of Department of the Limpopo Education Department and circuit managers to get permission for conducting the research in their schools. The researcher was granted all the necessary permission.

Letters were written to the principals asking them to participate voluntarily in the research. The researcher outlined the general conditions of which participants needed to be aware when involved in a scientific inquiry (Babbie, 2007: 6). Participants were treated with respect and the researcher showed integrity, honesty, objectivity, carefulness, responsibility and protection to all participants. Participants were informed that their participation in the research was voluntary, which implied that they were free to withdraw from the research at any time that they wished to do so.

Participants were asked to read the informed consent forms with the researcher in order to ensure that they were fully informed about the research process and purpose. Participants gave consent for their participation in the research. According to Josselson (2007: 538), it is better to have two informed consent forms, one at the beginning of the interview agreeing to participate, to be taped, and another acknowledging that the participant has a right to withdraw at any time. In this study, the researcher gave out one informed consent form that was signed by participants before the start of the interview sessions.

The researcher assured participants about their safety, privacy and anonymity during participation in the research. Their responses were kept confidential and their identities

were protected. The researcher assured participants that the process was trustworthy and that they would not be subjected to any acts of betrayal during the research process or in its published outcomes.

3.12. Data storage

The collected data and all the documents related to the study (including digital and electronic records) have been stored according to the regulations of the University of Pretoria.

The study supervisor would store all the original documents at the Department of Education Management, Law and Policy. The researcher undertook to store another set of documents for a period stipulated by the University of Pretoria's regulations. The University would also keep a PDF and Word version of the approved mini-dissertation.

3.13. Limitations of the study

The biggest limiting factor of the study was its lack of a strong foundation in research and the limited academic writing skills of the researcher in the study. This resulted in the changing of a number of questions to be aligned with the field of study. The researcher nevertheless always guarded against bias in the study.

The research study was limited with constraints beyond the control of the researcher. These included access to the venues of the research, size of the sample and constraints of ethics (Murray & Lawrence, 2000: 48). The study was also limited in scope, resources, time and feasibility, since the researcher used public schools (institutions of teaching and learning) that were situated in the Man'ombe Circuit in the Mopani District of Limpopo.

The researcher anticipated that access to the environment might not be easy and that participants might think that the researcher was coming to find fault in their schools. It would be difficult for the researcher to get permission in those schools where participants might think the researcher was looking for mistakes. That would negatively affect the time frame of the research, because the researcher would have had to make

another arrangements with and appointments in the school. Fortunately both participants were committed to quality curriculum delivery in their schools and they showed commitment to their work by making themselves available for the study.

3.14. Summary

The researcher started this chapter by giving an introduction, followed by a detailed description of the research approach, research design, research methods, epistemological paradigm, sampling and sampling procedures, data collection, and document and data analysis. The researcher went on to discuss trustworthiness, ethics considerations, data storage and the limitations of the study.

In Chapter 4 the researcher will discuss the analysed data and the findings that have emerged from the analysis. This will serve also as the basis for the conclusion and recommendations made in Chapter 5.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

The researcher presented and discussed the qualitative research approach in Chapter 3. He also discussed the descriptive case study and indicated that its aim was to describe in depth the experiences of principals in managing the curriculum in their secondary schools (Cohen et al., 2009: 253; Cresswell, 2013: 15). The researcher went on to discuss interviews as research methods to collect data from participants, and indicated that he used semi-structured interview questions to collect data from the two participants. The researcher furthermore deliberated in Chapter 3 about the interpretive epistemological paradigm in curriculum management, sampling and sampling procedures. He discussed data collection methods, document and data analysis, trustworthiness in terms of the accuracy or credibility of data in curriculum management, and concluded by referring to ethical issues, data storage and the limitations of the study.

In the current chapter, the researcher presents biographical information of the participants, discusses data analysis processes and identifies themes that assist in answering research questions. He also presents the data collected during the semi-structured interviews with participants and makes an analysis of data that links to the current literature with previous research in this chapter.

The main aim of this chapter is to identify principals' experiences of managing the curriculum in secondary schools in the Man'ombe circuit in Limpopo Province. The chapter is also aimed at presenting the themes that emerged from participants' responses and it contains participants' verbatim quotations. In conclusion, Chapter 4 also answers the main research questions and sub - questions that were asked in Chapter 1.

4.2. Biographical information

Table 4.1 below presents the biographical information about participants in the research study.

Table 4.1: Participants' biographical information

Participant	Gender	Grades that the school offer	Teaching experience in years	Number of years as principal	Grade(s) taught
Principal 1	Male	8 – 12	26	7	10 – 12
Principal 2	Male	8 - 12	35	5	12

4.3. Data analysis process

Qualitative data analysis is done to give meaning to the data. It is done by organising data in terms of participants' definitions, noting of patterns and comparison of interrelated themes (Cohen et al., 2009: 183; Sowell, 2001: 146). Themes from the raw data were identified using a coding process (Macias, 2012: 69; Cresswell, 2005: 600). Data was coloured during the coding process in order to compare constantly emerging themes (Kodish & Gittelsohn, 2011: 54).

A thick description of data was used to enhance the quality of the research and the exact words of participants were quoted in considerable depth (Mousavi, Forwell, Dharamsi, & Dean, 2015: 6). Thick description of data is comprehensive in qualitative research data analysis. Thick data description is, however, time consuming because the researcher must familiarise himself with the data collected, reduce raw data, generate codes, review and compare themes, ensure credibility and write a report (Mousavi et al., 2015: 6).

The data that was recorded during the interviews was transcribed verbatim. It was also grouped into small parts according to the meanings and similarities before it was coded to build themes (Woods Ismail, Linder, & Macpherson, 2015: 1061). The themes were

interpreted to give thick descriptions and explanations. The researcher used participants' verbatim phrases as evidence of their responses. Major themes were identified and great care was exercised to ensure that identical themes were matched.

Table 4.2 below presents the identified themes from the research questions.

4.4. Research questions and themes

Themes developed from the research questions are presented by the table 4.2. Detailed explanations of the themes follow.

Table 4.2: Research questions and themes

Research questions	Themes
1.How do you ensure that order is maintained in the school so that curriculum management is achieved?	Adherence to policies in managing the curriculum
2. How do you negotiate with the Limpopo Department of education officials about learner support materials?	Provision of learner support materials
3. How do you allocate resources to educators so that the school curriculum's vision is achieved?	Principals' role in curriculum management
4. How do you negotiate with educators whenever there is dissatisfaction about subject allocation?	Principals' experience in managing educator dissatisfaction
5. How committed are educators to curriculum delivery?	Educators' level of commitment
6. How do you manage the school curriculum since you have multiple responsibilities to fulfil in the school?	Principle of delegation
7. What are the challenges that you experience in managing the curriculum in the school?	Challenges in managing the curriculum
7.1. How do you address these challenges?	Strategies used to minimise challenges

8. What are the legislative frameworks that assist you in managing the curriculum in the school?	Legislative frameworks
9. How do you ensure that the curriculum is managed while you are attending to departmental meetings?	Principle of delegation
10. What recommendations can you give to other principals on curriculum management?	Essence of trust in managing curriculum
11. What are your future plans on curriculum management in the school?	Quality curriculum assurance
12. How do you ensure that teaching and learning takes place in the school?	Quality curriculum assurance

4.5. Discussion of findings based on emerging themes

4.5.1. Theme 1: Adherence to policies in managing the curriculum

Two participants (principals of secondary schools) were interviewed in this study. Both participants revealed that policy adherence ensures order in schools while managing the curriculum. Policies such as SASA and a code of conduct for learners assisted them in managing the curriculum in their schools. Participant 1 responded (verbatim[1]) as follows:

I think it is one word systems. You have to make sure that systems are put in place. By systems already we are talking about policies. (Participant 1)

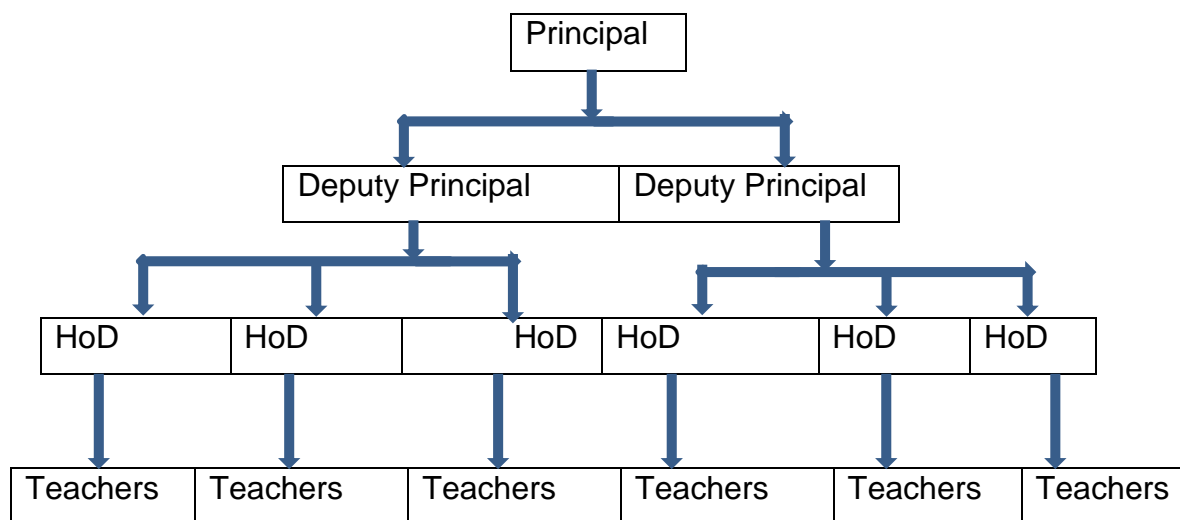Participant 2 indicated that order is achieved when the curriculum is managed by following the rules and regulations contained in the code of conduct for learners and educators. Learners and educators need to be accountable in respect of rules and regulations.

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[1] All quotations (in italics) are verbatim reports of the answers as given by the two interviewees. No changes or corrections were made by the researcher or editor.

So we know that rules are there to be broken but the most important issue is that there are rules which we formulate, which we call code of conduct. (Participant 2)

Participant 1 insisted that protocols must be followed to ensure that order is maintained in school. Table 4.3 below shows the school protocol.

Table 4.3: School protocol and organogram

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                        ┌───────────┐
                        │ Principal │
                        └─────┬─────┘
              ┌───────────────┴───────────────┐
      ┌───────────────┐             ┌───────────────┐
      │ Deputy Principal│           │ Deputy Principal│
      └───────┬────────┘             └───────┬────────┘
    ┌─────┬───┴───┐                   ┌──────┬──┴──┐
  ┌───┐ ┌───┐ ┌───┐               ┌───┐ ┌───┐ ┌───┐
  │HoD│ │HoD│ │HoD│               │HoD│ │HoD│ │HoD│
  └─┬─┘ └─┬─┘ └─┬─┘               └─┬─┘ └─┬─┘ └─┬─┘
    │     │     │                   │     │     │
┌──────┐┌──────┐┌──────┐       ┌──────┐┌──────┐┌──────┐
│Teach.││Teach.││Teach.│       │Teach.││Teach.││Teach.│
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Both participants are supported by the views of Mushayikwa (2009: 35) who states that principals should ensure that the curriculum is delivered by using cohesion of purpose (shared understanding) and ensuring the commitment of all stakeholders to the school's mission. This approach is also supported by the Department of Education (2012: 6) in Chapter 3 of the National Protocol for Assessment.

According to the Department of Education (2012: 6), "School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment".

Both participants revealed that to ensure order in managing the curriculum, they themselves had to be accountable. Participant 1 responded (verbatim) as follows:

It is the school manager who account maybe to the SGB and even to other stakeholders, accounting to the circuit manager about how performance happens at school. (Participant 1)

This view is supported by Mahlangu (2014: 16) who asserts that the governance of a school is vested on the school governing body. The fact that the principal is accountable to the SGB is also supported by the Department of Education (1996) because governing bodies have substantial decision-making powers.

Participant 2 revealed that a sense of responsibility has to be instilled in learners and educators. According to this participant, educators and learners must accept order and commit themselves. They must be accountable for their actions.

They must be accountable because if we say they must be accountable we mean we are referring to issues such as accepting the consequences of their actions. (Participant 2)

According to Participant 1, HoDs should monitor and assess the completion of syllabi, and adhere to pacesetters and assessment programmes in their department.

Now, this is where follow ups by your head of department, your deputy principals and by the principal is required. (Participant 1)

Participant 1 also revealed that Grade 12 results are used to check whether the school is performing or not.

Lastly your results, end of the year results are usually the yard stick that is used to measure whether you are happening or you are not happening. (Participant 1)

On issues of curriculum monitoring and assessment, completion of syllabi, pacesetters and assessment programmes, Masters (2009: 79) supports Participant 1. The monitoring of educators gives principals an understanding of where learners are, and it gives principals an understanding of the weaknesses and strengths of their educators

and learners in order to address their needs. This view is also supported by Sigilai and Bett (2013: 378) when they indicate that principals should monitor the curriculum in order to compile and plan for the specific needs of educators to achieve a quality curriculum in schools.

Sigilai and Bett (2013: 376) support Participant 1 on end-of-the-year results because examinations measure learners' progress.

4.5.2. Theme 2: Provision of learner support materials

Both participants argued that it is the responsibility of government to provide learner support materials to schools to ensure that principals manage the curriculum efficiently and effectively.

In instance, learners support materials are not negotiated at least in this province as far as I know because your catalogue is imposed on you. You pick from what is already in the catalogue and you pick according to the number as prescribed to pick: A, B, Cs. (Participant 1)

Participant 2 indicated that they adhere to channels of communication to get learner support materials from the department. Letters are written to the circuit manager and the district senior manager.

Well this one, we are tied here because we are forced to follow the channel of communications. So the minute we realise that there are shortages of certain documents or materials especially learners' books, we have to inform the circuit manager through writing; we write a letter to the circuit manager. (Participant 2)

The participants had different views when it came to the provisioning of learner support materials by the Department of Education so that the curriculum can be managed effectively. Participant 1 stated that the Department of Education provided plenty of learner support materials. There was an abundance of Grade 9 and Grade 12 learner support materials.

Two sets therefore, you could be talking about stationery. It comes packed, so many books for a grade 9 learner and so many books for a grade 12 learners. (Participant 1)

Participant 2, however, revealed that ever since CAPS started, Grade 9 learners, of whom there are large numbers, have had no learner support materials (textbooks).

But usually what we get is promises, promises, promises because we do not have now since the start of CAPS we do not have textbooks for the grade 9. Our grade 9 does not have textbooks. (Participant 2)

Both participants revealed additional challenges about the provision of learner support materials.

Participant 1 indicated that challenges are experienced in learning areas such as technical and engineering, crafts and design, Information Technology and Computer Application Technology (CAT). The challenges in the mentioned learning areas are because there are few writers. The participant applauded an improvement by the department in their supply.

We were struggling a bit on technical and engineering, crafted and design for example learners are not stranded on those regard but in the past, they used to buy those things. (Participant 1)

Participant 2 indicated that they experienced a serious challenge when dealing with the Department of Education on learner support materials.

Up to today we do not have a single textbook. We wrote letter, we went to the senior district manager and so on, but what we get is filling of forms, one form after another. So we are having a serious challenge when it comes to dealing with the government to learner support materials. (Participant 2)

Both participants are supported by van Rooyen (2011: 222) who believes that the government of the day is mandated by the electorate to provide a quality curriculum.

Shortages of learner support materials derail the achievement of quality and effective curriculum management by principals in secondary schools. An effective curriculum

should be available in secondary schools, and free textbooks should be provided (Van Rooyen, 2011: 50). Hindle (2007: 148) indicates that shortages of curriculum and learner support material resources in public schools are primarily the result of the country's unique history of segregation in education.

The SACMEQ report supports Participant 1 on the improvement of curriculum learner support materials. This report also supports Participant 2 about the lack of curriculum learner support materials. According to Hungi et al. (2011: 9), Mauritius and Swaziland have acceptable levels of textbook provision, while in Tanzania the situation is bad. Zimbabwe, Uganda and Kenya are below 20% on textbooks provisioning while these figures in Lesotho, Swaziland and Zanzibar have improved considerably.

The Department of Education should provide schools with curriculum learner support materials. The provisioning of curriculum learner support materials will enable principals to manage the curriculum effectively in secondary schools. Provisioning of learner support materials enables the Department of Education to achieve the goals of its National Development Plan, its Vision 2030 on high-quality Early Childhood Development and a quality school curriculum with global competitive literacy and numeracy levels (Republic of South Africa, 2011d: 17)

4.5.3. Theme 3: Principals' role in the allocation of curriculum resources

Both participants revealed that they allocated resources to educators as part of their management of the curriculum in secondary schools. Participant 1 revealed that the moment the catalogue arrived; it was given to the various departments to order textbooks.

Look. Physical Sciences, catalogue comes, order textbooks of Physical Sciences. Once you do that, if the Physical Sciences department in the catalogue can pick up whichever book they feel they need, they go on with that. (Participant 1)

Participant 2 revealed that educators had to be considered in the process of allocating curriculum resources to them. Educators' professional qualifications, strengths and weaknesses also had to be recognised.

If you know them, especially their professional qualifications, their strengths and weaknesses, then you can allocate them accordingly. (Participant 2)

Both participants revealed that they had an additional budget for curriculum resources because the department did not supply all the curriculum resources at schools – despite the fact that schools did not have enough funds. Participant 1 indicated that the department did not supply science equipment and chemicals.

But then maybe we need to talk about stuff that the department is not supplying. If we are talking sciences for example, there is equipment for sciences, chemicals and all that. Out of your school's norms and standards, you are supposed to be buying those. (Participant 1)

Participant 2 revealed that educators were requested to make contributions to the budget to ensure that they would get their curriculum needs.

We look at issues like the budget. Before we draw the budget we request them to make contributions by telling us what they need. (Participant 2)

Participant 2 further revealed that resources were allocated and distributed on an equal basis.

When we allocate these curriculum resources we make sure so that there is equal distribution of all resource, distributed equally. (Participant 2)

Apart from the role of allocating curriculum learner support materials to educators to ensure the achievement of the curriculum vision in the school, Participant 1 revealed that educators were paired and allocated extra classes to ovoid overcrowding, especially in the Mathematical Literacy classes.

If we are talking about how we allocate resources so that the school curriculum is achieved, except the textbook, except if we are talking resources, we do not limit it to learner support; we make sure that space is available in terms of allocating classrooms. (Participant 1)

Participant 1 further revealed that basic technology equipment was allocated to educators. The participant wanted to see educators moving away from using the board and chalk.

We are talking; you want your educators now to move from just teaching chalk and board. But you also want them to move and start using technology. You make sure that basics are there; your data projector is available. (Participant 1)

Participant 1 also revealed that there was adequate electricity supply in his school.

You make sure that there is electricity supply so that whoever want to take education or their teaching to the next level can do so. (Participant 1)

Participant 2 revealed that he had a role to ensure order was maintained in the distribution of learner support materials. A clerk and educator were assigned the responsibility for allocating learner support materials.

We have a clerk with learner support materials, especially textbooks and an educator who deals with that. (Participant 2)

According to Participant 2, textbooks were retrieved from learners using some retrieval tool.

So we also have a tool for retrieving books from learners. (Participant 2)

Participant 1 indicated that the main challenge in the allocation of curriculum resources is limited school funds.

But the main challenge will be your financial muscle. If you had all the money in the world then you could do over and above what you want. (Participant 1)

Participant 1 praised educators' achievements with the basics they have in class.

I think I will attribute our success collectively to what teachers do with the basics; your chalk, your board, your textbook and your memo. (Participant 1)

Participant 1 revealed that policies, protocols and process eased the execution of curriculum resource allocation for educators.

If you have your protocols and your processes in place, even if with the bad teacher in terms of resources, you can still touch his heart and grow up. (Participant 1)

Ahmed and Sayed (2009: 206) and Western Cape Education (2007c) support both participants on budgeting 60% of the Norms and Standards on the school curriculum to purchase textbooks for each learning area and for each learner. Du Plessis (2012a:129) also supports both participants in respect of curriculum budgeting and sees it as an extra task that principals need to accommodate. They also need to work closely with the SGB in order to win their support.

Ahmed and Sayed (2009: 205) support Participant 2 on the equal distribution of curriculum resources to ensure equal treatment by race, equal curriculum opportunities.

Hindle (2007: 148) supports Participant 1 on funds challenges based on the equitable distribution of state funds and resources between rich white public schools and poor black public schools.

Mpuka Radinku (2015: 13) supports Participant 1 on the use of technology, although digital learning assets and the integration of learning technologies are expensive. Technology allows greater interaction, and increases comprehension and successful curriculum assessment achievements and learning outcomes. The use of technology is also supported by the Department of Education (2013) in the White Paper on Post School Education and Training when it indicates that it is flexible and innovative.

Mushayikwa (2009: 34) supports Participant 1's view on school policies and processes that should be put in place and Participant 2's remark on educator qualifications. According to Mushayikwa the school curriculum is delivered by school departmental organisation and high educator qualifications (for example ACE).

4.5.4. Theme 4: Principals' experience in managing educator dissatisfaction

Both participants revealed that they experienced educator dissatisfaction when allocating curriculum learning areas.

For me the starting point is the allocation of educators. (Participant 1)

Allocation, which I usually do alone. (Participant 2)

Both participants revealed different strategies on educator dissatisfaction when managing curriculum in secondary schools. Participant 1 revealed that the school has a post establishment document that indicates the number of educators, HoDs and Deputy Principals for which the school qualifies per learning area.

Each school has a document that stipulates how many educators it should have, how many deputies, how many and how many CS1s. And not just how many CS1s, but how many per subject do you qualify for. (Participant 1)

Participant 1 further indicated that the post establishment document should be studied carefully. Educators must be informed about the post establishment document

You need to interpret that very, very careful and always and constantly make teachers aware of. (Participant 1)

Participant 2 revealed that SMT meets to discuss the allocation and when satisfied, they call for a general meeting for further consultations and discussions.

Before I even distribute it to relevant educators, I meet with the SMT; we discuss it and if we are satisfied, then we invite our educators to a general staff meeting where we distribute this allocation to different educators. (Participant 2)

Then we open it for discussions. We even tell that anyone who is not satisfied about this allocation the door is always open. (Participant 2)

Participant 1 remarked that English and Xitsonga have three examination papers and that all learners in the school have to write them. Accounting, on the other hand, is

taken by only a few learners in the school. The workload on the language teachers therefore far exceeds that on the Accounting teacher.

For example, in Xitsonga in this school, we qualify for six educators regardless of every learner doing Xitsonga. The weight that the department gives to this subject is this fashion. Accounting we qualify for so many educators. Granted that few learners sit for Accounting; he is sitting with 32 learners and you are sitting with 70 learners, but then in terms of allocation it says we qualify for x numbers in that. (Participant 1)

Both participants gave dissatisfied educators the opportunity to make contributions on how they thought they could be assisted.

Now it is the six that we have and everybody is doing this subject, who do you want to come and help you and from which angle? (Participant 1)

So, whenever it happens, we listen to him or her; what is the problem. What we usually do we print the whole allocation, give him or her a copy so that when he or she say is overloaded he or she must verify with the document. After that if we give him allocation we request his or her view. We also request his or her suggestion. (Participant 2)

Participant 1 argued that educators normally conveniently forget that learning areas are different. Complaining does not help since they were informed in colleges about these differences.

When they went to college to specialize in English, you were told that English has three papers. Everybody does English at the school. So you cannot and complain like why English and Mechanical Technology are not the same. (Participant 1)

According to both participants they tried to provide solutions to dissatisfied educators on learning areas allocation. The two participants had widely different approaches. Participant 1 indicated that the dissatisfied educator would be advised to change their specialisation.

If you feel you don't like it then change your specialization and go to this one where you feel it is less. (Participant 1)

Participant 1 informed dissatisfied educators to come and show when they have changed their specialisation so that he as the principal could change the allocation to something that would suit the dissatisfied educator. The participant encouraged the dissatisfied educator to also say who he/she thought had to be kicked out of the subject complement to make room for them.

If you are not satisfied with it and you feel you will gain satisfaction if you are teaching Physical Sciences, you can't change this; change your specialization and come to us and show us now I have specialised in Physics. I can go over it again and then in that instance you need to tell us who we kick out of the compliment of Physics educators so that you can come (Participant 1).

According to Participant 1 there is no good way of handling dissatisfied educators.

Unfortunately, there is no nice way to tell people that this is what you have signed for. (Participant 1)

Participant 2 on the other hand indicated that suggestions given by the dissatisfied educators were accepted. The participant revealed that if the suggestion brought by the dissatisfied educator is about changing the allocation to suit him or her, he as the principal would accept it. The affected educator would then be called and informed and if he or she agreed, the participant would accept the new arrangement. If, however, he or she disagreed, the participant would call the dissatisfied educator to explain the suggested allocation change.

And then if the next person agrees to change, we also accept. But if that one says, no I do not accept, we go back to our complainant and say this is the best we are able to do. (Participant 2)

Participant 2 further revealed that he explained to the dissatisfied educators that their qualifications; strengths and weaknesses were taken into consideration when learning areas were allocated. He or she was not allocated to fail.

So and then we have allocated you according to your qualifications and according to your strength. We looked at your weaknesses and we do not give you where we realise you are going to fail. (Participant 2)

Sigilai and Bett (2013: 376) support both participants' views on the allocation of curriculum resources. It is the instructional role of the principal to allocate curriculum resources to ensure that teaching and learning that improves learner performance take place. Naido (2012: 75) also supports both participants on the allocation of curriculum resources. School principals are mediators of learning, interpreters, designers of the learning programme, leaders and managers of schools.

The study by Fardoun, Cipres and Jambi (2014: 421) supports both participants on encouraging dissatisfied educators to forward their opinions. The three researchers indicate that principals need to improve their curriculum management skills by collaborative work and communicating with their educators. They need to take into account the special needs that are in their environment. Both participants are also supported by Richards and Rodgers (2001: 153) who indicate that the English curriculum in TBL adopted the communicative approach that has been widely promoted.

The research by Masters (2009: 79) supports Participant 2 on the allocation of curriculum resources and its monitoring by a clerk and an educator. Monitoring gives principals a clearer understanding of the weaknesses and strengths of educators so that their needs can be addressed.

Both participants are supported by Packard (2011: 32) when they request dissatisfied educators to give their views on the allocation of resources. Leadership in education entails shared decision making for effective curriculum teaching and learning.

4.5.5. Theme 5: Educators' level of commitment

Both participants revealed that the level of commitment of educators to curriculum delivery differed in their schools. Participant 1 revealed that, from experience, the level of commitment of local educators was far lower compared to that of educators from

foreign countries. Foreign educators were usually highly educated; some had Honours degrees in Mathematics and some had Master's degrees.

Fortunately, the level of commitment from foreign region is much higher than from the local region. Well, my assessment is guys who come in to deal with what we call scarce skills in Physics and Mechanical Technology and whatever, from abroad, these are people who are highly educated. On average these people have Mathematics Honours and even some of them have Masters in this and that. (Participant 1)

Participant 2 revealed that educators' level of commitment to curriculum delivery varied according to individuals. He did however indicate that the majority of educators were committed.

This one varies according to individuals. I can say we do have those who are very, very committed. (Participant 2)

Both participants revealed that they had educators who have low levels of commitment to curriculum delivery. Participant 1 indicated that local educators' level of commitment was often undesirable. He also mentioned that some even do not have a pen to sign the time book in the morning.

And the level of commitment with most of our local educators unfortunately to me, it leaves a lot to be undesirable because look, I have observed instances. I do not mind being on record to this. With educators who come to school, on my table, they have got to sign on. They do not even have a pen to sign on. (Participant 1)

Participant 1 further stated that some educators were always late for class because they were not prepared.

That is the reason why you have to go and smog them out of their table into the classroom and they are quick. They compensate for going to class late by coming from class early (Participant 1).

Participant 1 also indicated that local educators like to attend memorial services even if they do not know the educator who passed on.

They meet somebody who tells them there is a memorial service, even if they were looking like they got something that they want to go and deliver with the learners, they do not mind to make a U-turn so that they can leave early for; it is not even a memorial service, if you do not know the person, it is a discovery service: to go and discover who died where. (Participant 1)

Participant 1 revealed that those educators who missed classes due to sick leave often do not bother to arrange catch-up lessons.

You want to see people who are saying: I have missed the past three days from sick leave; principal this is how I am going to catch up for those three days. But as they come in it is business as usual. You still have to ask them when they are going to see this class and all that. (Participant 1)

According to Participant 1 there are few local educators who are exceptionally committed to curriculum delivery.

And unfortunately it causes and forces the few locals because there are exceptions to the expatriate who would really want to give it their all. (Participant 1)

Participant 1 stated that foreign educators used to stay at school whenever there was a memorial service, but later they were threatened.

In the past we had instances where our foreign educators felt I may no need to go to the memorial service because I am not going to add value to that; rather let me stay behind and push my work. Unfortunately they were threatened by people who have other agendas. They ended up leaving as well. (Participant 1)

Participant 1 indicated that they kept learners to the end of the day with those educators who remained in school in times of memorial services, because parents were not informed to arrange earlier transport to collect their children. :

In this instance, like in this school here, when a memorial service happen to be discovered just this morning; you have not informed parents; their kids have not arranged for alternative transport to leave with, it becomes useless and futile to realise

learners to go home early. Because that is where mischief, and a lot of mischiefs comes in. So the few that are here, usually here, we keep learners to the full gadgets of the day. (Participant 1)

Participant 1 ended up indicating that educators' commitment in the school was of a mixed nature.

So, yes, if you had to ask me the commitment of our educators to curriculum delivery, I would be saying it is a mix bag. But most, they are passion to curriculum delivery. (Participant 1)

Participant 2 revealed that the school unfortunately also had educators with a low level of commitment to curriculum delivery.

We know in an organisation like in the school, we do have those who are dragging us behind. (Participant 2)

Participant 2 indicated that a high level of commitment of educators to curriculum delivery is clear from high learner performance, especially in the case of Grade 12 learners.

We can see this because of the performance of our school. Our school is performing; especially the Grade 12s. We managed to get 100% in 2014. (Participant 2)

Participant 2 revealed that most educators were committed to curriculum delivery and they produced quality results because they were motivated.

So they are committed; they are motivated because without motivation they cannot perform. (Participant 2)

Participant 2 further revealed that educators were motivated because their needs were taken into consideration.

We look at their physiological needs, security, their love, self-actualization and self-realisation. (Participant 2)

Participant 2 also revealed that educators were given responsibilities that would boost their working morality.

We do give them some responsibilities and they feel they are accepted and they are at home; and they are happy. (Participant 2)

Steyn (2008: 891) supports Participant 2's view in respect of principals giving educators responsibilities, because this ensures collective decision making and introspection into educators' own duties. Mahlangu (2014: 314) believes that giving educators responsibilities contributes to the growth and success of the school.

Charalambous and Hill (2012: 446) support Participant 2 on motivating educators to work hard. High learner achievement is attained through hard work.

Robinson (2012: 2) supports Participant 1's view on educators who remain behind during memorial services to engage learners until the end of the day. He agrees that it is the main duty of the principal to focus on their work and on curriculum teaching and learning.

Msila (2010: 50) also agrees with Participant 1's approach of remaining with learners during memorial services. Principals should monitor the progress of learners and mobilise parents to assist and support in curriculum matters.

Kamper (2008: 11) supports both participants on their opinion of educators with high levels of commitment to curriculum delivery. Kamper indicates that educators with high levels of commitment show compassion, commitment and support, and they inspire quality education through their respect for human dignity.

Oduro, Dachi and Fertig (2008: 8) support Participant 1's remark on teachers who are absent due to sick leave and memorial services and who then show no remorse or intention to plan catch-up lessons. Absenteeism affects quality curriculum delivery in schools. Mahlangu and Pitsoe (2013: 71) support Participant 1 when they indicate that absenteeism is not only blamed on educators; principals also absent themselves from school, forgetting that their key role is to ensure a high quality of curriculum teaching and learning in the classroom.

4.5.6. Theme 6: Principle of delegation

Both participants revealed that they delegated responsibilities to educators due to multiple responsibilities that they need to fulfil.

That is where the wise word delegation comes in. You delegate the responsibilities to people. (Participant 1)

This I manage because of the principle of delegation. (Participant 2)

Both participants revealed that for them it is important to monitor and control the delegated tasks.

You monitor and see to it that the end-product is what you desired. (Participant 1)

*We sometimes delegate them to look to control certain learning areas. (*Participant 2)

Participant 1 cited that sport is a responsibility that is delegated to the sports organiser. Members of the support staff are delegated to maintain the school, garden and the environment.

So, I do not have to be involved; have my turns and arms in sports. That is a delegated responsibility to sports organiser. (Participant 1)

Both participants revealed that responsibilities are also delegated to deputy principals, HoDs and educators to ensure the smooth running of the school and the curriculum.

There is a deputy principal who is in charge of that; the HODs who are looking at that. We have CS1 educators still here who are included. (Participant 1)

So I do not do alone; I delegate [to] the people who I know are capable and in this case senior educators, HODs and the two deputy principals. (Participant 2)

Participant 1 stated that an educator from a commerce department was delegated to run a school tuck shop.

We run a tuck shop here; there is an educator in the commerce department who is responsible for that. (Participant 1)

Participant 1 commented that the size of the school determines the size of the educator corps. Huge school size implied that a huge network was available for delegation.

So, the bigger the school, the more the staff and then the huge, the networks of delegations. (Participant 1)

Participant 2 revealed that knowing educators' strengths and weaknesses assisted the principal in delegating responsibility accordingly.

So, I know them, I know their strengths and weaknesses. I allocate them accordingly and they are the one who support me when it comes to the management of curriculum. (Participant 2)

Participant 2 further revealed that, the moment that an invitation to attend departmental meetings was received, deputy principals were informed about its time and date.

So whenever I receive an invite, I inform them that on such and such day and time I will not be available and I expect them to do their duties. (Participant 2)

Participant 2 revealed that they worked as a unit with trust, love and motivation and stated that educators knew that they were working for themselves.

So, even if I am not here, I know that because we work together as a unit, we are unified; they know I love and trust them. So as such they are motivated. (Participant 2)

Lumadi (2012: 122) supports both participants on their views about the delegation of responsibilities to educators in order to manage the school curriculum effectively. Lumadi indicates that delegation involves the evolution of a shared vision in schools that perpetuate quality curriculum teaching. Van Rooyen and Rousseau (2007: 20) also support both participants on the delegation of responsibilities to co-opted senior educators, subject heads, HoDs and deputy principals. The SMT is responsible for educators' professional management, human resources, support staff and curriculum management.

Spillane (2005: 146) supports both participants when they revealed that they monitored the delegated task. Principals should monitor class visits to ensure curriculum delivery.

Hallinger and Heck (2010: 97) support both participants on the delegation of responsibilities to ensure effective curriculum management. They state that delegation empowers and encourages broad participation in decision making and fosters shared accountability in respect of curriculum management in schools.

The research conducted by Kurland et al. (2010: 10) supports Participant 2 who revealed that delegated SMT members were motivated because leadership was about a person's ability to influence and motivate others to perform at an equally high level of commitment.

Mahlangu (2014: 313) supports Participant 2 who revealed that educators should be trusted and loved, and they should work as a unit. According to Mahlangu, trust is a basic human quality that ensures better working relationships, effective curriculum management, and good school leadership.

4.5.7. Theme 7: Challenges in managing the curriculum

Both participants revealed that they experienced challenges when managing the curriculum in their schools. Participant 1 indicated that indifference and apathetic attitudes are the main challenges experienced when managing the curriculum.

I will sum up it up with one word: indifference. Indifference meaning people do not care, they have attitudes. It starts first with the learners. There are learners who do not have the right attitudes to education. (Participant 1)

Both participants revealed that they experienced socio-economic difficulties when managing the curriculum.

You meet learners who have socio-economic issues. Especially in our case here, we have kids who come from the informal settlement around here. (Participant 1)

Then to compound that, you get teachers who expect that they need to get this type of a learner who is seen at a school, who is attentive, discipline, they do not want to recite with that learner that which an ideal learner is supposed to be. (Participant 1)

We should not forget when we deal with parents; the issue of economic issues. Some parents still work very far from their families. So these learners are left alone at home. So those learners will always be absent; those learners will always come late to school because they are alone. (Participant 2)

Both participants revealed that they experienced a lack of commitment from educators.

Then it becomes a vicious cycle, the teacher is discouraged, they do not care, the same with the HOD, the same story. That cycle goes on and on and on and on. So in the end you end up with challenges in curriculum management in that you expect CASS portfolios, it has gaps. (Participant 1)

So, another problem is that issue of commitment; some educators are not committed. You will allocate him or her all the resources; give him or her the time-table and so on, but he or she may even not deliver in class and sometimes banking some classes. (Participant 2)

Participant 1 revealed that only a few educators showed any commitment.

Well you do have a few bright spots here where there is proper compliance in these subjects these educators, same class, and same kind of learners with no gaps. (Participant 1)

Participant 1 mentioned educators with enough energy. Such educators did not fall into the vicious cycle.

If you have a lot of energy, then that synergy becomes again, not a vicious cycle but a positive cycle where things begin to happen. (Participant 1)

Participant 1 also revealed that little time was spent on the curriculum – it had to be managed over weekends and during holidays.

The last one that I need to mention is the time factor. You do not have, I do not think you have, people spent enough time to education. (Participant 1)

This thing of teaching on Saturday, lately we will be teaching on Sundays, teaching on holidays and break and all that is there is no time. (Participant 1)

According to Participant 2 shortages of teaching resources were experienced when managing the curriculum.

We do have shortages of resources. That is the one challenge we have already alluded that some learners do not have textbooks. (Participant 2)

Participant 2 added that overcrowding of learners in the class is another challenge experienced when managing the curriculum.

Again is the large numbers of learners in the class. We do not have enough accommodation. So our classes are very full. It is difficult to manage such classes; a class which is supposed to have 30 learners is having 70 to 75 learners; in some cases is 80 learners. (Participant 2)

Participant 2 revealed that policy issues were additional challenges experienced when managing the curriculum in schools. He cited the Post Establishment Policy known as Rationalisation and Redeployment (R and R) and the Policy on Progression of Learners.

And generally, when this R and R processes occur, all schools, ours included, we usually deploy those people who we realise that they are not committed to their job. (Participant 2)

The participant made the following comment on the Learner Progression Policy:

And again, in this policy they started a new thing called progression; where it is a policy which says a learner cannot repeat a phase twice. (Participant 2)

Participant 2 revealed that parent illiteracy is another challenge experienced when managing the curriculum in secondary schools.

Again, majority of black parents are very illiterate. As such what is expected of them to monitor and supervise their children at home and so on, to check their work; they do not do it. (Participant 2)

UNESCO (2000: 15) and Mahlangu and Pitsoe (2011: 376) support both participants' comments in respect of socio-economic factors. Poverty, gender inequality, geographical isolation and minority status all affect curriculum management.

Van Rooyen (2011: 69) supports Participant 2 on overcrowding in classes, since huge class sizes are an obstruction to quality curriculum management in schools.

Dagher and BouJaoude (2011: 76) support Participant 2 on the lack of curriculum-related textbooks in schools.

4.5.8. Theme 8: Strategies used to minimise challenges

Both participants revealed strategies that they used to minimise challenges experienced in managing the curriculum in secondary schools.

Participant 1 remarked that challenges in curriculum management are 'packages' that start from educators through the HOD up to the Deputy Principal, until it reaches the principal of the school.

It is a package. It's not that the educator has gaps, learners have gaps, HODs have gaps. It means somewhere things were not properly checked because if the HOD would have picked up early, the teacher would have picked up early. (Participant 1)

Participant 1 further revealed that educators need to provide records that identify learners who do not submit their CASS marks.

I need a record that says this is what I did, this is what I did to the same learner. (Participant 1)

Both participants revealed that they also arranged meetings with concerned educators. Participant 1 revealed that he met with educators, while Participant 2 indicated that meetings were held with parents of learners.

Well we do have a discussion and detect where the problem lies. Sometimes you end up finding that it is how educators manage their classes. (Participant 1)

We do try to call all the meeting of the parents and try to tell them even if they leave early; let them make sure that the child is awake and ready to go to school. (Participant 2)

Participant 1 revealed that meetings were held with educators and discussions took place about creating an environment that would be conducive to learning, since it had an impact on learner non-compliance.

Remember in one of the dimensions in education is that creating conducive environment for learning. It starts there. Once the learner does not submit, the environment somewhere somehow is not okay. (Participant 1)

Participant 1 further revealed that educators who experienced non-submission in their learning areas would be expected to explain because non-compliance should occur in more than one learning area.

If a learner is something else or a may be a consistent problem; we need to see non-submission, not in just one subject, but in more than one subject (Participant 1).

Participant 2 revealed that 'managing by walking around' is another strategy that minimises challenges in the principal's management of the curriculum.

And with regard to uncommitted educators; though here in the office, there is an air conditioner, I do not sit here. I have to go out of the office and check. I have to monitor and make sure that learning and teaching is taking place. (Participant 2)

Participant 2 revealed also that they locked the gate to force the timely arrival of learners as a strategy to ensure that curriculum activities start as early as possible.

We came to a state where we lock the gate. We sometimes lock them out in order to force them to come to school earlier because talking, talking alone in some cases does not work. (Participant 2)

Participant 2 revealed that they were aware that corporal punishment had been abolished in schools; as such they lock the gate to enforce early arrivals.

We know very well that corporal punishment is now prohibited. We try to enforce early arrival. What we practise now is to make sure that all of them are in the school by half past seven and then we close the gate. (Participant 2)

Hallinger and Heck (2010: 106) support Participant 1's views on ensuring an environment that is conducive to curriculum management. They argue that it is the role of the principal to create a positive learning environment and improve learner achievement by influencing educators to be involved in curriculum design, delivery and assessment. Duze and Rosemary (2013: 53) also agree with Participant 1 on creating an environment that is conducive to curriculum management because schools should be supportive and user friendly. According to Mafora and Phorabatho (2013: 18) a favourable learning environment should be created. A positive school environment enables principals to manage the curriculum effectively.

Stringer and Hourani (2015: 4) support both participants on strategies that they employ in minimising curriculum management challenges. These authors assert that principals should have a sound knowledge of curriculum strategies to improve learner and educator achievement. Principals should also develop a school culture that motivates learners to learn, and they should adopt strategies that ensure inclusion and diversity as well as develop educators effectively.

Van Rooyen and Rousseau (2007: 20) support Participant 2 on managing the curriculum by walking around in the school. They indicate that principals are responsible for the management of curriculum and all that pertains to the provisioning of a quality curriculum in schools. The UNESCO report (2000: 15) also supports Participant 2 on managing the curriculum by walking around to ensure that uncommitted educators actually attend their classes and teach. According to UNESCO, principals need to work hard in their respective schools to ensure excellence in curriculum delivery. Masters (2009: 74) agrees with Participant 2 on managing the curriculum by walking around,

because it enables principals to observe and monitor educators teaching and learners learning.

4.5.9. Theme 9: Legislative frameworks

Both participants revealed that they used policies to manage the curriculum in their schools. Participant 1 indicated that he used basic policies.

There are basic policies that we need to ensure that things happen. (Participant 1)

Participant 2 revealed that he used the Constitution of South Africa to manage the school curriculum.

We use the South African Constitution. It is one of them. Well it is the right to education. (Participant 2)

Participant 2 added that the National Education Policy Act (NEPA) assists them in managing the curriculum especially in respect of policy formulations.

Secondly, we also have the National Education Policy Act which helps us with policy formulation; which also includes the code of conduct for both learners and educators. (Participant 2)

Participant 2 further revealed that they used the Employment of Educators Act (EEA), which provides procedures on how to employ educators, as well as the Labour Relations Act (LRA); the Basic Conditions of Employment Act (BCEA), the Financial Management Act (FMA) and the Employment Equity Act.

We also use the so-called Employment of Educators Act. This has to do with the procedure on how we employ educators. And the Labour Relations Act is the one we use. The Basic Condition of Employment Act is also the one we use. And then we even use the Financial Management Act which regulates the use of the Norm and Standards in case of ourself as a school. And then the other one which I can mention is Employment Equity Act because nowadays there should be a balance between male and female. (Participant 2)

Both participants are supported by the SA Schools Act (SASA) (84 of 1996) on using policies provided by the government to manage the school curriculum. In terms of SASA the Minister of Education is responsible for determining the national curriculum standards and procedures for the assessment of learners in public schools.

Both participants are supported by the Employment of Educators Act (76 of 1998) which states that the management of the curriculum in schools is the major role of the principal.

Dagher and BouJaoude (2011: 76) support both participants on the use of education policies and strategies to improve the quality of curriculum management in schools. Alshammari (2013: 182) also supports both participants on the use of policies in managing the curriculum in secondary schools. According to Alshammari, the Ministry of Education in Kuwait chose policy makers and curriculum specialists from Kuwait University to review the school curriculum.

The Constitution of the Republic of South Africa (108 of 1997) supports Participant 2 on the use of the Constitution when managing the school curriculum, because education is a right of everyone. Kleyn and Viljoen (2010: 321) refer to this basic right to education as a second-generation right of children.

4.5.10. Theme 10: Mentoring and trust

According to Participant 1, effective curriculum management can be achieved if educators are mentored to ensure high achievement.

My recommendation is that let them come in and help me achieve the best. So instead of offering recommendations, I would invite recommendations. (Participant 1)

Participant 2 argued that principals should trust and believe in educators when managing the curriculum in their school.

There can be teachers, but they can also manage the school sometimes better than you. So, believe them. Trust them. (Participant 2)

Participant 2 also warned that principals should not run schools alone; they should know their educators well enough to involve them in curriculum management.

*You should not try to run the school alone. Make sure that you know your educators and allocate duties to them according to their strengths so that we are all involved. (*Participant 2)

Participant 2 further warned principals to avoid being bossy when managing the curriculum because they will not be supported by educators. Principals must instil a sense of belonging to educators.

So if you say I am the principal, I am the boss here, they will instead of working watch how the boss operates. So, you instil in them a sense of belonging so that they realise that this is our school. (Participant 2)

Nanjundeswaraswamy and Swamy (2014: 57) support Participant 1's suggestion to seek other principals' views and participate with them in an effort to improve and reach the goals of the school. Msila (2012: 48) and SREB (2008: 5) support Participant 1 on seeking principals' views on managing the curriculum in schools. According to SREB, effective principals are not born, but they are mentored by someone. Bush, Kiggundu and Moorosi (2011: 35) also support Participant 1 on seeking views from principals because that provides a transfer of strong and potentially deep learning. Kiggundu and Moorosi (2012: 215) and Townsend (2010: 256) support Participant 1's opinion that seeking other principals' views brings and ensures change when managing the curriculum. Seeking principals' opinions promotes mutual and live learning, as well as professional development and learning (Bush, Kiggundu & Moorosi, 2011: 36; McCormick, Carmicheal & Procter, 2011: 171).

Mahlangu (2014: 313) supports Participant 2 on trusting educators when managing the curriculum. According to Mahlangu trust is a basic human characteristic that is critical for effective working relationships and leaderships in schools.

4.5.11. Theme 11: Quality curriculum assurance

4.5.11.1. Curriculum management – future plans

Both participants revealed that the principal should plan the curriculum carefully to assure quality curriculum delivery in schools. Participant 1 indicated that curriculum management planning should focus on change to achieve high learner performance.

There is a saying that says do not change it is if not broken. Well obviously this one is broken because it is not giving us 100%. (Participant 1)

Participant 1 further revealed that principals should increase the levels of motivation of both educators and learners in order to acquire optimal performance.

What is it that causes poor curriculum delivery? It is low levels of motivation amongst learners and educators. Yes, we would want to at least improve on those; making sure that levels of motivation are high enough. (Participant 1)

Participant 1 also revealed that he planned to provide science chemicals and equipment in future.

I spoke in passing about the Physical Sciences that are there are no chemicals. We would want to find other ways and means to ensure that we put the necessary equipments where it is desired. (Participant 1)

Participant 1 also revealed that different stakeholders should change their attitudes towards education.

For me, if you were to say what is it that you need to change; I would say attitudes, learners' attitudes, teachers' attitude, management's attitude and government's attitude to education. (Participant 1)

Participant 2 revealed that they planned to involve learners' parents to minimise the challenges that they experience when managing the curriculum in schools.

My plan is to try to engage with parents through the SGB, the headman, the councillors and the chiefs. That if, every parent takes the responsibility of his or her education; the responsibility of education for his or her own child so that together, when we are working together, most of the challenges can be resolved. (Participant 2)

Nell (2015: 3) and Msila (2012: 50) support Participant 1's argument that a curriculum management system that is not yielding better learner performance should be changed. Principals are leaders who should lead the school as an organisation through a process of change in identity, vision and mission.

Hungi et al. (2011: 7) support Participant 1 on providing science chemicals and equipment in schools. Chemicals and equipment are the basic and essential classroom curriculum resources used in teaching and learning in schools.

Joubert (2007: 41) supports both participants' intention to engage parents to take responsibility for their children's education and for changing their attitudes. According to Joubert, parents, educators, learners and non-educators are partners in governing public schools. Parents are given extensive powers to improve the curriculum in schools through the SGBs. Both participants are also supported by the Department of Education's (2008: 1-5) launch of the Quality Learning and Teaching Campaign (QLTC) by indicating that all departmental officials, educators, learners, parents and community members should make a commitment to a code for Quality Education.

Msila (2012: 122) supports both participants on changing attitudes and the involvement of stakeholders in curriculum management. Msila further more argues that the principal must inform parents and the community about the state of the school's curriculum identity.

4.5.11.2. Quality curriculum management

Both participants believed that quality curriculum management should be ensured in secondary schools.

According to Participant 1 the allocation of curriculum resources should be done to ensure quality teaching and learning.

Resource allocation; that is what we spoke about, time tabling, protocol, and support materials: chalks, dusters, open classrooms. That is where it starts. (Participant 1)

Both participants revealed that they also managed the curriculum by walking around to monitor educator-learner class attendance.

That is where you need to manage by walking up about if there is an educator in class. (Participant 1)

So, while we think teaching is in progress, learning is in progress as I mentioned, I move around and check. (Participant 2)

Participant 1 revealed that quality curriculum delivery can be assured when principals create an environment that is conducive to teaching and learning when they manage the curriculum in their schools.

So my position as the manager of the school; I think long and short is to create an enabling environment for education to happen. I have to make sure that the learner is in class, I have to make sure that the teacher is able to go to class. (Participant 1)

Participant 2 revealed that principals should follow three non-negotiable rules when managing the curriculum in secondary schools.

What we usually do is according to the department, they say there are three non-negotiable: (in class, on time and teaching). The minute the siren rings, I make sure that all educators who are supposed to be in class, they go to class. I go straight to the staffroom. (Participant 2)

Participant 1 revealed that educators who are not found in class when they are supposed to be in class are looked for until they are found.

If you got to deal with people who have their own sicknesses, you smoke them out of their little holes that they are in. (Participant 1)

Participant 1 also revealed that dodgy educators are invited to the office to explain about their absence in class during a teaching period.

This one who came in when we were busy with the interviews is because we did not find her in class. She was coming maybe to explain to us what the mischief was. (Participant 1)

According to Participant 2 quality curriculum management is the core duty of principals in schools.

That is the core, the most important function of the principal; to make sure that something is happening. (Participant 2)

Participant 2 revealed that principals should monitor timely entry through the school gate to ensure that quality curriculum activities start as early as possible.

And we do have people who manage the gate so that learners, be at school as early as possible so that teaching starts from the first period and all of them are in. (Participant 2)

Participant 2 also suggested that principals should use a period register to monitor educator and learner class attendance.

We do have a period register. The period register monitors the presence of the learner and the educator. (Participant 2)

Participant 2 argued that the SMT including senior educators should undertake class visits. Class visits assist principals with effective monitoring of curriculum.

And we do have HODs. We sometimes undertake class visits. We go to class; we visit the educator so that we see what is really happening. So we monitor, we make sure that they are there in class. Not to say they are there, we check, we even make use of the period registers. They know it very well that their presence in class also assist them with IQMS (Integrated Quality Management System) issue because we are expected to undertake class visit, to observe what is happening and they know they also benefit for observation because it helps them develop. (Participant 2)

Participant 2 stated that learners were given a lot of written work which had to be monitored by HODs to ensure that the volume of class work adhered to the pace setter.

And we agreed as a school and as a circuit that learners should be given a lot of written work. According to our policy and the policy of the circuit at least three exercises per week. So, every Tuesday the HOD must get some learners' book and check if learners are following the pace setter. (Participant 2)

Participant 1 is supported by Hungi et al. (2011: 7) and Van Rooyen (2011: 50) as far as the allocation of curriculum resources is concerned. It is the responsibility of principals to ensure that educator's guides and learner support materials are freely accessed. Robinson (2010: 7) also supports Participant 1 on curriculum resource allocations because principals should have sound content knowledge that integrates curriculum knowledge and teaching resources.

Both participants are supported by the European Commission (EC) (2015: 3) in respect of quality curriculum management in schools. According to the EC, quality curriculum management is important for employability, social cohesion, as well as social, economic and societal success.

Masters (2009: 74-79) supports both participants' views on ensuring an enabling environment for teaching, learning and class visits, because principals should monitor educators' preparedness and develop them accordingly.

Both participants are supported by Oduro, Dachi and Fertig (2008: 8) who agree that educators who do not attend their classes should be searched and found, because class absenteeism affects quality curriculum delivery.

Mayburry (2010: 3) supports Participant 2 who believes that quality curriculum delivery is the core duty of the principal, because it transforms personal lives, careers and society.

4.6. Summary

In this chapter the researcher reported the study's findings according to two principals' experience of managing the curriculum in secondary schools in the Mopani District (Man'ombe circuit). The chapter revealed that principals used legislative frameworks (i.e. the South African Schools Act, the Constitution of South Africa, the National Education Policy Act, Employment of Educators Act, Labour Relations Act, Financial Management Act, Employment Equity Act and Basic Conditions of Employment Act) when managing the curriculum in their schools.

The researcher noted that principals experienced many challenges when managing the curriculum in secondary schools. They had to cope with indifferent attitudes, socio-economic problems, absenteeism, lack of commitment, time factor, shortages of resources, overcrowding in classrooms, the Rationalisation and Redeployment policy, the Learner Progression Policy and parent illiteracy.

Chapter 4 also listed strategies needed to overcome the challenges that principals experienced when managing curriculum in schools. According to the two participants, HoDs must monitor educators' work properly; educators must provide record of non-complying learners; there should be regular meetings between educators and parents; educators should create an enabling learning environment; principals must manage schools by walking around; and principals should monitor the early arrival of learners and educators at school.

CHAPTER 5: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

The purpose of this study was to explore the experiences of secondary school principals with regard to curriculum management. The study interviewed two principals of secondary schools. The rationale of the study was to explore their experience of managing the curriculum in order to assist others to improve their management skills and acquire quality curriculum delivery in secondary schools.

Chapter 1 of this research study gave an overview of the research by discussing the problem statement, rationale, purpose and significance of the study, the main research question and its sub - questions, and the theoretical framework of the study. Chapter 2 presented the literature review on the experiences of principals in managing the curriculum in secondary school. Chapter 3 discussed the methodology used to conduct this research. The researcher also deliberated on trustworthiness, ethical considerations of the study and its limitations. Chapter 4 presented themes that emerged from participants' responses and verbatim quotations.

Chapter 5 will now summarise the research findings of this study. The researcher will also make recommendations and draw conclusions about the findings that have emerged from principals' experience of managing the curriculum in secondary schools in the Man'ombe circuit. Chapter 5 answers the main research question and its sub - questions as formulated in Chapter 1.

5.2. Research findings – summary and discussions

The summary of the research findings based on the collected data follows in the paragraphs below.

5.2.1. Adherence to policies in managing curriculum

The participants revealed that policy adherence ensures that order is maintained in the school when managing the curriculum. Policies such as SASA and a Code of Conduct

for learners assist participants in managing the curriculum in their schools. SASA assists secondary school principals in policy formulation. Policies like language policies, HIV/AIDS policies, code of conducts of learners. Adherence to rules and regulations contained in the Code of Conduct for learners and educators is crucial. Both learners and educators need to be accountable in respect of such rules and regulations.

The participants mentioned that protocols need to be followed to maintain order in the school. The school protocol that ensures order when managing curriculum is as follows: Principal: Deputy Principal: HoD: Teachers.

According to the participants, principals should instil a sense of responsibility in educators and learners to assure their commitment and accountability. Principals should also ensure that HoDs monitor and assess the completion of syllabi, pace setters and assessment programmes during their interaction with educators in their department.

5.2.2. Provision of learner support materials

The participants stated that government was responsible for the provisioning of curriculum learner support materials to schools in order for principals to manage the curriculum efficiently and effectively. They also mentioned that channels of communication had to be followed when requesting learner support materials from the Department of Education. Letters had to be written to the circuit manager and the district senior manager.

The participants revealed challenges about the provision of learner support materials. They experienced challenges in respect of learning areas such as technical and engineering, crafts and design, information technology and CAT. Government merely promised to respond to their requests, but nothing happened. Their efforts were to no avail.

5.2.3. Principals' role in allocating curriculum resources

The participants believed that principals have a role to allocate curriculum resources to educators as part of their management of the curriculum in secondary schools.

Educators' professional qualifications must be known, since educators are paired and allocated extra classes to ovoid overcrowding, especially with regard to Mathematical Literacy classes.

According to the participants principals should budget for the school curriculum since the Department does not supply all the required curriculum resources. They also suggested that educators, learners and parents should be involved when the school curriculum budget is drafted in order to ensure the equal distribution of curriculum resources.

The participants mentioned that principals should allocate basic curriculum technology equipment to educators. Educators should move away from using the board and chalk and embrace the use of data projectors and laptops when curriculum activities taking place. Schools should have the necessary electricity supply.

The participants mentioned that limited school funds constitute a main challenge with regard to resource allocation. Educators consequently need to contribute much with the basics they have in class.

5.2.4. Principals' experience in managing educator dissatisfaction

Principals were found to experience educator dissatisfaction in respect of the allocation of learning areas because of the Post Establishment document which should be studied carefully and discussed with educators in general to ensure that it address the school curriculum needs.

The participants suggested that principals should allow dissatisfied educators to make contributions on how they think they can be assisted. They warned that one should take into consideration the fact that educators normally conveniently forget that curriculum learning areas and their specialisation may differ.

Both participants revealed that they listened and suggested solutions to disgruntled educators on the allocation of curriculum learning areas. Both proposed that unhappy educators should be advised to change their specialisation and that they should be

encouraged to indicate who in their opinion should be kicked out to make room for them.

The participants suggested that principals should explain to dissatisfied educators that their qualifications; strengths and weaknesses were considered in detail during curriculum allocations. No educator was allocated so that he or she would fail teach.

5.2.5. Educators' level of commitment

Educators seemed to be committed at different levels to curriculum delivery in their schools. Foreign educators were generally more committed than local educators, although some local educators were found to be exceptionally committed. This was probably because foreign educators were highly educated; some had acquired Honours degrees in Mathematics and some had completed Master's degrees. Some local educators were so uncommitted that they did not even bother to have a pen to sign the time book in the morning, while others were always late for class or not prepared. Local educators liked to attend memorial services even if they did not know the person who had passed on, while those who missed classes due to sick leave did not bother to arrange catch-up lessons either.

According to the two participants, educators' commitment in the school was of a mixed nature. Learners' performance was often a reflection of how committed educators are in schools. Those educators with high levels of commitment to curriculum delivery usually produced quality results, as they were motivated and adhered to high work standards.

5.2.6. Principle of delegation

The participants suggested that principals should delegate responsibilities to educators, but the principals should monitor and control the delegated tasks. For example, support staff members were delegated the tasks of maintaining the school buildings and the garden. An educator from a commerce department was delegated to run the school tuck shop.

It was also proposed that principals should delegate responsibilities to deputy principals, HoDs and educators to ensure effective curriculum management. Since the size of a school determined the number of educators, a huge school size implied that there would be a huge network of educators and others available for delegation of the curriculum tasks.

5.2.7. Challenges in managing the curriculum

The participants experienced challenges when managing the curriculum in their school, and these challenges included indifferent and unwelcome attitudes, socio-economic difficulties, a lack of commitment from educators, lack of time, shortages of curriculum resources, overcrowded classes, and policies such as the Rationalisation and Redeployment (R and R) policy and the Policy on the Progression of Learners.

Another challenge for the two principals when managing the curriculum in secondary schools was the level of parent illiteracy. Most parents cannot read and write. Most parents fail to assist their children with home works due illiteracy.

5.2.8. Strategies used to minimise challenges

One suggested strategy was that educators should keep record of learners' non-compliance, and that they should arrange meetings with concerned educators and the parents of concerned learners.

The participants stated that 'management by walking around' was a good strategy to ensure that educators were actually creating a positive teaching and learning environment. They also locked the gate to enforce the timely arrival of learners as a strategy to ensure that curriculum activities could start as early as possible.

5.2.9. Legislative frameworks

The participants revealed that they used a number of policies and Acts to manage the curriculum in their schools, namely the Constitution of South Africa, the National Education Policy Act (NEPA) (which assisted them in managing the curriculum, especially with regard to policy formulations), the Employment of Educators Act (EEA)

(which prescribed procedures on how to employ educators), the Labour Relations Act (LRA), the Basic Conditions of Employment Act (BCEA), Financial Management Act (FMA) and the Employment Equity Act.

5.2.10. Mentoring and trust

According to the participants, effective curriculum management can be achieved by establishing a relationship of mentoring, and by having trust and belief in educators. Principals should not run schools alone. They should also mentor their educators and instil a sense of belonging in these educators through their positive management of the curriculum in schools.

5.2.11. Ensuring a quality curriculum

5.2.11.1. Curriculum management – future plans

The participants argued that principals should plan the curriculum carefully to ensure quality curriculum delivery in schools. Principals should also plan to increase the levels of motivation of both educators and learners to achieve optimal performance. They should arrange for the provision of science chemicals and equipment to improve the quality of the school environment. The curriculum should be planned together with different stakeholders: parents of learners, educators and non-government organisations who have an interest in education.

5.2.11.2. Quality of the curriculum itself

The participants revealed that a quality curriculum should be achieved by allocating resources, and by walking around to monitor educators teaching and learners learning.

Quality curriculum delivery can be assured when principals create an environment that is conducive to curriculum activities. Principals should apply the three non-negotiables (being in class, being on time and teaching) as part of their task of managing the curriculum in schools.

The participants stated that ensuring a quality curriculum is the core responsibility of a principal. Principals would therefore have to look for and find those educators who were not in class when they were supposed to be there. It was suggested that period registers be used to monitor the class attendance of educators and learners. The SMT as well as co-opted senior educators should undertake class visits in order to assess educators' performance in terms of the IQMS. The two participants agreed that learners should be given lots of written work, which had to be monitored by HODs (and compared with the pace setter) in order to ensure quality curriculum delivery.

5.3. Literature and the findings of the study

Based on the findings of the current study and the literature on principals' experience in managing the curriculum in secondary schools, the following requirements are suggested:

- Principals should ensure that the curriculum is delivered by using cohesion of purpose (shared understanding) and commitment to the school's mission by learners, parents and educators.
- Principals should work together with SGBs because the governance of schools is vested in these bodies. Principals must be accountable to them since SGBs have substantial decision-making powers.
- Principals should monitor and assess the curriculum to familiarise themselves with the completion of syllabi, pacesetters and assessment programmes. Monitoring and assessment of curriculum programmes assist principals in understanding where learners are. Monitoring makes them aware of learners' and educators' weaknesses and strengths. Curriculum monitoring also helps with curriculum implementation and planning of the specific needs of educators so that quality curriculum delivery can be achieved.
- The government is mandated to ensure quality education to schools by providing learner support materials because shortages in this regard derail the achievement of quality teaching and effective curriculum management by principals in secondary schools. Free textbooks should be available in schools to

achieve the goals of the National Development Plan, Vision 2030 on high quality Early Childhood Development, and a quality school curriculum with globally competitive literacy and numeracy levels.

- Principals should work closely with SGBs to budget for the school curriculum. Sixty per cent of the Norms and Standards on the budget should be focused on the school curriculum; and textbooks should be purchased with the target of a textbook for each learning area for each learner.

- Principals should ensure the equal allocation and distribution of curriculum resources to ensure equity in schools.

- Principals should ensure the use of technology in schools since it allows greater interaction and increases comprehension, more successful assessment, as well as achievement in respect of curriculum outcomes. Technology is flexible and innovative.

- Principals should adhere to school policies and protocols when managing the curriculum. They should also improve their curriculum management skills through collaborative work and communicating effectively with their educators – taking into account their respective curriculum needs.

- Principals should delegate educators' responsibilities to ensure collective decision making and introspection by educators into their own curriculum duties. Delegation contributes to the growth and success of the school. It motivates and shows compassion to educators.

- Principals should delegate some of their responsibilities to SMT members and educators when they manage the school curriculum to ensure a shared vision and quality curriculum management in schools. Delegation and monitoring of responsibilities ensure that principals can effectively manage the curriculum because it empowers, motivates, encourages unity and broad participation in decision making, as well as fosters shared accountability for teaching and learning in schools.

- Principals experience the following challenges when managing the curriculum in schools: poor socio-economic conditions, overcrowding in classes, lack of

textbooks, lack of time, bad attitudes of learners and educators, poverty, gender inequality, geographical isolation and minority status.

The following are the strategies that principals may need to adhere to in order to improve the curriculum management in schools. They should

- delegate educators' responsibilities;
- motivate educators to work effectively in schools;
- listen to educators;
- create an environment conducive to learning;
- follow school policies when managing the curriculum;
- focus on curriculum change to improve learner performance;
- have sound curriculum knowledge strategies to improve learner and educator achievement;
- manage the curriculum by walking around in the school to ensure that quality curriculum activities are taking place;
- be mentored to promote mutual learning as well as professional curriculum development;
- engage parents to take responsibility for their learners' education, and
- ensure that curriculum learner support materials are available in schools for effective learning.

5.4. Recommendations

Participants stated that they experienced socio-economic challenges such as poverty, gender and when managing the curriculum in schools and that these affected the delivery of a quality curriculum. Delivery of a quality curriculum to learners is also affected by poverty, gender instability and inequality, geographical isolation and minority status. Rape cases and drug abuse were also common.

- The Department of Education should partner with the Department of Health and Correctional Services and offer awareness and anti-drug campaigns.

Participants experienced overcrowding in classes. The huge numbers of learners in classes made it difficult for educators to effectively deliver the curriculum. From the literature the researcher also asserted that huge class sizes hinder quality curriculum delivery in schools.

- The DBE should provide mobile classes to schools for learners to be accommodated or it must build enough classrooms and other infrastructure for schools. The DBE must also employ enough educators to achieve a teacher-learner ratio of 1: 35 in secondary schools.

Participants revealed problems with the Rationalisation and Redeployment Policy. They mentioned that schools mostly declared uncommitted educators to be in excess. The participants complained that they were not given a chance to look at whether those in excess educators matched their school's curriculum needs.

- Principals should be given a chance to look at excess educators' qualifications to make sure that they match the schools' curriculum needs. The DBE must also take part in placing those educators and it must advertise vacant posts in schools that need educators.

Participants had to comply with the Policy on Progression of Learners which indicates that a learner cannot fail a phase twice. They argued that the Learner Progression Policy promotes laziness in learners because they know that if they fail once, they will automatically progress to the next grade at the end of the following year. This policy lowers the curriculum standards in schools.

- The DBE must review the Learner Progression Policy and come up with other strategies that will assist and support the present pass requirements of learners in schools.

Participants complained about a lack of curriculum learner support materials in schools. A lack of materials affects curriculum management. Since shortages of curriculum learner support materials include educators' guides and learners' guide, educators find it difficult to give learners curriculum activities to do in class as well as at home. The two

participants also mentioned that there was a lack of science equipment in school laboratories.

- The Department of Education must partner with non-governmental organisations (NGOs) like Maths Centre, Edutrade and Lasec to assist in supplying curriculum-related science equipment in schools.

A lack of commitment from educators is another challenge that participants experienced. Educators would get to classes late and come away from them early. Furthermore, educators would rather attend a memorial service than go to class to teach.

- Principals should invite motivational speakers to their schools. The DBE must embark on a whole school evaluation exercise, aimed especially at educators.

According to the participants the lack of time was another challenge they experienced when managing the curriculum in schools. They stated that teaching and learning also had to take place on Saturdays and on holidays due to misuse and mismanagement of the stipulated teaching and learning time in schools.

- SMT members had to monitor curriculum coverage by comparing learners' work with the pace setters.

The two participants stated that learners and educators generally had a bad attitude towards education, which had a negative impact on curriculum management.

- Principals should encourage learners to learn in schools and must motivate educators to upgrade themselves by enrolling with higher education institutions through distance learning. The DBE should furthermore provide bursaries (on merit) to educators who want to improve themselves academically and appoint curriculum advisors to offer in-service training to educators on CAPS documents.

The participants revealed that most parents were illiterate and not able to assist their children with their homework.

- The DBE needs to open Adult Basic Education and Training (ABET) centres where parents can get access to learning. The DBE must also employ capable educators who will manage these centres and motivate parents to attend.

5.5 Research delimitations

The study was limited to the experiences regarding the management of the curriculum of two principals of secondary schools in the Mopani District (Man'ombe circuit) of Limpopo. Principals in other districts and circuits were excluded from this study. Inclusion of principals from other districts and circuits would prolong the completion of the study.

5.6. Research limitations

The study was based on a case study and the sample included only two secondary school principals. Due to the limited size of the sample, the findings of the research cannot be generalised to include the whole population. Other research limitations include bias, difficult access to the venues of the research and constraints of ethics, scope, resources, time and feasibility (as mentioned in Chapter 3 section 3.13).

5.7. Future study

The current study achieved its objective of learning about the experiences of principals in managing the curriculum in secondary schools. The researcher therefore suggests further studies on the following: principals' experiences of managing the curriculum in primary schools; the relationship between curriculum and funding in schools; and the impact of the school curriculum on rural areas in Mopani District.

5.8. Conclusion

Since the study considered a small sample of secondary school principals and their experiences of managing the curriculum in their schools, its findings cannot be generalised to the whole population. However, the study revealed crucial information that principals need to acquire to improve their curriculum management skills and

strategies. This information includes the following: principals must budget for the school curriculum; ensure the use of technology in schools; adhere to school policies and protocols when managing the curriculum; delegate responsibilities to SMT members and monitor their execution; monitor and assess the curriculum to ensure the completion of syllabi, and adherence to pace setters and assessment programmes; work together with SGBs; ensure that the curriculum is delivered using cohesion of purpose; and ensure that government provides learner support materials in time to attain quality of education delivery in schools. The study also revealed that principals must take up mentorship programmes that will improve their curriculum management skills.

The study found that principals experienced challenges when managing the curriculum in secondary schools. These included socio-economic factors characterised by poverty, gender inequality, geographical isolation and minority status; overcrowding in classes; a lack of curriculum learner support materials; lack of time, as well as negative attitudes of learners and educators towards education.

A number of recommendations that were made on the basis of the findings of the study can assist both principals and the DBE to manage the curriculum in schools. The study also suggested further study on curriculum management in primary schools, funding and the impact of curriculum management on society.

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ANNEXURES

ANNEXURE A: APPROVAL LETTER FROM UNIVERSITY ETHICS COMMITTEE

Ethics Committee
17 August 2015

Dear Mr Maringa,

REFERENCE: EM 15/05/04

We received proof that you have met the conditions outlined. Your application is thus approved, and you may **continue with your fieldwork**. Should any changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

1. Integrated Declarations form that you adhered to conditions stipulated in this letter – Form D08

Please Note:

● *Any amendments to this approved protocol need to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that the Committee's approval is null and void.*
● *Final data collection protocols and supporting evidence (e.g. questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection.*
● *Should your research be conducted in schools, please note that you have to submit proof of how you adhered to the Department of Basic Education (DBE) policy for research.*
● *Please note that you need to keep to the protocol you were granted approval on – should your research project be amended, you will need to submit the amendments for review.*
● *The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.*
● *On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number: EM 15/05/04 in any communication with the Ethics Committee.*

Best wishes,

Prof. Liesel Ebersöhn

Chair: Ethics Committee
Faculty of Education

ANNEXURE B: APPLICATION LETTER TO THE HEAD OF DEPARTMENT

<div align="right">
P.O. Box 5056
Giyani
0826
09 August 2015
</div>

Head of Department of Education
Private Bag X9489
POLOKWANE
0700

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN MOPANI DISTRICT: LIMPOPO PROVINCE

My name is Magezi Dayson Maringa. I am a student at the University of Pretoria's Faculty of Education in the Department of Education Management Law and Policy. I hereby request permission to conduct research in secondary schools. I wish to conduct research for a Master's degree study and my report will be titled "***Principals' experiences in managing curriculum in secondary schools in Mopani District.***" The purpose of this study is to explore the experiences of secondary schools principals with regard to the management of the curriculum. The findings from my research could assist the Department of Education to address some of the challenges that principals encounter in managing the curriculum and help to introduce management programmes that will improve principals' skills in respect of curriculum management. I would like to conduct research in this area so that school districts can offer and organise training for principals in curriculum management, in other words training in which curriculum management strategies can be outlined.

Participation in this project will be voluntary. Participants will have the right to withdraw at any stage of the study, and withdrawal will have no negative consequences for participants. All participants will sign the letter of informed consent, which will explain the title, nature, purpose and objectives of the study as well as the details of the researcher. I will ensure confidentiality and guarantee that the anonymity of all participants will be protected. Participants will never be asked to provide their names, names of their schools, or any personal details that could identify them or be traced back to them. There are no known risks to participants resulting from their participation in this study. Principals will be interviewed for the duration of 45 minutes and interviews will be recorded. Semi-structured questions (about twelve) will be used to collect data about the experience of principals in curriculum management. The dates and times of interviews will be negotiated. Interviews will be conducted after school to avoid disruption during contact time with learners. All data collected with public funding may be made available anonymously in an open repository for public and scientific use.

The project will be conducted under the supervision of Dr Vimbi Mahlangu of the University of Pretoria.

Yours faithfully
Maringa M.D. (Mr)
(29748772)
Cell No.: 073 210 3900
E-mail: maringadayson@webmail.co.za

Researcher's signature……………………………

Supervisor's signature……………………………

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
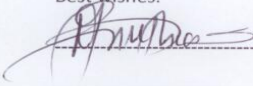
DEPARTMENT OF EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

MARINGA DM
PO BOX 5056
GIYANI
0826

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"PRINCIPALS EXPERIENCE OF MANAGING THE CURRICULUM IN SECONDARY SCHOOLS IN THE MOPANI DISTRICT OF LIMPOPO."**

3. The following conditions should be considered:
   3.1 The research should not have any financial implications for Limpopo Department of Education.
   3.2 Arrangements should be made with the Circuit Office and the schools concerned.
   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
   3.4 The research should not be conducted during the time of Examinations especially the fourth term.
   3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

02/09/2015

MUTHEIWANA NB   Date

Acting Head of Department.

Request for permission to Conduct Research: Maringa MD

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

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ANNEXURE D: LETTER TO THE CIRCUIT MANAGER

<div align="right">
P.O Box 5056
Giyani
0826
09 August 2015
</div>

Circuit Manager
Department of Education
Private Bag X9654
GIYANI
0826

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN MOPANI DISTRICT: LIMPOPO PROVINCE

My name is Magezi Dayson Maringa. I am a student at the University of Pretoria's Faculty of Education; in the Department of Education Management Law and Policy. I hereby request permission to conduct research in the school. I wish to conduct research for a Master's degree study titled "***Principals' experiences in managing curriculum in secondary schools in Mopani District.***" The purpose of this study is to explore the experiences of secondary schools principals with regard to the management of the curriculum. The findings from my research could assist the Department of Education to address some of the challenges that principals encounter in managing the curriculum and help to introduce management programmes that will improve principals' skills in respect of curriculum management. I would like to conduct research in this area so that school districts can offer and organise training for principals in curriculum management, in other words training in which curriculum management strategies can be outlined.

Participation in this project will be voluntary. Participants will have the right to withdraw at any stage of the study, and withdrawal will have no negative consequences for participants. All participants will sign the letter of informed consent, which will explain the title, nature, purpose and objectives of the study, as well as the details of the researcher. I will ensure confidentiality and guarantee that the anonymity of all participants will be protected. Participants will never be asked to provide their names, names of their schools, or any personal details that could identify them or be traced back to them. There are no known risks to participants resulting from their participation in this study. Principals will be interviewed for the duration of 45 minutes and interviews will be recorded. Semi-structured question (about twelve) will be used to collect data about the experience of principals in curriculum management. The dates and times of interviews will be negotiated. Interviews will be conducted after school to avoid disruption during contact time with learners. All data collected with public funding may be made available anonymously in an open repository for public and scientific use.

The project will be conducted under the supervision of Dr Vimbi Mahlangu of the University of Pretoria.

Yours faithfully
Maringa M.D. (Mr)
(29748772)
Cell No.: 073 210 3900
E-mail: maringadayson@webmail.co.za

Researcher's signature…………………………

Supervisor's signature……………………………

ANNEXURE E: PERMISSION LETTER FROM MAN'OMBE CIRCUIT

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF
EDUCATION

MOPANI DISTRICT – MAN'OMBE CIRCUIT

Enq : Monkwe K.W   Date: 14 September 2015
Tel : 015 812 0637

TO: MR. MARINGA M.D
P.O. Box 5056
GIYANI
0826

CONSENT TO CONDUCT RESEARCH WITH SECONDARY SCHOOLS' PRINCIPALS IN
MAN'OMBE CIRCUIT: GIYANI HIGH, HIVUYERIWILE, MACEMA, RISINGA: YOURSELF.

1. The above matter bears reference.

2. The Circuit Manager wishes to inform you that your request to interview secondary schools' principals in Man'ombe Circuit has been granted. The names of the schools that you should conduct the research are: Giyani High, Hivuyeriwile, Macema and Risinga.

3. When conducting interviews with the above mentioned schools' principals, the following conditions must be adhered to:

   3.1 No interference with the academic programme.
   3.2 The programme may only start from 23 September 2015 onwards.

4. This letter may serve as proof of permission to conduct research when visiting principals in schools.

5. Your co-operation in this regard will be highly appreciated.

DUCATION
MAN'OMBE CIRCUIT - MOPANI DISTRICT
EXAMINATIONS

2015 -09- 1 4

PRIVATE BAG X9654, GIYANI, 0826
TEL 015 812 0637
LIMPOPO PROVINCE

....
CIRCUIT MANAGER

DEPARTMENT OF EDUCATION

MOPANI DISTRICT, Man'ombe Circuit, Private Bag X 9654 GIYANI, 0826

Tel 015 812 0637 Fax No. 015 812 4421 or 015 812 1689

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141

ANNEXURE F: REQUEST FOR CONSENT: PARTICIPANTS

Dear PRINCIPAL (Participant)

My name is Magezi Dayson Maringa. I am a student at the University of Pretoria's Faculty of Education; in the Department of Education Management Law and Policy. I hereby request permission to conduct research in your school. I wish to conduct research for a Master's degree study titled "**Principals' experiences in managing curriculum in secondary schools in Mopani District."** The purpose of this study is to explore the experiences of secondary schools principals with regard to the management of the curriculum. The findings from my research could assist the Department of Education to address some of the challenges that principals encounter in managing the curriculum and help to introduce management programmes that will improve principals' skills in respect of curriculum management. I would like to conduct research in this area so that school districts can offer and organise training for principals in curriculum management, in other words training in which curriculum management strategies can be outlined.

Participation in this project will be voluntary. You have the right to withdraw at any stage of the study, and withdrawal will have no negative consequences for you. If you consent to be a participant, you will sign the letter of informed consent which will explain the title, nature, purpose and objectives of the study, as well as the details of the researcher. The researcher will ask you twelve questions about how you manage the curriculum in your secondary school. The interview will last about 50 minutes and it will be conducted after school hours at your school or at a venue of your choice. The information that will be obtained from the interview will be used solely for the purpose

of the study. All data collected with public funding may be made available anonymously in an open repository for public and scientific use.

 I will ensure confidentiality and guarantee that the anonymity of all participants will be protected. Participants will never be asked to provide their names, names of their schools, or any personal details that could identify them or be traced back to them. There are no known risks to participants resulting from their participation in this study.

The project will be conducted under the supervision of Dr Vimbi Mahlangu of the University of Pretoria.

Yours faithfully   Researcher's signature……………………………
Maringa M.D. (Mr)
(29748772)   Supervisor's signature……………………………..

PARTICIPANT CONSENT

I …………………………………………..hereby *consent/decline to consent* to to be involved as a participant in Mr M.D. Maringa's study on "**Principals' experiences in managing curriculum in secondary schools in Mopani District."** I understand that participation in this study is voluntary and that I have the right to withdraw at any stage of the study. The nature, purpose and the objectives of the study, the title of the study and the details of the researcher were explained to me. Confidentiality of the study and my anonymity are guaranteed. I am not required to provide my name or the name of my school, or to give any personal details that could identify me or be traced back to me.

All data collected with public funding may be made available anonymously in an open repository for public and scientific use.

PARTICIPANT'S SIGNATURE..……………………………………

RESEARCHER'S SIGNATURE..……………………………………

SUPERVISOR'S SIGNATURE..……………………………………..

ANNEXURE G: INTERVIEW PROTOCOLS AND QUESTIONS

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Principal's interview protocol

Date of Interview: _____

School Information:

Grade levels the school serves: _____

Total learner enrolment: _____

Biographical Data:

Gender: _____

Age: Under 30: 30-39: 40-49: 50 +

Highest qualification: _____

Total years in education: _____

Number of years as a principal: _____

Grade you taught as a principal: _____

Experience when first appointed as principal:

_____

_____

_____

INTERVIEW QUESTIONS FOR PRINCIPALS

PURPOSE OF THE STUDY

The purpose of this study is to explore the experiences that secondary schools principals face with regards to the management of the curriculum. Your participation in this study is completely voluntary. You are free to withdraw at any stage of the study. Any information provided by you will be kept confidentially and treated anonymously.

INTERVIEW QUESTIONS

1. How do you ensure that order is maintained in the school so that curriculum management is achieved?

2. How do you negotiate with the Department of Education officials about learner support materials?

3. How do you allocate resources to educators so that the school curriculum's vision is achieved?

4. How do you negotiate with educators whenever there is dissatisfaction about subject allocation?

5. How committed are educators to curriculum delivery?

6. How do you manage the school curriculum since you have multiple responsibilities to fulfil in the school?

7. What are the challenges that you experience in managing the curriculum in the school?

8. What are the legislative frameworks that assist you in managing the curriculum in the school?

9. How do you ensure that the curriculum is managed while you are attending to departmental meetings?

10. What recommendations can you give to other principals on curriculum management?

11. What are your future plans on curriculum management in the school?

12. How do you ensure there is teaching and learning taking place in the school?

ANNEXURE H: RSEARCH WORK PLAN

Research plan

1.	Defence of the proposal	3 February 2015
2.	Developing of instruments and ethical clearance	February 2015-March 2015
3.	Piloting of instruments	March 2015
4.	Data collection • Two Interviews (a minimum of one per public school) •Data Analysis •Triangulation	April – May 2015
5.	Analysis of data and report writing	June – August 2015
6.	Language editing	September 2015
7.	Submission	February 2016