

Managing curriculum policy implementation at correctional centres in selected South African
provinces

by

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DECLARATION

Student number: **3166 617 5**

I declare that “**MANAGING CURRICULUM POLICY IMPLEMENTATION AT CORRECTIONAL CENTRES IN SELECTED SOUTH AFRICAN PROVINCES**” is my own work. All sources used or quoted have been indicated and acknowledged by means of complete references.

Signed: _____

H B Moyo (Mr)

Date

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This has not been an easy journey – I had to negotiate my way through the winding roads of research. Nevertheless, certain people made it possible for me to complete this dissertation and they are worth mentioning.

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ABSTRACT

In terms of Section 29 (1) (a) of the Constitution of the Republic of South Africa Act, No. 108 of 1996, everyone has the right to a basic education, including adult basic education. Notably, education is a basic human right even for those in conflict with the law (i.e. offenders). This study is geared towards investigating management of curriculum policy implementation at Correctional Centres in North West and Gauteng provinces in South Africa. It is therefore imperative for education managers in Correctional Centres to manage curriculum effectively and efficiently in order to avert criminal behaviour and relieve socio-economic hardships that citizens might experience. As the theoretical framework of this study, instructional leadership model would be engaged in order to foster the change required to make schools in Correctional Centres more effective and efficient teaching and learning environment.

Instructional leadership is a critical aspect of school leadership. Instructional leaders should ensure that every student receives the highest quality instruction in line with management of curriculum policy implementation. The study seeks to outline the challenges faced by research participants towards management of curriculum policy implementation in Correctional Centres and to identify possible solutions to those challenges. The anticipated possible outcome would be a development of a model towards the proper management of curriculum policy implementation strategy in correctional centres. For the purpose of conducting empirical research, the qualitative methodology will be used.

KEY WORDS

Correctional Centres; Corrections; Curriculum; Curriculum policy; Implementation; Instructional leadership; Management.

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ACRONYMS

ABET	:	Adult Basic Education and Training
AET	:	Adult Education and Training
AIDS	:	Acquired Immune Deficiency Syndrome
ASD	:	Assistant Director
CAPS	:	Curriculum and Assessment Policy Statement
CO I	:	Correctional Official Grade 1
CO II	:	Correctional Official Grade 2
COLTS	:	Culture of Learning and Teaching
CSA	:	Correctional Services Act
DCS	:	Department of Correctional Services
DD	:	Deputy Director
DBE	:	Department of Basic Education
DP	:	Deputy Principal
ELRC	:	Education Labour Relations Council
FET	:	Further Education and Training
GP	:	Gauteng Province
HIV	:	Human Immunodeficiency Virus
HOD	:	Head of Department
HSRC	:	Human Sciences Research Council
IQMS	:	Integrated Quality Management Systems
LP	:	Limpopo Province
M & E	:	Monitoring and Evaluation
MP	:	Mpumalanga Province
NATED	:	National Training & Education Department
NCS	:	National Curriculum Statement
NEPA	:	National Education Policy Act
NQF	:	National Qualifications Framework
NW	:	North West
OBE	:	Outcomes Based Education
P	:	Principal

PESRS	:	Prison Education Seventh Report of Session
Prof	:	Professor
RETC	:	Regional Education and Training Coordinator
REQV	:	Relative Education Qualification Value
SBA	:	School Based Assessment
SAQA	:	South African Qualifications Authority
SCO	:	Senior Correctional Officer
SES	:	Subject Education Specialist
SBRR	:	Scientifically Based Reading Research
SGB	:	School Governing Body
SH	:	Sectional Head
SMT	:	School Management Team
SPSS	:	Statistical Package for the Social Sciences

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The former Minister of Correctional Services, Nconde Balfour (RSA,2005) cited from White Paper on Corrections in South Africa 2005 outlined that the Correctional Centres are to become centres of rehabilitation, where offenders are given new hope and encouragement to adopt a lifestyle that will result in a second chance towards becoming the ideal South African society. Further, the Justice, Crime Prevention and Security Cluster presented to the Cabinet Lekgotla held on 22nd and 23rd January 2001 that the Department of Correctional Services (DCS) as their key departmental objective, committed itself to providing rehabilitation services to offenders and also the Mvelaphanda Strategic plan adopted in October 2002, indicated that rehabilitation and corrections are the key objectives towards a crime free society. Therefore, there is need to promote a collective social responsibility for the rehabilitation and re-integration of offenders into the society, as productive and law abiding citizens.

According to White Paper on Corrections, (RSA 2005), Section 8)(2)(1) on the right to education is not curtailed by incarceration as literacy, schooling and basic adult education are priorities between the Department of Basic Education (DBE) and DCS i.e. school Management Team (SMT), Head of Department (HOD), Deputy Principal (DP), and the Principal (P). The Constitution of South Africa (RSA, 1996c) 27 of 1996 Section 4(c) – (d) stipulates the right to equitable education opportunities, redress of past inequality and that no person must be denied educational opportunity to the maximum of his/her ability.

Education is offered according to approved education bands, that is, General Education and Training (GET) and Adult Basic Education and Training (ABET), Further Education, Training (FET) and Higher Education and Training (HET) and White Paper on Corrections (RSA, 2005), Section (9)(9)(2) outlined that education in the correctional environment must be in line with the education system of the general society.

Education is a basic human right even for the offenders. In terms of the Constitution of South Africa (RSA, 1996c), Section 29 (1) (a), everyone has the right to a basic education, including adult basic education. This is also recognised in Chapter 3: Part (1) (2)(1) of the Correctional Services Act, Act 111 of 1998 (CSA) which emphasises that offenders have the right to quality education (RSA, 1998). Therefore, the management and implementation of curriculum must be in accordance with the general policies of the Department of Basic Education (DBE).

This study is geared towards the management of curriculum policy in Correctional Centres in Regions. According to the DCS's demarcation structure, Region1 comprises of Limpopo (LP), Mpumalanga (MP), North West (NW) and Gauteng (GP) provinces. Currently, Region 1 Correctional Centres are implementing the old curriculum National Training & Education Department (*NATED 550 Curriculum policy*). Its existence and elongated lifespan is promoted by the Assessment Instruction 16 of 2011 which granted approval for the extension of the Senior Certificate examination (FET) until May/June 2014. ABET programmes are offered at correctional centres and learning is an interactive process between and among educators (facilitators) and learners (learner centred).

The primary responsibility of planning, managing and overseeing the curriculum policy implementation process is assigned to the SMTs. The responsibility of the SMTs is that of curriculum implementation process taking into consideration the school human and physical resources, quality of learner (ing) and teacher (ing) (Rogan & Grayson, 2003:66-68). For the curriculum to be effectively and efficiently implemented, educators (reactors/implementers), principals, education managers in the DCS and external role players in the DoE should collaborate. The DCS Region1 Correctional Centre education managers must provide an environment within the parameters of the available resources in which learners could grow individually and be equipped with requisite skills that could be used when reintegrated in the society. A distinction should be made between gaining hard outcomes of learning which are certificates, achieving qualifications and securing employment as compared to the soft outcomes Curriculum 2005 (C2005) that is change in emotions and attitudes and/or combination of the two (Bennett & Whidin , 2008:303).

Educators in Correctional Centres are appointed in terms of Correctional Services Act, Act 111 of 1998 (CSA 111: 1998), Section 41 Regulations 2(c) and Chapter 3: Part 1.3 as qualified academic or technical and must render educational services. Educational programmes rendered should be in line with the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) as outlined in the Correctional Services Act, Act 111 of 1998. It is therefore imperative for education managers in Correctional Centres to avert criminal behaviour by managing the curriculum effectively and efficiently in order to relieve socio-economic hardships that the citizens might experience.

Regulation 10 (2) (a)-(b) states that offenders have a need for educational services that are in line with the education system of the country thus ensuring that there should be a proper management of curriculum by managers. Through management of curriculum in Correctional Centres there will be compliance with the National Education Policy Act (NEPA), Act 27 of 1996 Section 4 (e)-(f). Dean (2003:2) is of the view that managing curriculum in schools means that one is concerned with developing and implementing plans, setting up systems, managing resources, is accountable for getting things done effectively, and work with people. The members of the SMTs are instructional leaders and they are responsible for taking the lead in improving and putting the school curriculum into practice (SMT 2000:1).

Rehabilitation can be achieved through combating illiteracy in Correctional Centres by providing educational programmes to offenders and increase training facilities for developmental activities. New curriculum managers acknowledge leaders with knowledge and expertise to ensure effective learning and teaching for economic growth and innovation in the 21st century. It is therefore acknowledged that change represents the struggle between what exists (e.g. Report 550 in DCS case) and what is desired (C2005 e.g. CAPS) (Van Deventer & Kruger, 2005:37).

Environmental forces are beyond management's controls, i.e. economic, social and political forces (Van Deventer & Kruger, 2005:38). Therefore, the management of CAPS

implementation in DCS is one of the key managerial functions of the SMTs and is the main focus of the study. The school principal as an internal change agent is expected to initiate, facilitate and implement change by determining the procedures and methods for implementing change (Van Deventer & Kruger, 2005:44). The education manager must determine which alternative is most likely to produce the desired outcomes and whether that outcome is an improvement in skills, attitudes, behaviour or structure (Van Deventer & Kruger, 2005:46).

The curriculum as a self-actualisation process should be removed from traditional curriculum practices hence students must be involved in studying how obstacles can be overcome so that a more ideal society can be reached.

1.2 THE RESEARCH PROBLEM

The implementation of the national school curriculum in post-apartheid South Africa was riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners, mainly as a result of inadequate training and support for teachers in the classroom (Fleisch, 2002; National Curriculum Statement (NCS), 2009:15). Notwithstanding many challenges disturbing the ineffectiveness of implementing the curriculum policy, this study considers an effective and efficient management of the curriculum policy implementation as central to its successful implementation in Correctional Centres.

The study argues that sufficient management skills and knowledge play a pivotal role in the successful implementation of the curriculum policy. The management of the curriculum policy, focuses on, amongst others, supervising the actual delivery of the curriculum; monitoring and evaluating curriculum implementation; providing support services and resources to the teachers and learners (e.g. textbooks, libraries and other instructional facilities); providing skills development training through in-service; education and training and other staff; and development activities.

The research problem addressed in this study is whether ineffective curriculum policy implementation reflects failure of leadership in Region 1 school setting. Flowing from the above, the central and guiding question is: What are the management challenges experienced by the educationist in managing the curriculum policy implementation in the Correctional Centres? The guiding research sub-questions are:

- (a) What is the status quo of the management of the curriculum policy implementation in the Region 1 Correctional Centres?
- (b) What instructional leadership roles do educational managers play in the curriculum implementation?
- (c) Do educationists in the Region 1 Correctional Centres have sufficient skills and knowledge in managing the curriculum implementation?
- (d) What are the perceptions of the educationists in managing the curriculum implementation?
- (e) What training should be provided to the educationists in the management of the curriculum implementation?

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aim of the research is to investigate the management challenges experienced by the educationist in managing the implementation of the curriculum policy in correctional centres. The objectives for this study are to:

- (a) Explore the status quo of the management of the curriculum policy implementation in the Region 1 correctional centres.
- (b) Investigate instructional leadership roles that educational managers play in the curriculum implementation.
- (c) Investigate the educationists' skills and knowledge of managing the curriculum implementation in the Region 1 correctional centres.
- (d) Determine the perceptions of the educationists in managing the implementation of the curriculum.
- (e) Suggest a training program that should be provided to the educationists.

1.4 RESEARCH METHODOLOGY

This study is in interpretive paradigm. For Cohen, Manion and Morrison (2000:22) the central endeavor in the interpretive paradigm is to understand the subject of human experience. Terre Blanche and Durrheim (2008:34) are of the view that interpretive researcher's purpose is to gain understanding of situations that are complex in nature. The study will be conducted amongst educators and managers in the Correctional Centres of Region 1 and Gauteng region. More details are outlined in chapter three.

1.5 DELIMITATIONS OF THE STUDY

The delimitations of a study are those characteristics that limit the scope, define the boundaries of the inquiry as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the proposal. The study was conducted in the Correctional Services setting with approximately 150 educators including educational managers as primary source of data. Permission from the DCS needed to be granted to conduct data collection as it is a security inclined department. Therefore the research applications form (G179) and the agreement form ought to be completed while requesting permission to carry out interviews from the DCS.

A non-probability sampling procedure that is purposive in nature will form the basis of the study is Correctional Services, Region 1 and Gauteng Region. This implies that the results cannot be generalized to the entire South African Correctional Services population but only applicable to Region 1 and Gauteng Region. Findings can also be used as reference to other related incidents or scenarios in the DC formal educational division.

1.6 RELIABILITY AND VALIDITY OF RESEARCH

Data collection methods or instruments used such as questionnaires, interviews and observations should be designed in a way that address or answer the research problem. Quality assurance procedures which are reliability and validity were applied in order to standardise the measuring instruments. Reliability refers to the dependability of a measuring instrument i.e. the extent to which the instruments yield the same results on repeated trials (Blanche, Durrheim & Painter, and 2006:152.) (Maree, 2011:215). For consistency of the measuring instruments, the Correctional Services managers and educators were primary data collection in this study. Validity refers to the degree to which the measure intends to measure (Blanche et al., 2006:147.). In this study curriculum related issues were measured. Face validity; construct validity and the criterion validity were applied.

The use of questionnaires and interviews will be valid and reliable after carefully choosing the constructs and they will solicit information from the participant without any difficulties. In the event of discovering bad items, they will be removed and quickly replaced, then effect item construction.

1.7 ETHICAL CONSIDERATIONS

Researchers should at all times strive to maintain objectivity and integrity in their conduct of scientific research (Mouton, 2011:240). Research limitations were clearly spelled out and findings were fully reported. The results were not misrepresented and any form of plagiarism was rejected as an essential ethical aspect is the issue of confidentiality of the results, the findings of the study and the protection of the participant's identities (Maree, 2011:41-42). This practice will ensure that the planned research is ethically accountable whilst the wellbeing and welfare of the research participants are protected.

This could be through the requesting of permission and consent letters from the relevant authorities, stakeholders and institutions concerned to ensure participants privacy, anonymity, confidentiality and safety from physical, psychological or emotional harm (Mouton, 2011:238). Information provided by the respondents will be kept confidential and the researcher will ensure that the data source is protected. The researcher has an obligation to use appropriate methodology in conducting a study and therefore it is unethical of the researcher to use a method or procedure that is inappropriate like selecting highly biased sample, using invalid instruments or drawing wrong conclusions.

The DCS research ethics committee has a responsibility of granting permission to conduct research in correctional centres with DCS educators and managers being their sole responsibility. The benefit of the research, protection of the subjects and their right to pull out at any stage of the research were spelt out to DCS.

1.8 OVERVIEW OF CHAPTERS

The study is demarcated into five (5) chapters and is as follows:

Chapter One: Overview of the study

Chapter Two: Literature review

Chapter Three: Research Methodology

Chapter Four: Data Analysis and Discussion

Chapter Five: Summary of Findings, Conclusions and Recommendations

1.9 DEFINITION OF CONCEPTS

According to Shulman (2004:159), everyday culture is filled with concepts, but many of them are vague and full of definitions. Also, values and experience of people in a culture may limit everyday concepts. Often than not in social sciences, concepts are expressed in the form of words. Ruiz (2009) also indicate that the use of everyday words in a specialized ways in Social Science may create confusion. Thus Sallies (1993:21) holds

that it is imperative to clarify concepts in the study as they may bear different meaning for different people, and as a result, may lose their connotative meaning. The concepts clarified below are critical in understanding the discourse in this study. More detailed explanation of concepts are provided in the study.

- (a) **Area Commissioner:** A correctional official appointed by the Commissioner in charge of all correctional officials who are on the establishment of a management area or office and who have been attached thereto for duty; (CSA111:1998).
- (b) **Correctional Centre:** Any place or establishment under the CSA 111: 1998 as a place for reception, detention, confinement, training treatment of persons liable to detention in custody or to detention in placement under protective custody, and all land, branches, out standings, camps, buildings, premises or places to which any such persons have been sent for the purpose of imprisonment, detention, protection, labour, treatment or otherwise, and all quarters of correctional officials used in connection with any such person, and for the purpose of Sections 115 and 117 of this Act includes every place used as a lock-up: (CSA111:1998).
- (c) **Corrections:** The desired outcomes of the process that involves both the departmental responsibilities of the Government and the social responsibility of the nation; (CSA111:1998).
- (d) **Curriculum:** A planned and guided learning experiences and intended outcomes, formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for learners' continuous and wilful growth in personal-social competence; (Sharpes, 2013:10 & Wile et al.1989:7). In the present South African context it refers to Curriculum 2005 (C2005). Curriculum includes the selection of content, ways of teaching and learning and forms of assessment (DoE: 2000).
- (e) **Curriculum policy:** Comprises of the perceived curriculum as interpreted by users as well as operational curriculum that is actual teaching and learning (Van der Linden et al. 2009). The curriculum is all learners' experiences at school, both inside and outside

the classroom. It involves formal curriculum (teaching and learning), extra-mural curriculum (sports, games, arts etc.) and hidden curriculum (the recognition that students absorb lessons in school that may or may not be part of the formal course of study e.g. how learners should interact with peers, teachers, and other adults).

- (f) **Implementation:** Interpretations as translated from the intended, to the implemented and to the achieved curriculum (Hipkins et al, 2008:02). Implemented curriculum comprises of the perceived curriculum as interpreted by its users as well as the operational curriculum i.e. the actual process of teaching and learning (Van der Linden et al., 2009:574). It is the connection between ideal and real reform.
- (g) **Management:** A set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals (Sapre, 2002:102). Bush 2008:16 argues that management is concerned with the internal operation of educational institutions, and also with their relationships with their environment. For the purpose of the study, management is about maintaining current organisational arrangements efficiently and effectively.
- (h) **Offender:** Any person, whether convicted or not, who is detained in custody in any prison or who is being transferred in custody or is en route from one prison to another prison; (CSA111:1998).
- (i) **Rehabilitation:** The result of a process that combines the correction of offending behaviour, human development and the promotion of social responsibility and values (RSA, 2005).
- (j) **White Paper on Corrections:** Refers to all those services aimed at the development of competency through the provision of social development and consciousness, vocational and technical training, recreation, sports and opportunities for education that will enable offenders to easily reintegrate into communities and function as productive citizens. The new strategic direction of the Department of Correctional Services with rehabilitation at the centre of all its activities and one in which the

Department strives to make a fundamental contribution to corrections at societal level. (RSA, 2005).

1.10 CONCLUSION

The study is aimed at improving a thorough investigative approach towards the management and the implementation of CAPS as prescribed. This study was conducted in the Gauteng and North West provinces on the Correctional Centres and area offices. Educators and managers of education in DCS and the DoE were consulted and used as data sources. Relevant sources were further consulted in order to make this study a success. This study is to enhance rehabilitation of offenders thus creating responsible citizens.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this literature review is to explore what has been written about instructional leadership, the roles played by Correctional Centres educational managers in the curriculum implementation and to generate a conceptual framework within which data could be understood. It is also based on the argument of whether Correctional Centres educational managers are in the position to actively implement strategies of instructional leadership and taking the lead in putting their Correctional Centres school's curriculum into practice for improvement.

The following issues are discussed in this chapter, namely: what is instructional leadership; attributes and principles of instructional leadership; historical background of instructional leadership; instructional leadership trends and perspectives; implications of instructional leadership on education policy implementation; and management and implementation of education policy within instructional leadership framework.

These themes above have been addressed in order to inform and clarify the concept of instructional leadership and what it entails. Through the sources consulted the status quo of the management of curriculum policy implementation in the LMN and Gauteng Regions Correctional Centres was investigated. The level of knowledge and skills on how to apply instructional leadership principles and also their perceptions and the necessary training need towards curriculum implementation will also be investigated. Lastly, focus will be on the theoretical framework.

2.2 WHAT IS INSTRUCTIONAL LEADERSHIP?

The concept "instruction leadership" is a broadly perceived and a multi-layered construct. Perhaps, it is worth mentioning that the debate over instructional leadership has been dominated by the contrast between transactional (central control) and transformational

(decentralisation) approaches. Thus effective and efficiency of schools is considered to be instructional leadership.

As Bush (2007:391) observes, leadership means influencing others' actions in achieving desirable ends and Correctional Centres educational managers who shape the goals, motivations, and actions of others. Frequently initiate change to reach existing and new goals. According to Collins Dictionary, Instruction is a process or act of teaching education thus *Leadership* to a person who rules, guides, or inspires others.

The four definitions of instructional leadership are noted below.

a) Definition 1:

Foran (1990:9) and (Grizzard, 2007:75) refers to instructional leadership as clinical supervision and the best way to improve instruction thus explain the process as basically co-operative, in-class efforts between teacher and supervisor through professional working relationship to improve instructional process.

b) Definition 2:

Gupton (2009:66) describes instructional leadership as a process of job satisfaction and an efficient work environment for teachers through competent professional practice and setting up and maintaining the desired learning conditions for students thus increased learner performance.

c) Definition 3:

Keefe and Jenkins (1991: vii) and Zepeda (2012:5) define instructional leadership as the principal's role in providing direction, resources, professional development opportunities and support to the teachers and students for the improvement of teaching and learning in schools.

d) **Definition 4:**

According to Robbins and Alvy (2004:88), instructional leadership is a moral responsibility where leaders are unwaveringly committed to student success and teacher growth.

From the said four definitions, it can be deduced that instructional leadership involves direct, conscious efforts made by the principal as the main initiator to create conditions conducive to effective teaching, implementation, school effectiveness, school improvement and program improvement that promotes achievement of desirable outcomes by learners.

Instructional leadership can also be defined as a function within management and actions directly related with teacher and learning. According to the broader definition, instructional leadership is stated as the process of performing all leadership activities that may affect learning at school (Gülcan, 2012:625). The leadership definition continues to evolve and expand, especially in education. Van de Grift and Houtveen (1991:373) and Henderson (2007:2) demarcate educational leadership as the ability of a principal to initiate school improvement, to create a learning oriented educational climate and to stimulate and supervise teachers through support and encouragement for empowerment in such a way that the latter may exercise their tasks as effectively as possible. Instructional leadership therefore exemplifies this definition in practice.

Principal behaviours must set high expectations and clear goals for student and teacher performance. It monitors and provides feedback regarding the technical core learning and teaching of schools. Instructional leadership further provides and promotes professional growth for all staff members, and helps create and maintain a school climate of high academic press (Alig-Mielcarek, 2003:13).

School administrator's changes also to conventional understanding of roles and management in schools. The basic starting point of instructional leadership is to develop instruction. This leadership approach is aimed at designing the school environment completely in line with instruction and productive setting.

In general terms, instructional leadership expresses the power and behaviours that school principals, teachers and auditors use to influence the individuals and situations with regard to school (Horng et al., 2010:69). The role of principals in supporting teachers by creating collaborative work environments are also emphasized (Horng et al., 2010:69). However, the common points in the definitions are about instructional leadership coordinating and motivating the employees and students at school in order to reach the goals and create an effective school (Gülcan, 2012). Instructional leadership involves developing a common vision of good instruction, building relationships, and empowering staff to innovate.

The instructional leadership construct is defined in terms of principal behaviours that lead a school to educate all students to high student achievement. It does incorporate behaviours which define and communicate shared goals, monitor and provide feedback on the teaching and learning process, and promote school-wide professional development (Alig-Mielcarek, 2003:03).

There is expansion towards deeper involvement in the core business of schooling which is teaching and learning. Principals who pride themselves as administrators are too preoccupied in dealing strictly with administrative duties compared to principals who are instructional leaders. The latter role involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership are those actions that a principal takes, or delegates to others, to promote growth in student learning (Zepeda, 2012:5).

Instructional quality is geared towards top priority of the school and attempts to bring that vision to realisation. Blasé and Blase (2000) expressed instructional leadership in specific behaviours such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities and giving praise for effective teaching.

This leadership style is one of the most useful tools in creating a forward-looking student in a school environment and can be defined as those actions that a principal takes or delegates to others, to promote growth in student learning. In practice, this means that the principal encourages educational achievement by making instructional quality the top priority of the school and brings that vision to realisation. The role of an instructional leader differs from that of traditional school administrator in a number of meaningful ways.

Phillips (2012) states that there is a difference between instructional leadership and school administrators as administrators are pre-occupied in dealing with strictly administrative duties compared to principals who are instructional leaders. According to Pitsoe (2003:02) principals who are instructional leaders are involved setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lessons plans and evaluating teachers.

2.3 *ATTRIBUTES AND PRINCIPLES OF INSTRUCTIONAL LEADERSHIP*

In his address at the North West Summit on Culture of learning and teaching (COLTS) conference held in April 1998 in Mafikeng, Father S'mangaliso Mkhathshwa, the then Deputy Minister of Education, mentioned that the Department of Education's ability to deliver high quality education is dependent to a very large extent on its management quality (DoE, North West province, 1998:4). The importance of the principal's role in the enhancement of quality in schools is corroborated, where there is a link in the primary aim of the school which is learner growth that can be used as a measure for effective principalship.

Fullan (1991) in Correll (2010:18) indicated that the role of the principal has become dramatically more complex, overloaded and unclear over the past decade as it is in a transition to an instructional leader. The principal must communicate a clear vision on instructional excellence and continuous professional development consistent with the goal of their improvement of teaching and learning" (Alig-Mielcarek, 2003:13). Leaders

could mentor their teaching staff by observing practice, providing pointed feedback and modelling instruction when necessary (Horng et al., 2010:66).

There is increased devotion to studying the relationship between instructional leadership and other important organizational factors, especially such outcome variables as student achievement. Instructional leadership focuses on teaching, learning and on the behaviour of teachers in working with students as leaders' influence is targeted at student learning through teachers thus the emphasis is on the direction and impact of influence itself (Bush and Glover, 2002:10).

Instructional leadership focuses predominantly on the role of the school principal in coordinating, supervising and developing curriculum and instruction in the school by displaying a strong unitary role. Principals need to be hands-on and should have requisite expertise to improve student achievement through learning and teaching culture building.

The effective leadership concept often used with instructional leadership appears in two aspects. The first aspect relates to task behaviours in which the leader brings the school to a more structural position. These behaviours appear when generating school targets and when job descriptions are determined. The second aspect is the relationship behaviours by means of which relationships with employees are arranged and employees are motivated with regards to instruction (Gülcan, 2012: 634).

Kruger (1999) as cited by Dlamini (2008:1) supports the notion of assessing the principal's effectiveness using learner growth and asserted that the achievement of excellence in a school is dependent in the final analysis as well as the quality of the educational experience of each of its learners.

A highly effective school leader can have a dramatic influence on the overall academic achievement of students (Fullan, 2005) as Hoy and Miskel (2000) discuss four distinct categories of skills and these are technical, interpersonal, conceptual and administrative. Technical skill is specialised knowledge about methods, processes and procedures for completing tasks efficiently and effectively. Interpersonal skill focuses on knowledge

about human behaviour, group dynamics, communication and understanding feelings as well as attitudes of others. Conceptual skill involves cognitive abilities to solve complex problems. It entails good judgment, intuition, creative thinking and the ability to work through cumbersome and ambiguous situations. Administrative skills comprise the integration of the technical, interpersonal and conceptual skills for completion of managerial tasks, such as planning, supervising, facilitating meetings and mentoring (Alig-Mielcarek, 2003:16-17) thus Whitaker (1997) identified four skills essential for instructional leadership:

- Firstly, principals should be resource providers. It is not enough for principals to know the strengths and weaknesses of their faculty but should also recognize that teachers desire to be acknowledged and appreciated for their good performance.
- Secondly, principals should be instructional resources. Teachers count on their principals as resources of information on current trends and effective instructional practices. Instructional leaders are tuned-in to issues relating to curriculum, effective pedagogical strategies and assessment.
- Thirdly, principals need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning such as the conviction that all children can learn and no child should be left behind.
- Finally, principals need to create visible presence. Leading the instructional programme of a school means commitment to living and breathing a vision of success in teaching and learning. This includes focusing on learning objectives, modelling behaviours of learning and designing programs and activities on instruction (Phillips, 2012).

Dhlamini (2008:2) cited Kruger (1999) that the administration, organisation and work processes stipulated in the departmental regulations are subordinate to the principal's main responsibility. Thus creating conditions in the school in which learners can receive quality instruction both inside and outside the classroom.

A principal who is an instructional leader is charged with redefining his/her role to become the primary leader in a community. Striving for excellence in education, working with teachers to define educational objectives and set school-wide or district

wide goals, providing the necessary resources for learning and creating new learning opportunities for students and staff form part of the principal's responsibility. Educational leaders also attempt to sustain improvement and change in their schools by anticipating and overcoming the obstacles that emerge.

The core purpose of an instructional leader is to provide professional leadership and management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. There should be consistency in the implementation of policies through collaboration in order to implement development plans. Other key attributes for instructional leadership are leading, developing, responsibility, managing, directing, supervising, coordinating and implementing. Instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning (Bush, 2007:401).

Instructional leaders should be encouragers, facilitators of the study of teaching and learning, facilitators of collaborative efforts amongst teachers, establishing coaching relationships with teachers, using research to make instructional decisions and using adult learning principles (Blasé & Blasé, 2000). Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003).

Some key elements of instructional leadership include the following:

- **Prioritisation:** Teaching and learning must be on top of the priority list on a consistent basis.
- **Scientifically Based Reading Research (SBRR):** Instructional leaders must be well informed of SBRR and effective reading instruction in order to assist in the selection and implementation of instructional materials and to monitor implementation thereof.
- **Focus on alignment of curriculum, instruction, assessment, and standards**
- **Data analysis:** In their focus on improving achievement, effective leaders use multiple sources of information to assess performance (NAESP, 2001).

- Culture of continuous learning for adults: Effective instruction is a skill that can never be perfected. Therefore, the culture of continuous learning for adults must be fostered.

Instructional leadership behaviours such as defining and communicating goals; monitoring and providing feedback on the teaching and learning process and promoting school-wide professional development evoke a climate that promotes a focus on teaching and learning. Each of the dimensions describes roles and behaviours of the instructional leader that guide the creation of a school climate that promotes an emphasis on academic rigor (Hoy & Miskel, 2005:40).

Pfeiffer (2006:13) cited Kroetze in Flath (1989:20) that certain instructional leadership activities could be grouped together and they are presented as follows:

- Goal emphasis: - set instructional goals, high expectations and focus on student achievement.
- Coordination and organising: - work for effectiveness and efficiency.
- Power and discretionary decision making: - secure resources, generate alternatives, assist and facilitate to improve the instructional program.
- Human relations: - (deal effectively with staff, parents, community and students.

Anderson and Pigford (1987) outlined general leadership qualities of effective leaders as visionary, translation of vision into action, creation of a supportive environment and knowing what is going on in the school and acting on knowledge (Pfeiffer, 2006:14). As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction and the height of student achievement as well as the degree of efficiency in school functioning. The assumption was that developing principal's knowledge would lead to improvement in the quality of teaching and learning which subsequently improves learner performance (Letsatsi, 2009:4; Bolman & Deal, 1994:78).

2.4 HISTORICAL BACKGROUND OF INSTRUCTIONAL LEADERSHIP

The concept instructional leadership was formed during 1970s and 1980s movement, a period during which effective schools were compared to ineffective schools within an implicit rational bureaucratic model of schools. During that time, researchers examined only those activities in which principals were directly and formally concerned with instruction and teacher supervision (Neumerski, 2012:317; Greenfield, 1983:78). Instructional leadership was driven in large part by the effective schools movement and has since been renewed because of increasing demands that school leaders be held accountable for student performance (Griffin, 2008:29; Hallinger, 1992:35). The traditional instructional leadership literature emphasizes teaching and learning aspects of school leadership (Horng & Loeb, 2010:66).

Traditional view of instructional leadership focused on curriculum and instruction whilst a broader view of instructional leadership focused on organisational management (Horng & Loeb, 2010:69). Educational leadership have traditionally been guided by the accumulation of craft, knowledge and practice that serve as the model for the field (Carr & Connie, 2004:43-44). The studies about instructional leadership are firstly considered amongst the roles of the school principal (Hallinger, 2005). Yet, instructional leadership has started to be perceived as a competency within the process (Gülcan, 2012:635). Special supervisors were added to demonstrate instruction in these new subjects of instructional leadership. More emphasis was given to instructional supervision or the improvement of instruction. The practices employed consisted in the main, classroom visitation, classroom observation and demonstration with attention focused upon the teacher's weaknesses. The supervision of classroom instruction was the responsibility of principals and special supervisors and the key word was efficiency.

Just as a leadership perspective focuses on individual capacity is insufficient for understanding practice, instruction is best understood as constituted in the interaction of teachers, students and material, what Coldren and Spillane (2007:371) cited in Cohen and Ball (1999) term the instructional unit. New attempts are being made to clarify the

confusion associated with supervision and the role of the supervisor through instructional leadership. Emphases on these new attempts were on effectiveness.

Coppola, Scricca, and Connors (2004) created a cyclic model of supportive supervision that depicted six elements: goal setting, lesson planning, observation, professional development, extensive professional commitment, and end-of-the-year evaluation. Goal setting consists of setting goals, objectives and strategies for the school, individual departments, the administrative team, and each classroom teacher. Goals should be established collaboratively. Lesson plans should be correlated to the instructional goals and objectives and be reflective of best practices and effective instruction. The process observation process should be positive, supportive, build trust with the faculty and focus on instruction. Being proactive in professional development activities and relating to instructional goals is crucial to establishing an effective professional development program within a school. Professional commitment as the observed behaviour of a teachers' dedication and commitment to the school, shared values and culture and the philosophy of education and the students. The end-of-the-year evaluation is a summation of the current year's goals and a direction for the next year (Grizzard, 2007:73-75). Instructional leaders should encourage a collaborative and collegial approach towards the achievement of the six elements outlined.

Bush (2003:396) links three leadership models to his 'collegial' management model. The first is 'transformational leadership' which assumes that the central focus of leadership ought to be commitments and capacities of organisational members. It was a case of a new government having to take on restructuring and redefining a whole system to achieve the major aim of quality education for all. Initially the manner in which the task was addressed was positive holistic and put up-front the values of equity, access, transparency and democracy (DoE, 2007). In the South African context, 'transformation' requires action at all levels and there are limits to what principals can achieve particularly in the absence of appropriate physical, human and financial resources.

Leadership participation increases school effectiveness. Leithwood et al., (1999) in Bush (2007:397) indicates that participation is justified by democratic principles and the

context of site-based management leadership which is potentially available to any legitimate stakeholder. The participative model is consistent with the democratic values of the new South Africa. The introduction of School Governing Bodies (SGBs) for all schools and the greater prominence given to SMT's suggests a firm commitment to participative decision making (DoE, 2007).

Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction (Bush, 2003:398). Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires cooperation of educators to secure the effective management of the school.

Instructional leadership differs from the above stated models reviewed in this chapter because it focuses on the direction of influence, rather than its nature and source. Instructional leadership focuses on teaching and learning, professional learning of teachers, student growth and on teacher behaviour when working with students. Leaders' influence is targeted at student learning through teachers. Instructional leadership differs from the other models reviewed in this chapter because it focuses on the direction of influence rather than its nature and source and the emphasis is on the direction and impact of influence rather than the influence process itself (Bush, 2007:391-406).

Educational leadership has traditionally been guided by the accumulation of craft knowledge and practice that serves as a model for the field. To understand what contributed to making leaders effective, researchers used the contingency model in examining the connection between personal traits, situational variables and leader effectiveness (Carr & Connie, 2004:43-44). Bush (2007, 391-406) identified the increasing emphasis on managing teaching and learning as the core activities of educational institutions.

Other research efforts to identify leadership characteristics focused on the fit between personality characteristics, leaders' behaviours and situational variables. The situational

leadership approach contains an underlying assumption that different situations require different types of leadership while the contingency approach attempts to specify the conditions or situational variable that moderate the relationship between leader traits or behaviours and performance criteria Gujral (2012:109).

Gujral (2012:109) cited Fiedler (1967), that the differentiating between leadership styles and behaviours concluded that leadership styles indicate leaders' motivational system and that leadership behaviours are leaders' specific actions. He believed that group effectiveness was a result of the leaders' style and the situation's favourableness.

House's (1971) cited by Briggs (2008:30) that Path-Goal Theory included the interaction of leadership behaviours with situation characteristics in determining the leaders' effectiveness. House identified four leadership behaviours, that is: directive, achievement-oriented, supportive and participative. Other two situational variables identified are subordinates' personal characteristics and environmental demands such as the organization's rules and procedures that strongly contributed to leaders' effectiveness. The contingency models furthered the understanding of leadership but did not completely clarify what combination of personality characteristics, leaders' behaviours and situational variables are most effective.

In the shared instructional leadership models, teachers are willing to take over responsibility and open for professional development and innovation. Gürkan, (2012:625) cited Marks and Printy (2003) that participating in decisions taken at schools encourages the teacher to develop pedagogical competence feeling and act in a student-centred way while increasing her usage of teaching techniques based on research. Therefore; the role of the administrator should be that of an instructor with the knowledge and skills of a teacher.

The instructional leadership of administrators can be summarized under the following headings:

- Understanding the learning needs of the individuals,
- Organising social and interactive environments,

- Encouraging learning expertise and appropriate tasks,
- Motivating individuals to improve themselves and impose sanctions, and
- Providing sufficient source support for learning (Stein & Nelson, 2003:426).

2.5 TRENDS AND PERSPECTIVES IN INSTRUCTIONAL LEADERSHIP

Effective principals are expected to be effective instructional leaders and must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation (DiPaola & Hoy, 2013:2). According to Fullan (1991) cited by Osman and Makuna (2013:44) is that, the principal's role in leadership and management is to work with teachers to shape the school as a workplace in relation to shared goals, teacher's collaboration, and teacher learning opportunities, teacher certainty, teacher commitment and student learning. Increased teacher involvement in school decisions is an effective tool for focusing the staff on student's outcomes.

The quality of teaching in a school, in many cases, can be affected only marginally by a principal's involvement in the classroom and create opportunities for teachers to improve Organisational management for instructional improvement means staffing a school with high quality teachers and providing them the appropriate support and resources to be successful in the classroom (Horng et al., 2010:66-67). Principals' detachment from the curriculum and instruction is due to the fact that few of them have been prepared for instructional leadership either by their pre-service or their in-service professional training.

Strong managers develop organisational structures for improved instruction more than they spend time in classrooms or coach teachers. Strong organisational managers are effective in recruiting and supporting staff, allocating resources including budget, and maintaining positive working and learning environments. A principal is often responsible for the school's vision and for practical steps needed to attain that vision. Schools that demonstrate academic improvement are more likely to have effective organisational managers (Horng et al., 2010:67).

Teachers led by effective organisational managers are likely to turn to effective and efficient school leaders. The use of school resources for instructional improvement is particularly the case for novice teachers (Hornig & Loeb, 2010:69). The instructional leader develops a school academic learning climate by defining and communicating shared goals that assert high expectations of students, monitoring and providing feedback on the teaching and learning process and promoting professional development aligned with the faculty's needs and school goals (Alig-Mielcarek.2003:58).

The instructional leadership roles of the principal can be shown in the following five items:

- i. Identifying the vision and mission of the school: A school principal defines the school's mission, determines and shares the goals of the school and assesses, develops and implements them.
- ii. Programming and administering education: The principal uses the teaching period effectively, motivates students to learn, and maintains a good setting for learning, collaboration and cooperation.
- iii. Staff development: The principal rewards the success of staff and ensures professional development of teachers.
- iv. Monitoring and assessing the teaching process: The principal controls and assesses the teaching period.
- v. Creating and developing a positive school climate: The principal initiates organisational change and strengthens communication (Gülcan, 2012:627).

Table 1 outlines four steps of the planning process that the instructional leader can adopt to enhance or improve instruction in the school for maximum learner performance of which planning includes forward thinking and assessing. The first step is institutionally based and the needs of the school are determined based on learner and staff affairs, administration, finance, physical resources and the school community. The second step is to determine the future situation of the school focusing on setting the mission, aims and objectives of the school but keeping in mind the national and provincial mission and vision for the realisation of the culture of learning and teaching (COLTS). COLTS refers

to attitude of all role players towards teaching and learning, and the presence of quality teaching and learning processes in schools (Van Deventer, 2003:03). Van Deventer (2003:09) further states that instructional leadership occurs when the principal provides direction, resources and support both educators and learners with the aim of improving teaching and learning in the school. The third step is to determine a plan of action for achieving the predetermined objectives, through development of specific standards, budgeting, problem solving, delegation, decision making and final implementation of the plan. The final stage is monitoring and control of the planned action and this is considered the most challenging stage i.e. issues irrelevant to the plan, unexpected meetings etc.

Step 1	THINKING	→	PLANNING	→	DETERMINE THE PRESENT SITUATION Determine the needs of your school / future aims.	Institutional
Step 2				→	DETERMINE THE FUTURE SITUATION Set a mission, aims and objectives.	Influenced by the mission for education in South Africa.
Step 3				→	DETERMINE A PLAN OF ACTION Develop standards, specified budgets, <i>what</i> you are going to do to realise your predetermined (step 1) plans, etc.	Based on information about the internal and external environment of your school.
Step 4				→	MONITORING AND CONTROLLING PLANS Monitoring and control the carrying out of your plans.	

Table 1: The planning process: Adopted from van Deventer (2003:81)

Dhlamini (2008:105) cited Steyn (2002) who noted that the change in governance has resulted in principals who are not prepared for the new role which further increases the chances that instructional leadership may be neglected. It is therefore important that all principals be familiar with the elements of instructional leadership to ensure that all their daily activities are geared towards enhancing teaching and learning. Principals needs to

be aware that he should change at first in order to maintain transformation at school and demonstrate this change to his surroundings and should possess the characteristics of a leader more than a manager in order to reach organisational goals (Gülcan, 2012: 626).

Principals need to follow education management process in order to reach organisational goals. According to Van Deventer and Kruger (2003:73) education management process will be demonstrated with help of a model of “revolving” circles or wheels to help understand the process of education management (Figure 2.5.1). The model indicates the interactive and interrelated nature of education management.

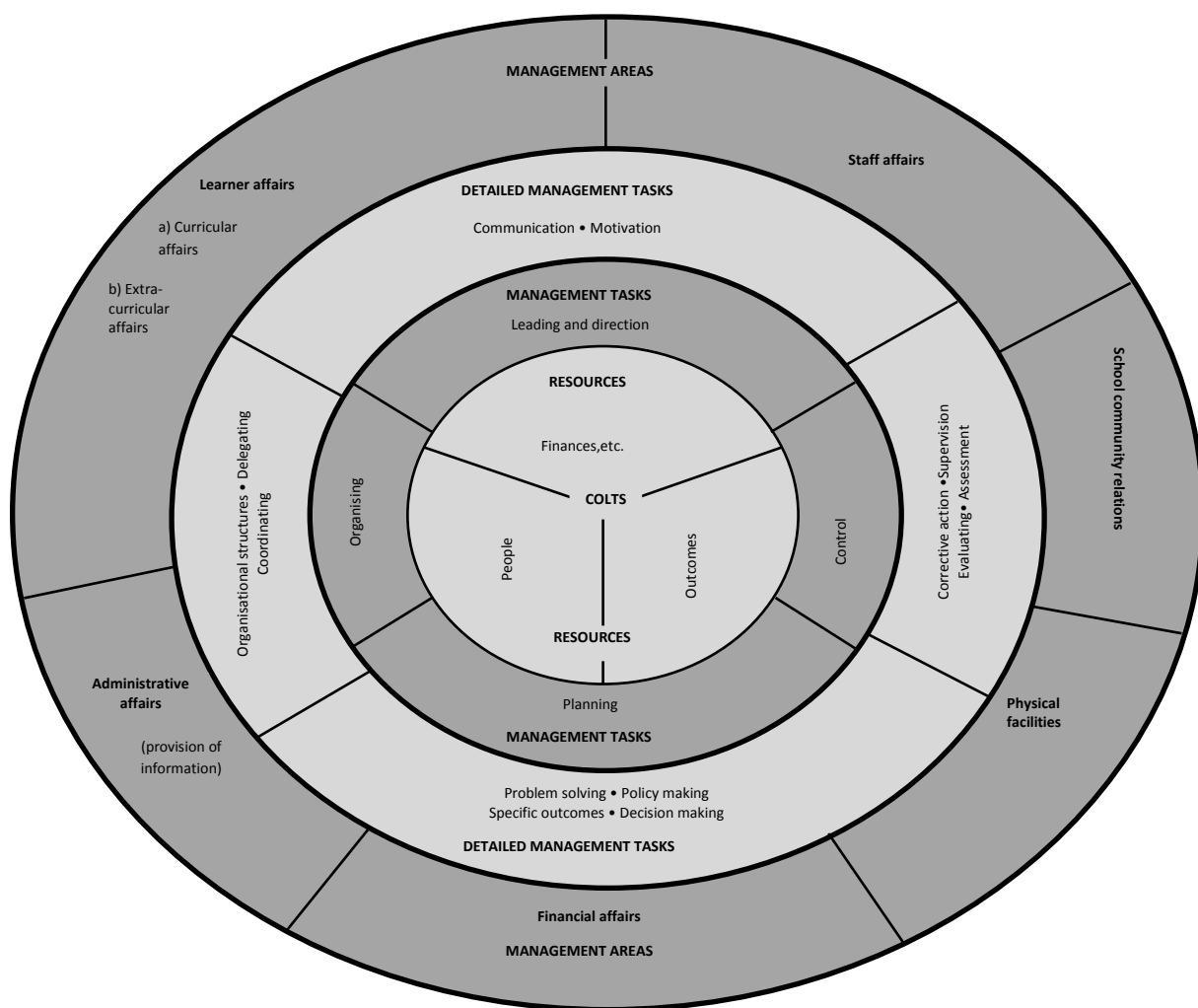


Figure 1: The education management process, van Deventer (2001).

Leadership forms and is also seen as aspect of management where leaders relate to mission, direction and inspiration whilst management involves designing and carrying out plans, getting things done and working effectively with people. The principal has to be both leader and manager (Van Deventer & Kruger, 2003:68). The model indicates the inter-activeness and interrelatedness of the school activities. It is possible that while planning and organising, decision making or policy making can also be part of the process.

The core of the model indicates the focus of and the need of education, which is the creation of a life-long culture of learning and teaching through effective value driven education which is the need, the focus and vision (Van Deventer & Kruger, 2003:74). The next 2 inner circles of the model indicate management process which includes resources, outcomes and directing people whilst the outer circle relates to education management areas.

2.6 *IMPLICATIONS OF INSTRUCTIONAL LEADERSHIP IN EDUCATION POLICY IMPLEMENTATION*

School leaders and teachers are the key role players in the interpretation and implementation of the curriculum through the lens of their current practices and beliefs (Hopkins, 2008:02). Therefore effective organisational managers must strategically recruit, support, and retain good teachers while developing or removing less effective ones. Principals can strategically use professional development as a way to reward and retain effective teachers as strategic principals do not have a one-size-fits-all approach (Horng et al., 2010:67).

Budhal (2004:45) is of the opinion that the workload of principals in South Africa has become unmanageable and that many principals in secondary schools do not understand their leadership task. Accordingly, strong organisational managers are able to support classroom instruction without providing that support directly to individual teachers. Instead, they develop a working environment in which teachers have access to the support they need (Horng et al., 2010:69). Schools are dynamic organisations with

constantly changing needs and expectations, reflecting the communities and cultures they serve (Carr & Fulmer, 2004:43). Carr and Fulmer (2004) further indicated that school leaders need both the knowledge and skills to enable them to address change as they work to improve their learning communities ultimately resulting in improved student learning.

A strong leader must have broad experience, political and management skills, and enough knowledge of education in order to confidently face the bureaucracy within educational systems. Politics, finance, community partnerships, media relations and legal functions continue to place an enormous pressure on the education system.

A strong instructional leader, i.e. the principal of the school is a fundamental characteristic of an effective school and that is the core to an effective and efficient school. All educational programmes revolve around the principal because the principal determines the learning, teaching, teacher development and the school climate. According to Nelson and Sassi (2005:127) learning is influenced by what their role provides and what they learn is influenced by the school, cultural and material characteristics of the situation.

The principal must assume the responsibility of an administrator towards tasks areas of staff, pupils, school community, instructional and curriculum development, finance and business management, facilities management and inter-governmental relations Kruse & Buckmiller, 2015:77, McEwan, 2003:05). According to McEwan (2003, 19-83), the following are seven steps to effective instructional leadership towards policy implementation:

- Establish, implement and achieve academic excellence standards - if the primary purpose of schooling is learning, then determining what students need to know, how and when it should be taught and whether or not these instructional goals have been reached are paramount for effective instructional leader.

- Be an instructional resource for your staff - instructional leaders are also resource providers who adapt at finding and allocating money, planning and developing programs, and motivating people (school community) to be involved with their schools.
- Create a school culture and climate conducive to learning - culture is made up of the feelings, beliefs and values of staff members, students and teachers that evolve over time, and establish inclusive classrooms that send the message that all students are valued and can learn.
- Communicate the vision and mission of your school - according to McEwan, the driving force reflecting instructional leadership image is based on the vision and mission of the school. The vision is based on the values, beliefs and experiences whereas the mission is the direction that emerges from the vision and guides the day to day behaviour of the organisation.
- Set high expectations for your staff and yourself - instructional leader must establish a standard of excellence in teaching, define benchmarks of instructional effectiveness and then do everything imaginable to help teachers meet that standard and those benchmarks. They must be flexible enough to match the personal and professional goals to individual teacher and skilful enough to bring the best out of everyone.
- Develop teacher leaders - through mentoring and coaching new teachers, learning and growing with a view to bringing new ideas to the classroom and school, engaging in creative problem solving and decision making with increased student learning as the goal and willingness to share information, ideas, and opinions and evaluate judgements with confidence.
- Develop and maintain positive relationship with staff, students and parents - positive relationship must be developed through the vision of the school and a 'top-down' approach must be avoided.

McEwan (2001:15) further outlined that instructional leaders (principals) must learn to fulfil essential management functions which is planning, organising, leading and controlling through skilful delegation, co-ordination, time management and collaboration while excelling in creating a learning environment. Leaders must be knowledgeable about

learning theory, effective instruction and curriculum to communicate and present to students, teachers and parents are crucial and valuable to the school success. Leaders must have a sense of purpose and a broad knowledge of educational process and learning theory.

The policy that needs to be implemented will be considered as an external pressure as it is formulated beyond school authority. However, policy will strive for excellence in instruction thus higher and improved student achievement and teacher performance (Nelson and Sassi, 2005:125). Nelson and Sassi (2005:125) further indicated that internal pressures are through the principals' genuine curiosity about how learning and teaching happens and the diverse abilities and background of children in schools. Principals as instructional leaders have the role of developing, communicating, implementing and sustaining the mission and vision (Moonsammy-Koopasammy, 2012:29-30).

Principals can import/invite leadership by bringing in district specialists, trainers and consultants while considering the quality of choice made regarding who is invited into the school, for what purpose and under what terms. The nature of the school technology, the type of district support, the characteristics of the teaching staff, the school level and the social context combined form a complex constellation of forces mediating instructional leadership by the school (Greenfield, 1983:199-121).

2.7 *MANAGING AND IMPLEMENTING EDUCATION POLICY WITHIN INSTRUCTIONAL LEADERSHIP FRAMEWORK*

According to Steyn (2002:259) and Dhlamini, (2008:13), poor quality of learning and decision making process was one of the problems identified by the Department of Basic Education (DBE). This led to the launching of a nine-point education mobilisation campaign whose motto was '*TIRISANO*' (meaning working together to build South African education and training system for the twenty first century). Steyn further associates poor quality of learning with bad or absent facilities, under prepared educators, lack of resources and a lack of purpose and discipline in schools, generally known as lack of the culture of teaching and learning. This lack has in addition to the recent trends in

South African schools, placed more responsibility on the principals coping with the challenges of building effective schools Squelch and Lemmer (1994) cited by Michael, Wolhuter and Van Wyk (2012: 63).

On one hand, effective teaching and learning are promoted through activities such as curriculum supervision; improving the instructional programme; working with staff to identify a vision and mission; and building a close relationship with the community (Steyn, 2002:265). On the other hand, administration entails budgets; infrastructure maintenance; and record keeping, amongst others.

The principals should therefore design their action plans consciously to ensure that the attainment of high performance standards and all other activities receive attention based on their impact on teaching and learning (Dhlamini, 2008:15). The statement supports this view a of high performance standards and suggests that learner performance be used as an indicator of effectiveness and success of a school.

The focus of principalship must be shifted from the management to instructional leadership in order to develop and sustain excellence in the school. School leaders influence classroom teaching and consequently student learning by staffing schools with highly effective teachers and supporting those teachers with effective teaching and learning environments, rather than focusing too narrowly on their own contributions to classroom instruction (Hornig et al., 2010:69). An effective instructional leader ensures that teachers are provided with the support to teach and students are provided with the support to learn (Joyner, et al 2004:94).

School leaders need both the knowledge and skills to enable them to address change as they work to improve their learning communities, ultimately resulting in improved student learning (Carr & Fulmer, 2004:43). At schools, activities are conducted towards changing student's behaviours in a planned and programmed manner. Gülcan (2012:625) thus improved student learning must be cultivated in schools for high-achieving students and thrive under the strong instructional leadership of principals who on daily basis engage in strong curriculum leadership. Principals must have the knowledge of the

subject matter content, knowledge of pedagogy, knowledge of what good instruction looks like and the knowledge of how to lead (Nelson & Sassi, 2005:125).

Schools are dynamic organisations with constantly changing needs and expectations reflecting the communities and cultures they serve (Carr & Fulmer, 2004:43). A definition of instructional leadership includes organisational management (Horng and Loeb, 2010:67). Alig-Mielcarek (2003:2-3) outlined the four process variables Purkey & Smith (1983) that defined the school culture and climate include collaborative planning and collegial relationships, a sense of community, clear goals and commonly shared high expectations, and order and discipline.

Bush (2007:404) is of the view that improving learning outcomes requires an approach to leadership development which focuses on 'instructional leadership'. Therefore efforts must be made in changing the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators.

A strong instructional leader must have a stance of inquiry and curiosity about how children learn, how teachers teach, why certain instructional strategies work the way they work (do) or why the teachers in their schools have such a variety of ideas about instructional practice (Nelson & Sassi, 2005:125). Too often it is assumed that organisations, particularly bureaucratic state institutions achieve technical compliance when it comes to the introduction of new policies and regulations without engaging with the underlying assumptions, values and beliefs of staff that must implement new policies. Fundamental to this phenomenon are ideas claiming that managers can be successful at implementing organisational change by coercing, rewarding or talking people into change. One may achieve technical compliance (i.e. meeting the requirements of policy), but not substantive change (i.e. change in people's perceptions, assumptions, and beliefs).

Effective instructional leaders facilitate the translation, consolidation, coordination and integration of state and district standards into a coherent set of school-level marching orders (McEwan, 2002:21). The facilitation can only work when teachers take personal ownership of the standards at their grade levels or in their disciplines. There is need for

teachers to determine if they will be able to translate standards into effective instruction and solid learning for all their students (McEwan, 2002:21).

Instructional leadership is closer to the teaching and learning process and therefore must be closer to teaching and learning practice about learning and teaching of subjects in the schools. Curriculum meetings must be used as a context to explore with teachers and the role of principals is to help teachers decide on priorities, reaffirm some core values regarding instruction and provide means to attain goals (Nelson and Sassi, 2005:127).

Schools that prove to be successful even under difficult circumstances appear to be characterised by certain workplace habits and perspectives that are profoundly influenced by the principal whereby teachers work as a team and subscribe to a norm of continuous improvement. These interactions have potential for developing schools with that collective capacity. A pattern of collegial interaction and continuity in staff can be achieved through team building strategy as it expands the intellectual and other resources devoted to school improvement while offering new professional opportunities and rewards to teachers. A school is complex social organisation in which people's attitudes, values and norms come together to create a unique culture and belief system. Therefore teachers need that psychological and motivational support through the three domains: achievement, affiliation and influence (Joyner et al., 2004:97).

Direct supervision in relation to supervision and evaluation of teachers, training and development, motivation, leading faculty groups, supplying human and material support that are essential for an innovation while direct observation and feedback of classroom practice is argued to be one of the critical practices by which influence on instruction and curriculum is made possible in a school. In practice principals must encourage educational achievement by making instructional quality the top priority of the school and must ensure that the vision is realised. The role of an instructional leader differs from that of the traditional school administrator in a number of meaningful ways.

An instructional leader is charged with redefining his/her role to become a primary learner in a community striving for excellence in education. Instructional leaders acquire

many characteristics that are beneficial to their schools and communities with a clear sense of direction for their schools and prioritise and focus attention on the things that really matter in terms of students. Kruger (1999) in Dlamini (2008:17) provides some elements of instructional leadership. These could be linked to behavioural characteristics of good instructional leaders cited include:

- ***Objective determination*** - which corresponds to being dedicated to the aim of the school as a characteristic of good instructional leaders;
- ***Curriculum coordination*** - which presupposes insight into the instructional programme of the school;
- ***Creating the climate conducive to teaching and learning*** - which entails positive relationships with other stakeholders, showing consideration for others, supporting staff and practicing participative management which includes pupils and the community;
- ***Remedial steps*** - which include mobilisation of support in the attainment of the school's objectives;
- ***Didactic leadership*** - which could be viewed as practice of a strong and visible leadership;
- ***Enrichment programmes*** - which imply having high expectations; and
- ***Evaluation and examination*** - which link to curriculum coordination.

Each element will be discussed below in order to establish its link to the primary aim of education.

Determining objectives:

Before aims and objectives can be formulated, clarity regarding the vision and mission of the school should be arrived at by the top management and the staff of the school. This participation by all stakeholders' i.e. top management and staff is referred as the second dimension of school based management. The first dimension is the devolution of authority through decentralisation to school managers (Bray & Mukundan, 2003:1).

This implies that the principals are responsible and accountable for the mobilisation of all stakeholders to participate in decision-making and in determination of school objectives

(Dhlamini, 2008:17-18).The principal could ensure maximum participation by involving the SMT members in the process of identifying general academic aims. The school's objectives are daily activities that can be measured against the mission of the school and the general academic aims.

School principals have an important role to play in the management of curriculum implementation at school level. The duty to manage implementation plans in a coherent and systematic manner falls squarely in their shoulders. In essence, the SMT needs to develop clear and identifiable implementation and management strategies.

Ornstein and Hunkins (2004:312), as well as Marsh (1997:40-42) indicate that SMTs should start with a situational analysis so as to identify the resources, behaviours and practices which need to be administered, supported, taken care of and managed. However, the implementation strategies should be realistic and responsive to the unique context of the particular school (relevant to the school's unique situation). Identified needs or requirements should then be infused in the implementation plans and subsequent management of implementation. Continuous monitoring of the implementation is essential in order to determine the relevance of the plans.

Coleman, et al. (2003:73-121) define administration related to curriculum implementation as the monitoring of the school's staff leave register, attendance registers, timetables, code of conduct, resource book, curriculum meetings and examinations. They further emphasize the importance of clear job descriptions for all role players involved in the implementation process. The importance of clear job descriptions for all role players involved in the implementation process emphasizes the importance of healthy teacher morale during the implementation process are emphasised. These prevailing poor relationships are in many instances aggravated by the de-motivational character of some SMTs. Additionally, the lack of resources, overcrowded classrooms and continuous increase in the teachers' workload have a detrimental effect on their attitude, morale and work ethics.

The principal should then ensure that the vision and mission statement of the school is communicated effectively to all the stakeholders. Webster (1994) cited by Dhlamini (2008:18) explained the importance of communication by referring to some basic functions of leadership, viz the exemplar and the ideologist function. The exemplar function, on one hand, entails modelling behaviour and implies that the principals should practice and demonstrate expected behaviour to teachers. An ideologist function, on the other hand, refers to translating and interpreting school traditions, aims, faculty values, staff or group norms to all stakeholders (Dhlamini, 2008:19).

Curriculum coordination:

According to DoE (2000:1), instructional leaders are responsible for taking the lead in matters of school curriculum practice and development. The role of instructional leaders is described as the implementation of the curriculum according to the national policy framework. Key issues in the new curriculum are its emphasis on outcomes and continuous assessment. The aim is to develop learners intellectually, socially, physically and morally. This implies that education involves the total sum of all the learner's experiences.

Budhal (2004:35) suggested that principals should update their knowledge of curricular content in order to offer valuable guidance and support. Budhal further stated the need for the principals to keep their educators well informed of new curricular development and to get them involved in designing curricular innovations and change.

The following guidelines for consideration by the principals:

- Principals should read widely and understand the curricular content offered at schools.
- Principals should attend seminars and courses on the latest teaching methodologies.
- Principals should make available relevant information, journal articles and research findings on issues related to the curriculum of the school.
- Principals are obliged to manage instructional program, focus on the coordination and control of instruction and curriculum thus incorporating leadership functions of

supervising and evaluating instruction, coordinating the curriculum and monitoring student progress.

That can be done through protecting instructional time, promoting professional development, maintaining high visibility, and providing incentive for teachers and learners.

Creating the climate conducive to teaching and learning:

Steyn (2000:266) alluded to the importance of creating a climate where learning is made exciting, where teachers are supported and where there is a sense of shared purpose. According to Dlamini (2008:21) who cited Kruger (1996) refers to the complex psychological environment within an organisation and it relates to concepts such as atmosphere, spirit and basic ambience. Badenhorst (1993) highlights the concept further by referring to a continuum on which the organisational climate could be depicted ranging from open to closed climate where there is less communication or not striving for a common school goal (Dlamini (2008:21). In an open climate attitude of openness prevails between the principal and staff members as well as between learners and educators.

Remedial steps:

Sometimes educators experience personal setbacks which infringe on productivity, attendance or interpersonal relations with colleagues. The Education Labour Relations Council (ELRC) presented schools with a Policy Handbook for Educators which provides principals with guidelines for handling educators' problematic behaviour. Strict adherence to policy, however, does not necessarily guarantee harmony in an organisation.

Dlamini (2008:21) put forward that whenever principals may take corrective action, they do it for the improvement of teaching and learning and for the professional development of educators as suggested by Kruger (1996). Kruger further suggested that principals encourage educators to attend workshops organised by the department of education so as to address curricular problems.

Didactic leadership:

- Effective administrative management, (time utilisation, composition and class size, provisioning and division of work).
- Instructional leadership through team work can compose of the vice principals, HOD's and the senior teachers. The team contributes to the improvement of teaching and appraisal of teachers.
- Personal instructional leadership to teachers. The principal may conduct a class visit in order to assist an educator to develop more effective teaching strategies. The DoE (2000:17) divides class visits into two categories. Firstly, it is a more formal visit of the Intergraded Quality Management System (IQMS). Secondly, it is the less formal visit initiated by the school management as part of instructional activities. Personal instructional leadership according to Kruger (1999) cited by Dlamini (2008:24) and the ELRC2 (2003:2) are in the following steps:
 - Step 1: A one on one meeting between Supervisor and Evaluatee
 - Step 2: Educator's self-evaluation
 - Step 3: Supervisor's evaluation
 - Step 4: Discussion
 - Step 5: Evaluation report
 - Step 6: Moderation by SMT
 - Step 7: Signing of evaluation report

Enrichment programmes:

According to Budhal (2004:17), enrichment programmes involve internal motivation to produce good work continually. Dlamini (2008:28) highlight that there are two types of factors that give rise to work motivation i.e. external factors (e.g. salary) and internal factors as suggested by Kruger (1999). Budhal furthermore asserted that teachers continually produce good work to experience a sense of responsibility, the feeling that performance produces satisfactory results and recognition of the value of their work.

Tomlinson (2004:133-134) regards the setting of performance targets as one of the core roles of the management team. It is therefore the task of the SMT to articulate and specify exactly what is expected of the respective role players during the implementation process. That requires a clear system of target-setting, which can be bottom-up, i.e. derived from the learners' and community's needs, or top-down, i.e. derived from the SMT's aspirations about the goals and objectives of the implementation processes.

Budhal (2004:41) corroborated the view that says recognition of individual teacher's strength is a means of maintaining and developing teacher's skills which promotes confidence and satisfaction. Budhal recommends praise as an effective strategy for improving school climate. These views are supported in the Education Labour Relation Council's manual. According to Educators Labour Relations Council (2003:2-3), evaluation procedures as well as processes and performance standards for school based educators are adopted to provide bases for decisions on, amongst others, salary and grade progression, incentives and rewards. The principals should avoid the temptation to use evaluation process as a punitive measure by underscoring teachers so that teachers lose on pay increment. Principals and management teams need to:

- Enjoy the confidence and support of staff.
- Be objective and sensitive to the needs of the evaluatees.
- Display good communication, interpersonal and conflict resolution skills.
- Take their evaluation responsibilities seriously and be committed to the process.

Evaluation and examination:

Kruger (1999) in Dlamini (2008:29) mentions that evaluation includes staff development, examination and assessment of learners. Kruger further recommends that the principals be included in the evaluation and examination systems of:

- Qualitative measurement which involves control over the course of the instructional programme.
- Professional development aimed at the improvement in practice by staff members.
- Staff motivation which involve recognition or promotions.

The idea of improving quality in education has become increasingly important over the past few years. Vakalisa (2000:8) supported this notion and asserted that ‘educational reforms are easier to chart on paper, than they are to implement’. Vakalisa claims that since teaching in schools has a tendency to form cultures, asking people in an organisation to change is similar to asking them to make a paradigm shift. In light of this argument, Vakalisa (2000:15) is of the opinion that the Ministry of Education in South Africa is attempting to replace a fossilised culture of education with a brand new educational culture modelled on practice of highly industrialised countries of the west.

The dwindling learner enrolment figures resulted in schools losing some good educators through the process of rightsizing and redeployment. The post provisioning model allows a school to have a certain number of educators based on prescribed educator- learner ratio. Accordingly no quality programme will work without appropriate leadership and is of the opinion that before the issue of quality is raised within a school, the quality of leadership may need to be explored. Mazibuko (2007:95-98, Steyn (2002:265) provides a list of requirements as:

- Defining and communicating a clear mission, goals and objectives;
- Managing curriculum and instruction;
- Supervising teaching;
- Monitoring learner progress; and
- Promoting instructional climate.

Glanz (2006: xv) is of the view that organisational, managerial, strategic, collaborative and cultural leadership abilities are certainly important but prior experience with fostering such leadership, although an asset, should not be the sole precondition for assuming principalship. Instructional leadership, whatever the demands is committed to high standards of academic excellence, sets high expectations for students’ success. In return, students have first-hand experience with effective teaching or instructional strategies. Glanz (2006: xvi) further stated that a good principal identifies a community of instructional leaders who collaborate as a learning community to examine teaching practices that best promote student learning. Principals as instructional leaders engage in

best practice when they spend time assisting teachers in planning lessons and instructional units. Conferencing with teachers during their preparation periods about planning will increase teacher confidence and create the atmosphere that principal and teachers are instructional partners (Glanz, 2006:17).

2.8 THEORETICAL FRAMEWORK

Education in the South African context is seen as a weapon of transformation through the rooting in of fundamental values enshrined in the Constitution of the Republic of South Africa Act, No. 108 of 1996, namely democracy, social justice, equality, non-racism and sexism, Ubuntu (human dignity), an open society, accountability, rule of law, respect and reconciliation (Msila, 2007:152). In order to address these fundamental principles of the Constitution, education as a fundamental right is provided through an outlined curriculum through Outcomes Based Education (OBE) in South Africa. OBE is aimed at changing the education system, transforms the society from social and political illness and is an answer to economic growth (Msila, 2007:150). The context in which the educational policy will be implemented is crucial in ensuring successful implementation process (Moyo, 2008:52).

Education policies permeate the management, financial, institutional, professional, curriculum and learning domains of the education system. The government acts as a principal agent of policy formation and is also responsible for management of policy and practice. Accountability is consistently valued as a key element of efficiency, effectiveness, responsiveness and contemporary public policy discourse. Internationally the essence of education and training is being questioned and education ministries are working closely with public and practice partners to find solutions to key policy management of curriculum policy implementation problems.

The Belgium national government has administered clear societal expectations to schools in terms of standards, frameworks or attainable curricular targets (subject specific) and cross-curricular targets (learning to learn, citizenship education, social skills) . There was decentralization of education policy where schools were not only encouraged but

required to take responsibility for their own development and for the implementation of the educational reform (Van der Linden, Braak & Hermans, 2009:574-575). There is support of the curricular decision-making at the school level and schools are at liberty to organize the teaching and learning process at classroom and school level. In order to control, evaluate and improve the education quality, the inspectorate investigates each school every four years with the aim of determining whether or not targets are being achieved by students in schools.

The Flemish Government delivers its vision of educational technology to schools and expects them to put it to practice by awarding each child with equal opportunity to attain technology knowledge, attitudes and skills. The intention was to cope with social inequalities in education as the main policy goal underlying the technology attainment targets (Van der Linden et al., 2009:576). Technology coordinators acting as curriculum managers can guide the process of implementing school technology and of supporting the school team in the realization of technology integration. Moreover, technology coordinators are change agents with the responsibility of providing vision, developing school culture, and providing professional development. Part of the coordinators' responsibility is to facilitate understanding of the entire school structure for a shared vision and learning.

In the 1990's all the Canadian provinces reduced the number of school districts and centralized the governance of schools. The common rationale for amalgamation was to increase efficiency and reduce costs by combining administrative and support services, by closing under used facilities and maximizing the use of others, and distributing the delivery of expensive programs. (Jaafar & Anderson, 2007: 214). The centralization of school governance through combination of administrative and support services gave challenge to the traditional view in many countries is that school principals and senior staff need only to be qualified and experienced teachers (Bush, 2008).

New Zealand's national curriculum provides means of ensuring consistency across the nation while giving flexibility for schools to meet the needs and interests of their students and communities. In understanding the curriculum implementation context,

interpretations are translated from the intended to implemented and ultimately achieved curriculum. School leaders and teachers are the key role players in the interpretation and implementation of the curriculum through the lens of their current practices and beliefs. The extent of alignment between student achievement and the intentions of those who wrote the curriculum is crucial (Hopkins, Leithwood & Kington, 2008:02).

The common trend of thinking was that if South Africa receives a new system of education it will obviously be in keeping with changes cherished by its population that voted for such changes (Mbingo; 2008:01). Since 1994, after the introduction of compulsory education in South Africa, the number of children attending schools has risen sharply. In the multiracial democratic government of 1994 (post-apartheid era), backlogs of difficulties and consistent implementation of contradictory reforms in a climate of inadequate training and support, emerged. The creation of non-discriminatory school environments into which access was gained on the basis of criteria other than race or religion was also a very significant achievement of the new government (Jansen & Taylor, 2003).

The South African government introduces a curriculum-related reform intended to democratize education and eliminate inequalities in the post-apartheid education system, outcomes-based education (OBE), an approach to education which underpins the new Curriculum 2005 (C2005). South Africa's Curriculum 2005 (C2005) overturned the widespread traditional reliance on discipline-based subjects for the school curriculum and advocated a radical form of integrated knowledge thus inclusion of learner-centered education and outcomes-based education (Naidoo, 2009:06). In C2005, integration is a dominant design feature because curriculum designers aimed at overturning the rigidity of the old subject-based curriculum, making the curriculum more relevant to work and everyday life and to reconnect theory and practice (Chisholm, 2000).

The Curriculum and Assessment Policy Statement (CAPS) is not a new curriculum, but an amendment to the NCS Grades R - 12 Subject Statements. It therefore still follows the requirements of the same process and procedure as the NCS Grades R - 12 (2002). The CAPS is an adjustment to what we teach (curriculum) and not how we teach (teaching

methods). The way the curriculum is written, is now in content format rather than outcomes format so it is more prone to traditional teaching methods rather than OBE methods. With the introduction of CAPS, every subject in each grade will have a single, comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade-by-grade and subject-by-subject basis. This curriculum review has the aim of lessening the administrative load on teachers, and ensuring that there is clear guidance and consistency for teachers when teaching (DBE, 2015).

The national South African government has administered clear societal expectations to schools in terms of standards, framework or attained targets. Decentralization of the education system dissolved significant powers to subordinates at circuits, districts, provincial and national levels. Schools within decentralized curriculum policy system have ample opportunities for site-specific curriculum choices. Decentralization of the education policy from a paternalistic approach to an approach in which schools are not only encouraged but required to take responsibility for their own development and implementation of education reform is key. Schools are free to organize the learning and teaching process at the classroom and school level towards the attainment of targets and curriculum goals.

The South African Ministry of Basic Education sets national policy through the declaration of norms and standards which are developed through its bureaucratic arm, the national Department of Education and implemented by the nine Provincial Departments of Education (PEDs) in South Africa's 29,000 schools (Jansen & Taylor 2003:6). Most fundamentally however, is that all policies need to be budgeted for before implementation is considered. It is therefore essential that governments resist the temptation to prescribe everything, but rather create processes that allow local participation. In doing so, governments will begin to create the conditions under which schools develop the capacity to set standards and teach more effectively (Hayley 2009:43).

The notion of receiving a new curriculum is by interrogating the ways or methods of implementation, the teacher's degree of knowledge and skills, teachers' commitment, perceptions as well as attitudes towards implementation of the new curriculum. Hence the indigenous knowledge systems need to form part of democratic control over the political and social structures of the South African society. Many voices are in support of the use of African indigenous knowledge systems in schools (Msila, 2007:154-155-156) as African culture is interrelated with religious beliefs, moral values and social modes of behaviour. The issue of learner-centeredness, outcomes and competency-based education, and national qualifications framework as borrowed ideology was new and concerning based on the socio-economic status of South African population.

Issues in South African education are that previously disadvantaged schools were systematically underfunded, under-resourced and language was a barrier. The national department was concerned about the standards at the poorer schools and addressed by attracting better quality teachers rather than to providing new facilities. Schools in wealthier communities had better facilities and attracted better teachers than schools in poorer communities. The quality of teachers and teaching determined the growth of standards for the teaching profession both in regard to professional conduct or competence and in regard to teacher training (Jaafar & Anderson, 2007:220). Class sizes that were too large and many schools that were under resourced for the content of the new syllabi which were more suited to smaller groups, required many resources (Hayley 2009:57).

There is disarray in the current curriculum implementation process which led to a web of challenges faced by South African schools implementing the new curriculum. Many people deemed the curriculum irrelevant and mono-cultural since it served to strengthen the citizenship of one race over others (Msila, 2007:146). Teachers' participation in the implementation of a new curriculum and their level of qualification towards the new curriculum is likely to leave them feeling inferior and incompetent. The workshops facilitated on the curriculum changes are inadequate and do not prepare teachers for the reality of the new curriculum management and implementation process. Much of the

work required from the teachers is redundant with large amounts of administrative work not considered necessary by the teachers (Hayley, 2009:62).

The teachers' education, their supply and deployment are critical issues in the institutionalization of a new curriculum, yet the implementation of C2005 was accompanied by destabilization of the profession through the rationalization program and a radical restructuring of institutions responsible for teacher education (Jansen & Taylor, 2003:4). The curriculum was heavily criticized in academic and (certain) professional circles for the following reasons: a highly inaccessible and complex language; under-preparation of teachers for this complex curriculum; large-scale discrepancies in resources and capacity between the few privileged schools and the large mass of disadvantaged schools with respect to implementation (Jansen & Taylor, 2003).

The implementation of new policies was not taken into account by policy makers who were/are not educators and were/are unaware of what happens in schools where these changes are required to be implemented (Hayley 2009:57). It was found that a great deal of changes are very idealistic and seem to be increasing the gap in schools between the rich schools who have money to fund the resources and the poor schools who do not even have the money to fund the basics (Hayley 2009:72).

In South Africa, problems affecting the education system include unemployment, poverty, health issues such as Human Immunodeficiency Virus Acquired Immune Deficiency Syndrome (HIV/AIDS), and dismantling the legacy of apartheid education. No prison or correctional system can be separated from social reality that surrounds it as conditions for prison must more or less reflect conditions for ordinary citizens of society. Educational influence, opportunities and facilities offered to offenders linked to employment and professional skill can play a huge role in favouring reintegration and reducing recidivism.

Thus instructional leadership involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson, planning and evaluating teachers (Pitsoe, 2003:02). Teaching and learning is the center of instructional leadership

where the manager and/or principal are mostly concerned with the classroom affairs and their development through a close partnership with educators towards making an instructional team. Fellow educators are involved in delegation, instructional staff development and entertain challenges faced by educators and student. Instructional leadership must have an element of being practical and rational through constructing and marketing an instructional vision.

Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students as the emphasis is on the direction and impact of the influence towards targeted students learning (Bush, 2007:401). Instructional leadership is about providing guidance and inspiration in the school environment. Members of the SMT as instructional leaders are responsible for taking the lead in giving effect to their school curriculum and to improve it through:

- Creating and sustaining well-run school-promoting student achievement;
- Reviewing all instructional resources and material in various content areas;
- Aligning teaching with curriculum;
- Encouraging teachers and to review curriculum guidelines;
- Integrating local, state or national standards into curriculum and instruction;
- Reviewing test and assessment procedures;
- Inviting curriculum specialists for review and development ; and
- Good communication.

There must be an increasing awareness of tasks importance and value while getting focus on organizational goals thus activating high order needs (Bass, 1990). Instructional leaders must amongst others possess interpersonal or people skills, planning, instructional observances, research and evaluation skills (Pitsoe, 2003:05). Curriculum managers acting as change agents have the responsibility of providing a vision, developing a school culture and providing a plan for professional development. Principals and educational managers as instructional leaders must be actively involved in curriculum leadership because of the attention to state standards (local, district and national).

According to Hoardley and Ward (2009) outline, as quoted in Human Sciences Research Council (HSRC), effective instructional leadership entails:

- Understanding the learning need of individuals;
- Ensuring that there are adequate resources available to support the learning.
- Designing school improvements strategies;
- Implementing incentives structures for teachers, support personnel, recruit and evaluate teachers, supporting teacher growth and development;
- Allocating school resources towards instruction vision.
- Establishing a school climate in which disciplinary issues do not dominate instructional issues.

Education is a social transformative and a continual process, and it reforms project by effectively structuring local operations in shaping the growth of younger talents and imagination. Educational policy symbolism implies an ideal policy which is theoretical, hence a symbol of a particular process that should be applied into practice in order to have an impact in the society. There must be a development and building of trust in the application and implementation theory of agreed standards into practice, this must be done through partnerships. Management of curriculum policies implementation should aim at facilitating the most effective and meaningful outcome on the ground level where teachers and students operate and interact daily.

Policy implementation in South Africa is facilitated by White Papers or Green Papers which are government guidelines that outline government's intentions of policy. There must be a clear plan of action to pursue the policy objectives with the available resources. Policy interpretation and translation as outlined by Moyo (2008:50), state that the intentions of policy are presented by discourse and implementers have to discover these intentions by reading through the policy text. There must be an understanding of policy intent and the actual implementation of educational policies. The context of the policy, amongst others, includes the school, principals and educators (actors). Policy symbolism in relation to educational leadership can be viewed as a form of transformational leadership theory in a form of policy transformed into reality and applied to meet the needs of the society. The idea is to create change and to achieve goals within the

educational fraternity or environment where both educators and education managers are involved.

Where policy and planning are strongly connected, there would be expectation from a government bureaucracy to outline sound steps that would be taken to implement such policy. The actual implementation of the policy was not taken into account by the policy makers but merely the creation of policy that was a move away from the apartheid education system (Hayley, 2009:73). When policy implementation does appear on the agenda, it is often as a last minute concession or as a way of mudding through difficulties experienced in practice within a new policy (Reader PSE 733:28-29). Teachers were considered to be policy illiterate and so were excluded from the process as there was lack of human capacity in senior management at both provincial and national level to interpret policy correctly may lead to deviation from actual intentions of the policy – maker (Moyo, 2008:50). Policy creation rest with the national DoE while its implementation rests with the PEDs. Resources, planning, timeframe, impediments and benefits of the policy need to be taken into consideration in order to ensure its implementation.

In the South African context, the NQF is a social construct, therefore educational manager as social actors need not to theorize but construct and implement the policy. The NQF was established as an emblem and an instrument of the single national high-quality education and training system that democratic South Africa aspired to create (Jansen & Taylor 2003:9). Government must act on its responsibility to inform the general public of the purpose and importance of prison education as part of a broader strategy to rehabilitate prisoners in order to reduce recidivism for the benefit of the wider community (Prison Education Seventh Report of Session, (PECERS) 2004:26). At present, the prison education system is focused on the requirement of the institution to meet key performance targets rather than on the needs of the prisoners and the broader societal expectations. This goes a long way to explain the failures of the current system when measured against the purpose of prison education. The prison system should reflect current practice in mainstream education and learn from the increasing focus on individual needs of students and adding value (PECERS, 2004:26-28).

2.9 CONCLUSION

In conclusion of the above discussion, instructional leadership has as its ultimate objective the attainment of outcomes of the highest standard by learners. It is evident that teaching and learning are impacted upon by a variety of factors like teachers' job satisfaction, learner's motivation, parental involvement, assessment and evaluation. The situation requires a principal that is well conversant with every situation behind every classroom door at the school and understanding of dynamics of instruction.

Through interaction with staff members by means of class visits, interviews and the actual class teaching, the principal could gather valuable information that could guide in decision making aimed at improving the quality of teaching and learning. There must be a development of a positive school culture where educators have a shared sense of collegiality and a collective desire to achieve. This would in turn create a more constructive, productive and positive environment towards COLTS. The COLTS orientated school establish a well-developed instructional programme that focuses on all aspect of academic achievement and of professional development of educators in order to successfully manage curriculum policy implementation in Correctional Services schools.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on the essential characteristics of instructional leadership and the role of the principal in education. An attempt was also made to establish the link between an instructional leader and successfully managing curriculum policy implementation.

This present chapter will address the research design and will provide an account on the method, technique and the selection of participants for study. Data will be sourced from various sources using different instruments such as interviews (individual and group), questionnaires (both structured and semi-structured) and document analysis.

Permission to collect data from Correctional Services Regions was requested from the DCS. The prescribed application form G179 and a Research Agreement form were completed and approval to conduct research in the DCS was granted.

The research process begins with deciding on a research question. It was therefore necessary to conduct literature review and to decide on a research design that addresses the research question. Some consideration on data to be collected, how data will be collected, research participants, and data analysis, were made and would be discussed.

3.2 A QUALITATIVE RESEARCH APPROACH

3.2.1 A brief overview

Qualitative research is a naturalistic inquiry involving the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them (McMillan & Schumacher, 1993:372). Hennink et. al (2011:8-9) are of the view that qualitative research is an approach that allows one to examine

people's experiences in detail using specific research methods such as in-depth interviews, observations, content analysis and life-experiences.

According to Mamabolo (2002:236), qualitative research is rooted in a phenomenological paradigm which holds that reality is socially constructed through individual or collective definitions. It is thus an interactive research which aims to obtain in-depth understanding of the individual, group or event. Mamabolo elucidates the concept further by describing some of the essential characteristics and these are as follows:

- In qualitative research, the researcher has the natural setting (Correctional Centres in this study) as the direct source of data whilst the researcher remained the key instrument. The researcher considered the setting and people holistically. The people studied are viewed as a whole and were not reduced to variables.
- Qualitative research seeks understanding and employs qualitative methods such as in-depth interviewing and participant observation. In this study, analysis of documents and questionnaires was made.
- Qualitative methods are humanistic: Qualitative research is descriptive and qualitative data collected is mostly verbal rather than numerical. Written results of research contain quotations from the data to illustrate and substantiate the findings.
- Meaning is essential in qualitative research. Researchers who use this approach are interested in the way different people respond to their lives.
- The role of the researcher is to facilitate a shared understanding amongst participants regarding the research objectives and possible outcomes.

Qualitative research focuses on meaning, experience and understanding, therefore, qualitative research designs provides the researcher with an opportunity to interact with research subjects (individuals or groups) in order to understand their experiences. To understand people's subjective feelings and experiences, it is important that researchers put themselves in the research subjects' shoes. Qualitative designs therefore focus on fostering a relationship of trust and empathy between the researcher and research subjects (Merriam, 2014:05).

In qualitative research, information is often collected by means of questionnaires, interviews and document analysis, and these need to be planned and conducted in a manner that encourages research subjects to be at ease and express themselves freely. Qualitative research attempts to broaden and/or deepen researchers' understanding of how things came to be the way they are in a social world (Hancock, Windridge & Ockleford, and 2007:04).

3.2.2 Research method

The research method in this study is qualitative. A qualitative approach was employed since the main aim of this study is to describe the management of the curriculum policy implementation in the improvement of quality education through desirable outcomes. Human thoughts, emotions and behaviour will be expressed in verbal form, instead of numbers. The discussion will entail qualitative research design, its techniques, sampling, validity and reliability.

The use of qualitative research is essential in this study in order to gain a better understanding of the principal's attitude and practices towards instructional leadership in the management role of curriculum policy implementation in correctional centres. Regions in Gauteng and North West centres and their Area offices are selected for the purpose of this qualitative investigation.

A qualitative research method tends to focus on how a group of people can have (somewhat) different ways of looking at reality (usually social or psychological reality). It also takes into account complex issues by incorporating the real-world context and various perspectives on board. It studies behaviour in natural settings or uses people's accounts as data. Usually there is no manipulation of variables and focuses on reports of experience or on data which cannot be adequately expressed numerically (Hancock, Ockleford & Windridge, 2007:6).

The researcher through interactive approach needs to be open-minded, curious, empathic and flexible and be able to listen to people in their natural settings. The researcher will

identify how the research subjects' experiences and behaviour are shaped by the context they live in. This would assist the researcher to embrace and understand the contextual influences on the research issues.

Qualitative research is useful for exploring new topics or understanding complex issues such as decision- making, and uncovering the meaning that people attach to their experiences. One of the key characteristics of qualitative approaches is the willingness to use data of different types and from different sources and combine them into an analysis and interpretation of a situation. A naturalistic enquiry means that data is obtained from a natural setting as possible and also deductively where evidence is drawn and logical conclusions are made (Newby, 2010:116-117).

The focus is on description and interpretation and might lead to either the development of new concepts and theory or to an evaluation of organisational process. Therefore a flexible, emergent but systematic research process must be employed (Hancock, Windridge & Ockleford, 2007:06).

3.2.2.1 Purposeful sampling

A purposeful sampling technique was used in this study because data elements were situated near to where research data was gathered.

A form of non-probability sampling technique was used and decisions concerning the participants were included in the sample taken by the researcher. Based upon variety of which may include specialist knowledge of the research issue or the capacity and the willingness to participate in the research. The study took place in selected Correctional centres in security restricted areas or setting, therefore purposive or theoretical sampling offered the researcher some degree of control. All educational managers and teachers in each were selected and included in data collection process based on their small number in Correctional Centres.

Purposeful sampling process is less costly and time-consuming, easy to administer, usually assures high participation rate while generalisation of the results is possible to similar subjects. According to McMillian & Schumacher (2010:140) sample size must be considered in conducting and evaluating research. In Correctional Centres educators are few therefore all educators in North West and Gauteng Regions were considered for purposeful sampling.

The logic of the sample size is related to the purpose, the research problem, the major data collection strategy and the availability of information-rich cases (McMillian & Schumacher, 2010:328). Insights generated from qualitative inquiry depend on the richness of the cases and the analytical capabilities of the researcher rather than the sample size (McMillian & Schumacher, 2010:328).

Purposeful sampling is one of the most common sampling strategies where groups participate according to preselected criteria relevant to a particular research question.

Purposeful sample sizes are often determined on the basis of theoretical saturation (the point in data collection when new data no longer bring additional insights to the research questions). Purposeful sampling is therefore most successful when data review and analysis are done in conjunction with data collection. According to Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (2013:2) purposeful sampling has different expectations and standards for determining the number of participants required to achieve its.

3.2.2.2 The use of questionnaires as data collection method

A questionnaire is a set of questions for gathering information from individuals. It can be administered by mail, telephone, through face-to-face interviews, as hand-outs, or electronically. Questions are placed in a logical order starting with less sensitive questions and ending with more sensitive questions or high order questions. A questionnaire is tested before it is administered. This allows the researcher to establish if research participants will understand the questions, if the questions mean the same thing to research

participants, if questions will provide the researcher with the needed data, and the duration in which researcher will take in completing the questionnaire.

The questionnaire must be tested with a small group similar to intended participants. Participants will be more likely to complete a questionnaire if there is understanding of the value the questionnaire brings. The purpose of the questionnaire how the researcher intends using the data collected, and how would research results assist research participants, must be communicated by the researcher. If the questionnaire is administered by mail or electronically, the researcher should follow up. The more follow-up contacts are made, the higher the response rate (Eiselen, Uys, Eiselen & Potgieter, 2005:4).

Questionnaires usually include demographic questions such as sex, race, age, education and where the participant works or lives. The purpose of these questions is to describe subgroups of respondents. Demographic questions should be limited to respondent's that are important for research analysis. The administration of a questionnaire is comparatively inexpensive and easy even when gathering data from large numbers of people spread over wide geographic area. It reduces evaluator bias because the same questions are asked of all respondents and many people are familiar with surveys. Some people feel more comfortable responding to a survey than participating in an interview. Tabulation of closed-ended responses is an easy and straightforward process (Finn & Jacobson, 2008:02).

Just as there are advantages for using questionnaires in data collection, there are disadvantages. Respondents may not complete the survey resulting in low response rates. Questions may not have the same meaning to respondents. Size and diversity of sample might be limited by people's ability to read. Given lack of contact with respondents, the researcher might never know who really completed the survey questionnaire (Russ-Eft & Preskill, 2001:02). The researcher may not be able to probe for additional information details as good survey questions are hard to write and they take considerable time to develop and hone.

Structured or closed-ended questions include a list of predetermined answers from which participants can choose. Semi-structured questions allow participants to answer questions in their own words but within a pre-determined structure. Closed-ended questions are easy to analyse whilst semi-structured questions are more difficult and time-consuming to analyse. Semi-structured questions can be useful if possible answers to questions are not known or for gathering insightful or unexpected information. However, questionnaires are very cost effective compared to face-to-face interviews. Written questionnaires become even more cost effective as the number of research questions increases. Data entry and tabulation for nearly all surveys are done with computer software packages.

Most people are familiar with questionnaires. The majority of people have had some experience in completing questionnaires and generally do not make people apprehensive. Question presentation in questionnaires is uniform and there is no middle-man bias. The researcher's opinion will not influence the respondent to answer questions in a certain manner and there are no verbal or visual clues to influence the respondent. The data obtained from the administration of closed questions is easier to analyse than data obtained from open questions (Maree, 2014:161).

Questionnaires are less intrusive than telephone or face-to-face interviews. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.

3.2.2.3 The use of interview as data collection method

An interview is a purposeful way to gain insight into educational issues through understanding the experience of those individuals whose lives constitute education. As a technique of inquiry, an interview is most consistent with people's ability to make meaning through language. Interviews provide a way of generating empirical data about the social world. In this respect, interviews are special kinds of conversation as the aim is always to obtain rich descriptive data to understand the participant's construction of knowledge and social reality (Maree, 2014:87).

Cohen and Manion (1994:271) are of the view that an interview is a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him/her on the content specified by research objectives or systematic description, prediction or explanation. An interview also involves the gathering of data through direct verbal interaction between individuals.

Interviews are a systematic way of talking and listening to people. The researcher or the interviewer uses open-ended questions as data is collected from the interviewee. The researcher needs to remember the interviewees' views about the topic are not of importance and the interviewee or respondent is the primary data for the study.

Interviewing is a way to collect data as well as to gain knowledge from individuals. Kvale (1996:14) regarded interviews as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situated-ness of research data. In this case the interchange is between managers, educators in Correctional Centres (interviewee) and researcher (interviewer).

Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in respect of any given situation. It is their expression from their point of view. Cohen et al (2000:267) stated that the interview is not simply concerned with collecting data about life: it is part of life itself, its human embedded-ness is inescapable i.e. participant's real life experiences with to the research topic will be considered.

An interview guide is also an essential component for conducting interviews. An interview guide is the list of questions, topics, and issues that should be considered during the interview (Kajornboon, 2005:3). The interview guide should be clear and should not be ambiguous. The researcher ought not to ask personal or illegal questions. The researcher must be comfortable with silence and wait for the respondent to speak. Interviews in this

study will be a follow-up strategy on curriculum policy questions that appear in the questionnaire.

In qualitative research, semi structured interviews comprising open ended questions based on areas that the researcher wants to cover, are used. The open ended nature of the question posed defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. The researcher considered a list of key themes, issues and questions to be covered. In semi- structured interviews, the order of the questions could be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked (Hancock, Windridge & Ockleford, 2007:16).

Within each topic, the interviewer is free to conduct the conversation as it thinks fits, to ask the questions deemed appropriate in the words what is considered best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish own style of conversation. The interviewees are able to discuss their perception and interpretation in regards to a given situation. (Kajornboon, 2005:2).

A structured interview is sometimes called a standardised interview. The same questions are asked to all respondents and further indicated that structured interviews are interviews in which all respondents are asked the same questions with the same wording and in the same sequence (Corbetta, 2003:269). It would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of the interviewer (Gray, 2004:215).

Structured interviews use an interview schedule that is similar to the survey questionnaire. Questions are usually specific and often the interviewee has a fixed range of answers (this type of question is often called closed, closed ended, pre-coded, or fixed choice). According to David and Sutton (2004:160), prompting can be included with the questions and if a question is inappropriate, data on why no response was made can be recorded.

Furthermore, non-verbal cues such as facial expressions, gestures can be recorded e.g. such as frowning as a sign of discomfort on the question posed.

A focus group in an interview is a group of people who are asked about their attitudes and opinions about a service, issue, concept, idea or product. Members in the group are at liberty to talk with other members in the group. The role of the researcher is that of a moderator who listens, observes, ask questions and keeps the group on track whilst documenting information provided. Focus groups provide valuable information or insights when the memories, ideas and experiences of individual members are stimulated when listening to those verbalising their experiences (Bryman, 2012).

3.2.2.4 The use of document analysis as a research technique

According to McMillan and Schumacher (1993:433) the use of document analysis as a research technique is a non-interactive strategy with little or no reciprocity between the researcher and participants. Documents of interest in workplace can include material containing policies or procedures related to the intervention, curriculum statements, committee minutes, correspondence, memoranda or reports.

Documents analysis includes the perusal of staff leave registers, learner's attendance registers, samples of educators and learners' portfolios, instructional programmes, time-tables (educator's personal time-table and composite timetable), code of conduct, resource book, curriculum policy meetings and assessment policies. These could suggest topics to be included in interviews or questionnaires and offer evidence of intervention implementation, barriers to implementation or other events in the workplace that could threaten the evaluation's internal validity.

Documents are just but a partial reflection of reality as some are normative such as procedure documents as they provide guidelines on what should be done but do not provide information of whether it is done. Some documents are descriptive e.g. minutes of meetings. However, these could reflect one person's view (e.g. the minute-taker or chair of the meeting), more than the collective view.

The advantages of document analysis are as follows:

- It is relatively inexpensive;
- It is a good source for background information;
- It is unobtrusive,
- It provides a behind the scenes look at a program that may not be directly observable and,
- It may bring up issues not noted by other means.

The disadvantages of document analysis are as follows:

- Information may be inapplicable, disorganized, unavailable or out-dated;
- Document analysis could be biased because of selective survival of information;
- Information may be incomplete or inaccurate; and
- Document analysis can be time consuming to collect, review, and analyse many documents.

3.3 RESEARCH ETHICS

Qualitative researchers need to plan how they will handle the ethical dilemmas in interactive data collection and cited potential ethical dilemmas such as informed consent as a dialogue; confidentiality and anonymity, privacy and empowerment as well as harm, caring and fairness (McMillian & Schumacher, 2010:338-339).

3.3.1 Informed consent dialogue

Informed consent dialogue entails obtaining permission to enter the field. The researcher requested permission from the Department of Correctional Services using the G179 form and Research Agreement form (see **Appendix A and B**). The researcher pointed out to respondents that participation is free. Respondents were assured of confidentiality and anonymity. The intention to use data collected was also described to respondents.

Participants were made aware of time frames i.e. ten to fifteen (10-15) minutes for the completion of research questionnaires. They were also made aware that participation is

voluntary and that refusal to participate or to discontinue will be without penalty. Participants were informed of their non-interference, non-judgmental, while establishing trust amongst all and the right to withdraw from the research process should they wish to discontinue. The researcher also guarded against insincerity and manipulation as the data collection was over a period of four weeks.

3.3.2 Confidentiality and anonymity

Confidentiality refers to control of access to information while anonymity refers to researcher's not knowing the identity of subjects or at least not being able to link data with specific subjects (Krathwohl, 2004:215). The researchers have a dual responsibility that is to protect individuals' confidence from other persons in the setting and to protect the informants from the general reading public (McMillian & Schumacher, 2010:339). Private information obtained from respondents might make others feel bad and strain relationships. Therefore, the protection of interviewees' confidence from other stakeholders is important.

In this study, educators in Correctional Centres were expected to comment about the leadership of their principals or sectional heads. Therefore, if informants are identifiable, consequences might be harmful in that the seniors might be offended. There might be a possibility of abuse or victimisation of junior colleagues. It is therefore important that the researcher disguises features of the settings to make them similar to several possible sites (Dhlamini, 2008:82). In this research, the names of the schools, Correctional Centres and informants were coded. The researcher pointed out to all participants that the results would strictly be used for the purposes of the research

3.3.3 Deception, Privacy and Empowerment

According to McMillian and Schumacher (2010:339) deception violates informed consent and privacy leaving participants feeling betrayed upon reading the research results or findings. The researcher should, in addition to being sensitive to ethical issues, also highlight the power of the participants in the success of the study through the application of justice.

3.3.4 Harm, caring and fairness

Farrimond (2013:16-17) and McMillian and Schumacher (2010:339) are of the view that physical harm to informants seldom occurs in qualitative research. Some persons may experience humiliation and loss of trust thus a sense of caring and fairness must be part of the researcher's thinking, actions and personal morality. The nature of relationships in school settings is such that people are likely to blame one another for one thing or the other, especially since line function is hierarchical. Participants must be encouraged to focus on making a meaningful contribution towards the improvement of quality rather than using information as an opportunity to expose other people's weaknesses.

3.4 *RELIABILITY IN QUALITATIVE RESEARCH*

Reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instruments or occasion of data collection (McMillian & Schumacher, 2001:244). It is therefore the extent to which researcher could discover the same results or phenomenon whereby measures are free from error. If the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same.

The researcher's social relationship with participants is imperative. In this study the researcher is an educator in one of the Correctional Centres and this poses a threat of reliability. Therefore, the researcher ensured that preconceived ideas and knowledge is not subjective by maintaining objectivity throughout the study, and in interpretation of research data. This could be achieved by corroborating the findings by means of tape recorders, literal transcription of participants' responses and citations from documents.

Triangulation as a use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings is used extensively in quantitative research studies for confirmation and generalisation of research findings through improvement of validity and reliability of the research (Maree, 2011:80). Triangulation process is therefore recommended to eliminate subjectivity emanating from reliance on one data collection strategy or source. In this study, data was gathered through

interviews, questionnaires and document analysis. Statements from respondents were matched with information on biographical questionnaires (see Appendix C1), evidence from documents and interview records.

3.5 VALIDITY IN QUALITATIVE RESEARCH

Validity means the degree to which scientific explanations of phenomena match realities of the world (McMillian & Schumacher, 2001:167). Validity is a measure or instrument. The measure is said to be valid if it measures what it is supposed to measure (Maree, 2011:147). There are two types of validity, the external and internal validity.

Internal validity expresses the extent to which extraneous variables have been controlled or accounted for while external validity refers to the generalizability of the results (McMillian & Schumacher, 2001:167). The aim of this study is not to generalise the findings but to extend understanding of a phenomenon in a Correctional Centres in Gauteng and North West province.

External validity depends on translatability and comparability. Translatability is the degree to which the researcher uses theoretical frameworks and research strategies that are understood by other researchers. Comparability refers to the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies. To establish both comparability and translatability, the researcher conducted an extensive literature review for a theoretical framework on which to base this study hence Correctional Centres in the two provinces were selected and considered on the basis of how typical they were.

Strategies that increase internal validity include lengthy data collection period, participants' language, field research and disciplined subjectivity. In this study validity was strengthened by the participants' language and field research. The nature of participant questionnaires, interviews and document analysis reflected the impact of the principal's instructional leadership on curriculum policy implementation on educational

quality. Collected data was relatively accurate than in cases where experience is interpreted in a laboratory situation.

Reliability and validity as quality assurance procedures were addressed in the research design as well as in data collection strategies. Therefore the researchers need to plan and undertake their studies carefully and should take into account all relevant issues such as research ethics, amongst others.

3.6 CONCLUSION

This chapter focused on the research methodology employed in this study. The qualitative approach was discussed. Its suitability to this study was pointed out and data collection strategies (questionnaires, interviews and document analysis) used was identified. Primary data sources were managers and educators in selected Correctional Centres. Research ethics, quality assurance procedures and sampling process were also discussed in this chapter.

The next chapter will focus on the investigation, data analysis and interpretation.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The main research question in this study seeks to explore the management of curriculum policy implementation at Correctional Centres in selected South African provinces. This chapter presents data gathered through interviews, questionnaires and documents. The interviews were conducted amongst principals or sectional heads also known as SMT.

In the previous chapter, the methodology used in this study was outlined while the literature review chapter provided background to this report. This chapter focuses on the analysis and interpretation of qualitative data. Qualitative data was obtained by presenting and interpreting various themes and findings which emerged from the data collected through questionnaires. Data was analysed using frequency distribution tables and graphs.

Qualitative data were processed and analysed according to different themes. The interview data presented in themes were identified through the interview transcripts. Respondents and schools were distinguished from each other as indicated in Table 2:

RESPONDENTS	
Word	Key used
Principal	P
Deputy Principal	DP
Head of Department	HOD

SCHOOLS	
Word	Key used
School 1	S1
School 2	S2
School 3	S3
School 4	S4
School 5	S5

Table 2: Keys used for respondents and selected schools

4.2 QUESTIONNAIRE ANALYSIS

The questionnaire consisted of the following four sections namely: Section A: Biographical information of respondents; Section B: Managing curriculum policy implementation; Section C: Evaluation and Section D: General questions.

SECTION A

4.2.1. Biographical information of the respondents

Gender	N	%
Male	33	47.8
Female	36	52.2
Total	69	100.0

Table 3: Gender distribution of staff

Table 3 illustrates gender distribution and suggests that there are more females (52.2%) in the staff composition of educators in selected Correctional Centres than males (47.8%). The DCS was previously militaristic in nature. However, over the years, the DCS transformed from a military approach to a more gender balanced approach. The changes were also attributed to the introduction and implementation of the Employment Equity Act, Act No 55 of 1998.

Ranks	N	%
CO II	27	39.7
CO I	29	42.6
SCO	12	17.6
ASD	0	0
DD	0	0
Total	68	99.9

Table 4: Post level distribution (rank)

Table 4 illustrates post level distribution (rank) in Correctional Services centres. The COII is the entry level whereas COI is used for Sectional Heads depending on the post establishment of a particular Correctional Services Centre. According to the post level distribution, there are more COI's (42.6%) as compared to COII's (39.7%) and far less SCO's (17.6%), which are classified as Sectional Heads or Principals. It will always be the case that educators (COII's and COI's) will outnumber the SCO's as the schools must have one Sectional Head/Principal.

REQV Level	M + 3	11	16.4
	M + 4	56	83.6
	ABET Certificate	-	-
	Total	67	100.0

Table 5: Professional qualifications distribution

Table 5 shows professional qualifications distribution. The distribution indicates that most of the educators are at M+4 (83.6%) level and a small fraction of 16.4% of educators at M+ 3. This high percentage of M+ 4 level of educators is attributed to salary structure, promotion requirements and encouragement by DCS through bursaries and development of their teaching and management skills.

Post-level	N	%
Educator	55	84.6
HOD	6	9.2
Deputy Principal	2	3.1
Head Teacher	2	3.1
Total	65	100.0

Table 6: Current post levels

Table 6 depicts the current post levels. A total of 84.6% are educators at entry level while 3.1% represents the sampled population comprising Deputy Principals and Principals. The remaining 9.2% are Heads of Departments.

NQF band	N	%
ABET	30	43.5
FET	27	39.1
Management	12	17.4
Total	69	100.0

Table 7: National Qualifications Framework band

Table 7 indicates the NQF levels of all staff members. A total of 43.5% are ABET teachers. The high number of ABET teachers is attributed to eradication of illiteracy, a mandate discharged by the DCS. FET educators represent 39.1% and are responsible for vocational training and skills. Management constitutes 17.4% of the sampled population and management is an area charged with the responsibility to manage curriculum policy implementation of both bands i.e. ABET and FET bands.

Years of service	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
0-5	20	29.0	31.7	31.7
6-10	23	33.3	36.5	68.3
11-15	9	13.0	14.3	82.5
16-20	8	11.6	12.7	95.2
21+	3	4.3	4.8	100.0
Total	63	91.3	100.0	
Missing System	6	8.7		
Total	69	100.0		

Table 8: Management experience

Table 8 deals with management experience in the current post distribution. The majority (36.5%) of the managers (SMT) have experience ranging from 6-10 years in management.

This could be attributed to few management posts. Of the sampled population, 31.7% respondents have management experience ranging from 0-5. Only 14.3% of the respondents have management experience ranging from 11-15 years, and 12.7% boast with 16-20 years of management experience. Respondents with management experience of 21+ years are only 4.8%.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-15	33	47.8	50.8	50.8
	16-25	17	24.6	26.2	76.9
	26-35	12	17.4	18.5	95.4
	36+	3	4.3	4.6	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

Table 9: Work load (periods per week)

Table 9 illustrates work load or periods per week. Of the educators sampled, majority of educators have far less teaching periods i.e. 50.8%. They were supposed to be at least 27 periods per week but they are at 0-15 periods per week. This is matter of concern as an educator in DCS must have a minimum of 27 periods per week as outlined in the manual for educators. Educators with 16-25 periods per week translated to 26.2% and those in compliance with the DCS manual for educators with 26-35 periods per week is 18.5%. Minority of educators are at 4.6% and have 36+ periods per week. On one hand, it could be that educators are overloaded and have to bear the brunt of carrying large volumes of workload possibly due to shortage of staff. On the other hand, it could mean that educators are going an extra mile in the discharge of their roles and responsibilities. Therefore, most of the educators, i.e. 50.8% plus 26.2% are not overloaded.

Workshops/Trainings	N	%
0	29	42.6
1	8	11.8
2	13	19.1
3	8	11.8
4	10	14.7
Total	68	100.0

Table 10: Number of workshops/training

Table 10 demonstrates a number of workshop training attended in over the last three (3) years. Surprisingly, 29 educators i.e. 42.6% of educators has never attended workshops or training over three years and this is concerning. At least of 8 educators translating to 11.8% had attended only one training workshop while 19.1% amounting to 13 educators had attended training or workshop twice in three years. Thus 11.8% attended three times i.e. 8 educators and 10 educators i.e. 14.7% attended more than four times and this is based on the changes in curriculum and its implementation. Findings revealed on attendance of training or workshop by educators is alarming. Therefore the DCS should arrange more workshops or training for educators so that management of curriculum policy implementation could be enhanced. These finding corroborate findings from interviews conducted. Educators depend entirely on DoE for workshops and training on management of curriculum policy implementation.

Language	N	%
English	63	95.5
Sesotho	2	3.0
Setswana	1	1.5
Total	66	100.0

Table 11: Language used in school meetings

Table 11 displays distribution of language used in team meeting sessions. An overwhelming majority (i.e. 95.5%) of SMT members use English as language of communication in their school meetings. Only 3% indicated the use of another language such as Sesotho in their meetings and 1.5% indicated the use of Setswana in their meetings in order to accommodate other staff members.

School locality	N	%
Township	14	21.5
Town/City	25	38.5
Village	-	-
Farm	26	40.0
Total	65	100.0

Table 12: School locality distribution

Policy	School Locality			Total
	Township	Town/City	Farm	
NCS	3 (15.0%)	11 (55.0%)	6 (30.0%)	20
CAPS	7 (35.0%)	7 (35.0%)	6 (30.0%)	20
Total	10	18	12	40

Table 13: Cross Tabulations of Table 12

Tables 12 and 13 illustrate school locality distribution. Findings revealed that few of the sampled Correctional Centres (21.5%) are from townships. Of the population, 38.5% of the Correctional Centres were from town/city and 40% were from farms. The table furthermore demonstrates that the majority of Town/City schools use NCS (55%) as compared to CAPS (35.0%). On the other hand, farm schools equally use NCS (30.0%) and CAPS (30.0%) while the majority of township schools use CAPS (35.0%) than NCS (15.0%).

Policy	N	%
NCS	21	48.8
CAPS	22	51.2
Total	43	100.0

Table 14: Curriculum Implementation

From table 14 above, it is evident that majority of schools use CAPS (51.2%) as compared to NCS (48.8%). It shows that school management is complying with the latest trends of education system reforms of providing quality education.

SECTION B: MANAGING CURRICULUM IMPLEMENTATION

Trained in NCS/CAPS	N	%
Yes	34	58.6
No	24	41.4
Total	58	100.0

Table 15: Educators trained in CAPS/NCS

From table 15 above, 58.6% of educators were trained in CAPS/NCS whilst 41.4% were not trained. This demonstrates effort towards educator development and training which could be instrumental in the management of curriculum policy implementation. This situation shows that there is a particular level of management towards curriculum policy implementation as management forms a small fraction as compared to educators who are spade workers. There must be an effort through training to close the gap between management and educators towards effective and efficient instruction in relation to teaching and learning thus achievement of school goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educationist	40	58.0	64.5	64.5
	Sectional Head	9	13.0	14.5	79.0
	AETM	6	8.7	9.7	88.7
	RETC	2	2.9	3.2	91.9
	Head Office	5	7.2	8.1	100.0
	Total	62	89.9	100.0	
Missing	System	7	10.1		
Total		69	100.0		

Table 15: Curriculum policy implementers

A total of 64.5% of educationists are main implementers of these policies followed by Section Heads (14.5%), Area Education and Training Managers (9.7%), and National Head Office (8.1%). Table 16 depicts curriculum policy implementers in Correctional Centres. From the statistical information presented above, it is apparent that educationists are the main curriculum policy implementers at 64.5% whereas Sectional Heads/Principals play a small role at 14.5% as compared to office based management at Area Education and Training at 9.7, Regional Education and Training Coordinator (RETC) at 3.2% and the National head office at 8.1%.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	50.7	52.2	52.2
	No	32	46.4	47.8	100.0
	Total	67	97.1	100.0	
Missing	System	2	2.9		
Total		69	100.0		

Table 16: New approach in policy implementation

In Table 17, the sampled educators indicate that Sectional Heads/Principals bring new approaches to the management of curriculum policy implementation. Of the sampled

population, 52.2% conceded to the fact that their Sectional Heads/Principals thus demonstrating their focus towards managing curriculum policy implementation. 47.8% are not bringing new diverse strategies to the management of curriculum policy implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	65.2	69.2	69.2
	No	20	29.0	30.8	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

Table 17: Principal support teacher development

Table 18 derived from the data collected confirms that Principals/Sectional heads support the notion of teacher development at 69.2% of which this will positively enhance the process of managing curriculum policy towards achievement of school goals. Only a small fraction of 30.8 % sampled participants still needs to be encouraged to consider supporting teacher development as a necessity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	66.7	70.8	70.8
	No	19	27.5	29.2	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

Table 18: Plan and implement instructional activities

In relation to the data presented in Table 19 above, it is evident that Section Heads/Principals plan and implement 70.8% instructional activities. These form an integral part of overall management of curriculum policy implementation. With this initiative school's goals can be achieved through betterment of learner achievements. Therefore 29.9% of the Section Heads/Principals did not plan and implement

instructional activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	60.9	63.6	63.6
	No	24	34.8	36.4	100.0
	Total	66	95.7	100.0	
Missing	System	3	4.3		
Total		69	100.0		

Table 19: Initiate activities that improve teaching and learning

Sectional Heads/Principals at 63.6% ensure that they initiate activities as they are at the forefront of improving teaching and learning in schools. That effort of initiating teaching and learning in their respective schools forms part of managing curriculum policy implementation through instruction thus attainment of learner performance. Sectional Heads/Principals at 33.4% did not ensure that they initiate activities as they are at the forefront of improving teaching and learning in schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	71.0	75.4	75.4
	No	16	23.2	24.6	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

Table 20: Plan instructional activity

Sectional Heads/Principals ensure that they attain school goals by planning 75.4% of their instructional activities at their respective schools. This shows their determination and dedication towards curriculum policy implementation. Furthermore, this demonstrates that they have knowledge of what intervention strategies are needed and on implementing them towards the realisation of school goals. 24.6% of Sectional Heads/Principals did not ensure that they attain school goals by planning of their instructional activities at their respective schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	71.0	72.1	72.1
	No	19	27.5	27.9	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
Total		69	100.0		

Table 21: Assist teacher in policy implementation

Table 22 indicates Sectional Heads/Principals while managing curriculum policy implementation ensure that they provide 72.1% managerial support to educators. There is some realisation on Sectional Heads/Principals that through teacher support school goals and improved learner performance would be achieved. 27.9% of the Sectional Heads/Principals did less towards managerial support to educators.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	62.3	63.2	63.2
	No	25	36.2	36.8	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
Total		69	100.0		

Table 22: Educators receiving curriculum support

Table 23 above illustrates how the educators received curriculum support. Of the sampled population, 63.2% of the educators conceded to receiving curriculum support from their local education departments. The support is provided by the Subject Education Specialists (SES). The DoE as a custodian of the curriculum has a responsibility of ensuring successful management of curriculum implementation through support of the DoE and DCS. Table 23 also indicated that 36.8% of educators did not receive curriculum support from their local education department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	72.5	74.6	74.6
	No	17	24.6	25.4	100.0
	Total	67	97.1	100.0	
Missing	System	2	2.9		
Total		69	100.0		

Table 23: Involve teacher implementing policy

From the Table 24 above, it is clear that educators are of the view that they are actively involved with their principals towards managing curriculum policy implementation at 74.6%, which is an indication that the educators do no work in isolation. Educators at grassroots level form an integral part of the school thus their involvement increases their commitment and ownership of decisions made towards successful management of curriculum policy implementation. 25.4% of the educators were not actively involved with their principals towards managing curriculum policy implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	29.0	32.3	32.3
	No	42	60.9	67.7	100.0
	Total	62	89.9	100.0	
Missing	System	7	10.1		
Total		69	100.0		

Table 24: Structure of School Management Team

Table 25 above, 67.7% of the sampled educator population indicated that all expected SMT structure (the Principal, Deputy Principal and Head of Department) are not included in the SMT as only 32.3% were include of which managing curriculum policy implementation will not be successfully achieved. Each SMT member does have a vital role to play towards management of curriculum policy implantation e.g. Deputy Principal's role is curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principal	25	36.2	41.0	41.0
	Deputy Principal	1	1.4	1.6	42.6
	HOD	11	15.9	18.0	60.7
	Fellow Educator	24	34.8	39.3	100.0
	Total	61	88.4	100.0	
Missing	System	8	11.6		
Total		69	100.0		

Table 25: Supervision of educator’s work and monitoring of learner’s progress

Table 26 is on supervision of educator’s work and monitoring of learner’s progress. Of the sampled population, 41.0% of the principals whilst Deputy Principals have a small fraction of 1.6% and Heads of Departments are responsible for 18% perform managerial duties of supervising educators work. Fellow educators have 39.3% of supervision duties on learners’ progress. This situation gives a clear indication of a shortage of personnel which might have a negative impact on successful management of curriculum policy implantation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	21	30.4	30.9	30.9
	Low	47	68.1	69.1	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
Total		69	100.0		

Table 26: Educator and learner morale

Findings from Table 27 revealed that the educator and learner morale in their respective schools is generally low at 69.1% as compared to 30.9% of educators with high morale. This is attributed to a number of factors such as low teachers' salaries or shortage of personnel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-50%	28	40.6	65.1	65.1
	51-70%	15	21.7	34.9	100.0
	Total	43	62.3	100.0	
Missing	System	26	37.7		
Total		69	100.0		

Table 27: Schools pass rate for grade 12 learners

Table 28 indicates that 65.1% of the sampled school had a pass rate of 0-50% while 34.9% recorded a pass rate of 51-70% for grade 12 learners. This indicates that more effort must be directed towards ensuring that school goals are set in relation to curriculum policy and ultimate management of it by Sectional Heads/Principals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-50%	9	13.0	17.3	17.3
	51-70%	22	31.9	42.3	59.6
	71-100%	21	30.4	40.4	100.0
	Total	52	75.4	100.0	
Missing	System	17	24.6		
Total		69	100.0		

Table 28: ABET Level 4 pass rates

Table 29 is about ABET Level 4 pass rates. A scenario reflected in this table is different compared to Table 28 on grade 12 pass rates. ABET Level 4 recorded a pass rate between 71-100% at 40.4%, 51-70% pass rate is at 42.3% of which is the highest and

pass rate between 0-50% was the lowest at 17.3%. An improved learner performance on this NQF level reflects an improved effort towards managing curriculum policy implementation.

SECTION C: EVALUATION

On data analysis section (Section C-evaluation of the questionnaire), participants were requested to evaluate outlined statements regarding the management of curriculum policy implementation in their schools. Participants were asked questions on satisfaction levels and these were reduced to three constructs which were “agree, not sure, and disagree” for ease of data analysis.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	34.8	34.8	34.8
	Not Sure	31	44.9	44.9	79.7
	Disagree	14	20.3	20.3	100.0
	Total	69	100.0	100.0	

Table 29: SMT goals

Table 30 evaluate the whether SMT goals are measurable in relation to management of curriculum. It indicates with 79, 7% that participants are not sure, 34.8% participants are sure whereas 20.3% are disagree to the fact that SMT curriculum goals are not measurable. These situations thus indicate a loop hole in managing strategy to attain curriculum goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	47.8	47.8	47.8
	Not Sure	22	31.9	31.9	79.7
	Disagree	14	20.3	20.3	100.0
	Total	69	100.0	100.0	

Table 30: Curriculum goals achievable

Table 31 indicate that a bigger percentage 47.8% that curriculum goals are achievable and realistic towards curriculum policy implementation, thus 31.9% of participants are not sure while 20.3% disagree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	49.3	49.3	49.3
	Not Sure	19	27.5	27.5	76.8
	Disagree	16	23.2	23.2	100.0
	Total	69	100.0	100.0	

Table 32: Due dates

Table 32 indicate that 49.3% agree to the fact that due dates are set to attain curriculum goals whilst 27.5% are not sure and 23.2% disagree to that fact. Due date are target timelines towards successfully managing curriculum policy implementation thus anticipated outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	46.4	46.4	46.4
	Not Sure	14	20.3	20.3	66.7
	Disagree	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Table 31: Clear goal expectations

Table 33 indicate that 46.4% agrees to the fact that management does have clear goal expectations towards managing curriculum policy implementation thus 20.3% are sure, whereas 33.3% disagree to that fact.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	34.8	34.8	34.8
	Not Sure	23	33.3	33.3	68.1
	Disagree	22	31.9	31.9	100.0
	Total	69	100.0	100.0	

Table 32: Curriculum goals formulated

According to Table 34, there is a slight difference in relation to whether management goals are formulated precisely and specifically as 34.8% agree, 33.3% are not sure and 31.9% disagree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	53.6	53.6	53.6
	Not Sure	17	24.6	24.6	78.3
	Disagree	15	21.7	21.7	100.0
	Total	69	100.0	100.0	

Table 33: Monitoring of curriculum goals

Table 35 indicates that majority of participants agree to the fact that there is monitoring of programs towards management of curriculum policy implementation goals with 53.6%, of which 24.6% are not sure and 21.7% disagrees. Monitoring and evaluation towards managing curriculum policy implantation is a vital quality assurance processes in a school environment in order to determine the success and challenges of the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	29.0	29.0	29.0
	Not Sure	24	34.8	34.8	63.8
	Disagree	25	36.2	36.2	100.0
	Total	69	100.0	100.0	

Table 34: Subject committees

Tables 36 indicate majority of participants disagree to the fact that there are formations and monitoring of subject committees with 36.2%. 34.8% are not sure if there are formations and monitoring of subject committees as only 29.0% agree. Formations and monitoring of subject committees is an important element towards effective teaching and learning in schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	49.3	49.3	49.3
	Not Sure	19	27.5	27.5	76.8
	Disagree	16	23.2	23.2	100.0
	Total	69	100.0	100.0	

Table 35: Motivation

Majority of participants i.e. 49.3% agree to the fact that there is motivation from Sectional Heads/Principals towards achievement of goals in Table 37. There is a less percentage of 23.2% from participants that that disagree to that fact of which 27.5% are not sure or neutral.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	43.5	43.5	43.5
	Not Sure	13	18.8	18.8	62.3
	Disagree	26	37.7	37.7	100.0
	Total	69	100.0	100.0	

Table 36: Monitoring of resources

Table 38 participants with 43.5% agree that Sectional Heads/Principals does monitor resources towards effective and efficient management of curriculum policy implementation. 37.7% of participants disagree that that there is constant monitoring of resources while 37.7% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	40.6	40.6	40.6
	Not Sure	21	30.4	30.4	71.0
	Disagree	20	29.0	29.0	100.0
	Total	69	100.0	100.0	

Table 39: Development workshops

40.6% of participants on Table 39 agree that Sectional Heads/Principals manage developmental workshops in relation to 29.0% participants who disagree thus 30.4% is not sure. Developmental workshops equip educators with the latest trends of curriculum and are a platform for increasing their subject or learning area knowledge hence increased learner achievement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	52.2	52.2	52.2
	Not Sure	11	15.9	15.9	68.1
	Disagree	22	31.9	31.9	100.0
	Total	69	100.0	100.0	

Table 37: Monitoring and support

Table 40 participants agree with 52.2% that there is curriculum monitoring and support by Sectional Heads/Principals, not sure 15.9 and disagree 31.9%. The situation where there is constant curriculum monitoring and support depicts a concerted effort towards managing curriculum policy implementation in Correctional Centres hence improved learner and teacher performance. An effective instructional leader ensures that teachers are provided with the support to teach and students are provided with the support to learn (Joyner, et al 2004:94).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	39.1	39.1	39.1
	Not Sure	12	17.4	17.4	56.5
	Disagree	30	43.5	43.5	100.0
	Total	69	100.0	100.0	

Table 38: In-service training

According to Table 41 in-service training is provided where it is needed most participants agree with 39.1% and not sure 17.4%. Majority of participants disagree with 43.5% that there is no in-service training provided of which providing skills development training through in-service; education and training and other staff; and development activities increase educator moral thus learner performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	33.3	33.3	33.3
	Not Sure	16	23.2	23.2	56.5
	Disagree	30	43.5	43.5	100.0
	Total	69	100.0	100.0	

Table 39: Teaching and learning program

According to Table 42 majority of participants disagree with 43.5% that there is no assistance towards designing teaching and learning programs, 33.3% agree and 23.2% not sure. The situation depicts a serious challenge towards the COLTS as Sectional Heads/Principals are responsible for assisting educators towards designing learning programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	29.0	29.0	29.0
	Not Sure	26	37.7	37.7	66.7
	Disagree	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Table 40: Cooperative approach

Table 43 is about cooperative approach towards management of change of which 37.7% not sure and 33.3% disagree of which curriculum policy is ever amended or changing. Cooperation amongst Sectional Heads/Principals and educators is vital as it forms part of ensuring that curriculum policy is well implemented to the benefit of the teachers and learners. There is a less consent to the fact that cooperative approach towards management of change at with 29.0%.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	46.4	46.4	46.4
	Not Sure	14	20.3	20.3	66.7
	Disagree	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Table 41: Quality of teaching

46.4% agree on Table 44 that Sectional Heads/Principal concentrate on improved quality of teaching of which principal should gather valuable information that could guide in decision making aimed at improving the quality learning. A fraction of participants disagree with 33.3% that at their schools there is no concentration of improving the quality of teaching and 20.3% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	50.7	50.7	50.7
	Not Sure	13	18.8	18.8	69.6
	Disagree	21	30.4	30.4	100.0
	Total	69	100.0	100.0	

Table 42: Classroom practice

Support good classroom practice in Table 45 is with 50.7% hence majority of participants agree that through interaction with staff members by means of class visits, interviews and the actual class teaching, the principal could gather valuable information that could guide in decision making aimed at improving the quality of teaching and learning. 30.4% disagree that there is no support towards classroom support thus only 18.8% of the participant are not sure. An effective instructional leader ensures that teachers are provided with the support to teach and students are provided with the support to learn (Joyner, et al 2004:94).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	58.0	58.0	58.0
	Not Sure	12	17.4	17.4	75.4
	Disagree	17	24.6	24.6	100.0
	Total	69	100.0	100.0	

Table 43: Teacher's performance

Table 46 is on monitor teacher's performance with 58.0% participants agreeing to that. Monitoring can be done through direct supervision in relation to supervision and evaluation of teachers, training and development, motivation, leading faculty groups, supplying human and material support that are essential for an innovation. 17.4% of the participants are not sure and 24.6% disagree that that there is no monitoring of teacher's performance of which it does have a negative impact towards managing curriculum policy implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	41	59.4	59.4	59.4
	Not Sure	12	17.4	17.4	76.8
	Disagree	16	23.2	23.2	100.0
	Total	69	100.0	100.0	

Table 44: Support material

According to Table 47 participants agree with 59.4% that Sectional Heads\Principal organize learner teacher support material. Organizing learner teacher support material can be done through identified needs or requirements then should be infused in the implementation plans and subsequent management of implementation. 17.4% of the participants are not sure, while 23.2% disagree that Sectional Heads\Principal organizes teacher learner support material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	45	65.2	65.2	65.2
	Not Sure	8	11.6	11.6	76.8
	Disagree	16	23.2	23.2	100.0
	Total	69	100.0	100.0	

Table 45: Principal involvement

Table 48 with 65.2% of the participants agree that principals are involved in actual teaching of which the quality of teaching in a school, in many cases, can be affected only marginally by a principal's involvement in the classroom and create opportunities for teachers to improve. Only 11.6% of the participants are not sure and 23.2% disagree as this might be the fact that principals serve as administrators.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	53	76.8	76.8	76.8
	Not Sure	11	15.9	15.9	92.8
	Disagree	5	7.2	7.2	100.0
	Total	69	100.0	100.0	

Table 46: Principal’s knowledge ability

Table 49 indicates that principals are knowledgeable in educator’s work with 76.8% of the participants that agree to that fact. Instructional leader must establish a standard of excellence in teaching, define benchmarks of instructional effectiveness and then do everything imaginable to help teachers meet that standard and those benchmarks and are responsible for taking the lead in matters of school curriculum practice and development. A minority of participants disagree with 7.2% that principals are knowledgeable in educator’s work thus 15.9% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	37.7	37.7	37.7
	Not Sure	20	29.0	29.0	66.7
	Disagree	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Table 47: Clinical supervision

Table 50 indicates that 37.7% of the participants agree that there is clinical supervision to identify problematic areas. Effective principals are expected to be effective instructional leaders and must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation. 33.3% of the participants disagree while 29.0% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	31.9	31.9	31.9
	Not Sure	31	44.9	44.9	76.8
	Disagree	16	23.2	23.2	100.0
	Total	69	100.0	100.0	

Table 48: Listening skills

Table 51 indicate that majority of participants are not sure with 44.9% if Sectional Heads\Principals have good listening skills. 31.9% of participants agree and 23.2% disagree to the fact that their leaders do have good listening skills. Instructional leaders are responsible for taking the lead in giving effect to their school curriculum and to improve it through good communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	43	62.3	62.3	62.3
	Not Sure	13	18.8	18.8	81.2
	Disagree	13	18.8	18.8	100.0
	Total	69	100.0	100.0	

Table 49: Change

According to Table 52 educators prefer change with 62.3% because curriculum is amended and changed to address challenges that emanate during the management of curriculum policy implementation process. Managers can be successful at implementing organizational change by coercing, rewarding or talking people into change. An equal number of participants with 18.8% disagree and are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	53.6	53.6	53.6
	Not Sure	13	18.8	18.8	72.5
	Disagree	19	27.5	27.5	100.0
	Total	69	100.0	100.0	

Table 50: Acclimatization

Table 53 indicate that participants agree with 53.6% that educators acclimatize positively with change as there is a need for the principals to keep their educators well informed of new curricular development and to get them involved in designing curricular innovations and change whereas 27.5% of the participants disagree while 18.8% still not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	72.5	72.5	72.5
	Not Sure	8	11.6	11.6	84.1
	Disagree	11	15.9	15.9	100.0
	Total	69	100.0	100.0	

Table 51: Decision Making

Table 54 indicates with 72.5% of participants that educators form part of the decision-making power in school. Power and discretionary decision making ensures secure resources, generate alternatives, assist and facilitate to improve the instructional program. 15.9% disagree that they are not involved in decision making while 11.6% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	43.5	43.5	43.5
	Not Sure	10	14.5	14.5	58.0
	Disagree	29	42.0	42.0	100.0
	Total	69	100.0	100.0	

Table 52: Resources

Table 55 indicates the provision of resources in line with the curriculum of which there is a slight difference between participants who agree with 43.5% to those who disagree with 42.0%. It must be noted that instructional leaders are also resource providers who adapt at finding and allocating money, planning and developing programs, and motivating people (school community) to be involved with their schools. 14.5% of participants are not sure on who provides resources in line with curriculum needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	43.5	43.5	43.5
	Not Sure	10	14.5	14.5	58.0
	Disagree	29	42.0	42.0	100.0
	Total	69	100.0	100.0	

Table 53: Stationary

43.5% of the participants agree on Table 56 that there is procurement of new text books and stationery as Sectional Heads\Principals strive towards provision through procurement of resources including textbooks and stationery towards ensuring attaining school goals. There is a slight difference from participants who agree to those who disagree with 42.0% and 14.5% not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	37.7	37.7	37.7
	Not Sure	25	36.2	36.2	73.9
	Disagree	18	26.1	26.1	100.0
	Total	69	100.0	100.0	

Table 54: Role of textbooks

Table 57 indicates with 37.7% that participants agree that they re-assert the role of textbooks with a slight difference to participants who are not sure with 36.2%. 26.1% of participants disagree that they re-assert the role of textbooks of which textbooks forms an integral part of learning and teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	36.2	36.2	36.2
	Not Sure	13	18.8	18.8	55.1
	Disagree	31	44.9	44.9	100.0
	Total	69	100.0	100.0	

Table 55: Library

According to Table 58, participants disagree with 44.9% that there is access to practitioner library of which 36.2% of participants agrees. Library serves as address to a variety of learning needs supporting and expanding existing curriculum because of the quality of collections that are provided, in print and online. Students can develop a love of reading and literature through library access. 18.8% of participants are not sure of the access to library.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	47.8	47.8	47.8
	Not Sure	13	18.8	18.8	66.7
	Disagree	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

Table 56: Use of resources

Table 59 indicates an effective and efficient use of resources with 47.8% of participants agreeing to that. There must be a clear plan of action to pursue the policy objectives with the available resources. Resources and benefits of the policy need to be taken into consideration in order to ensure its implementation. 33.3% of participants disagree that resources are used effectively and efficiently while 18.8% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	50.7	50.7	50.7
	Not Sure	19	27.5	27.5	78.3
	Disagree	15	21.7	21.7	100.0
	Total	69	100.0	100.0	

Table 57: Common purpose

According to Table 60, majority of participants agree with 50.7% that there is commitment towards common school's purpose and goal whilst 27.5% are not sure and 21.7% of participants disagree. Commitment towards common school's purpose and goals can be achieved by defining and communicating a clear mission, goals and objectives and managing curriculum and instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	41	59.4	59.4	59.4
	Not Sure	15	21.7	21.7	81.2
	Disagree	13	18.8	18.8	100.0
	Total	69	100.0	100.0	

Table 58: Clear goals

Table 61 indicates that educators are clear about school goals with 54.9% of participants agreeing to that. Clear school goals can be achieved by communicating clear societal expectations to schools in terms of standards, frameworks or attainable curricular targets and cross-curricular targets. 18.8% of participants disagree that educators are clear about school goals and 21.7% are not sure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	52.2	52.2	52.2
	Not Sure	16	23.2	23.2	75.4
	Disagree	17	24.6	24.6	100.0
	Total	69	100.0	100.0	

Table 59: Positive characteristics

52.2% of participants indicates positive characteristics that are displayed towards school goals in Table 62 of which this would in turn create a more constructive, productive and positive environment towards COLTS. There is slight difference between participants who are not sure with 23.2% and to those who disagree 24.6%.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	46	66.7	66.7	66.7
	Not Sure	14	20.3	20.3	87.0
	Disagree	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

Table 60: Creativity

There is an element of creativity amongst participants who agree with 66.7% as they display a positive character towards school goals on Table 63 by virtue of the atmosphere where the principal and teachers are instructional partners. 20.3% of participants are not sure and 13.0% disagree that there is an element of creativity in their schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	44	63.8	63.8	63.8
	Not Sure	14	20.3	20.3	84.1
	Disagree	11	15.9	15.9	100.0
	Total	69	100.0	100.0	

Table 61: Staff experience

According to Table 64, 63.8% of participants agree that staff experience benefits school goals, 20.3% are not sure and disagree with 15.9%. Experienced staff can assist managers foster leadership through effective teaching or instructional strategies.

A bar chart showing how the principal/sectional head plan instructional activities

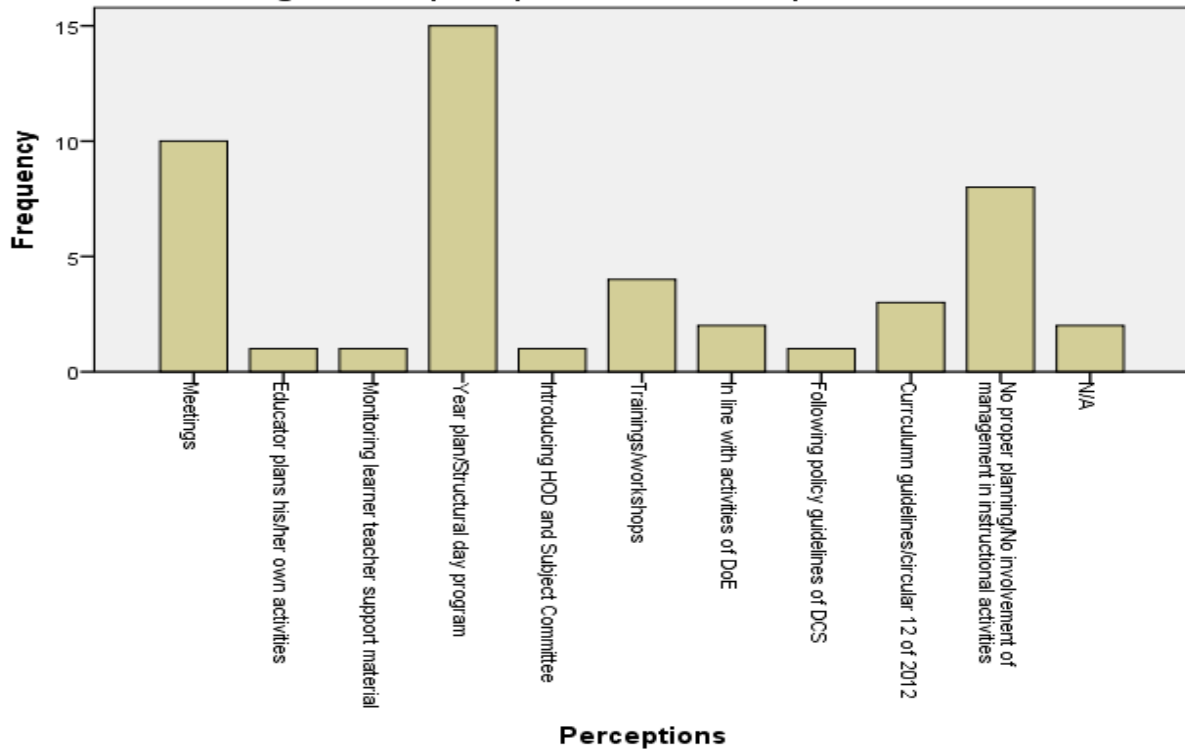


Figure 2: Plan on instructional activities

Figure 2 indicates how management plan instructional activities in Correctional Services schools whereby instructional activities are yearly planned indicating daily structured program through staff meetings. Participants are of the view that there is no proper planning of instructional activities and they are also not involved in decision making process of which they are the primary implementers of instructional activities in their schools.

Perceptions	N	%
Training/workshops/meetings	14	28.6
Monitoring of files	3	6.1
Regular visits and sending circular	4	8.2
Support	9	18.4
Planning and objectives of each subject	2	4.1
SES only conduct M&E for exams and moderations	1	2.0
No SES/SES never visited the school	4	8.2
No support	12	24.5
Total	49	100.0

Table 65: Perceptions

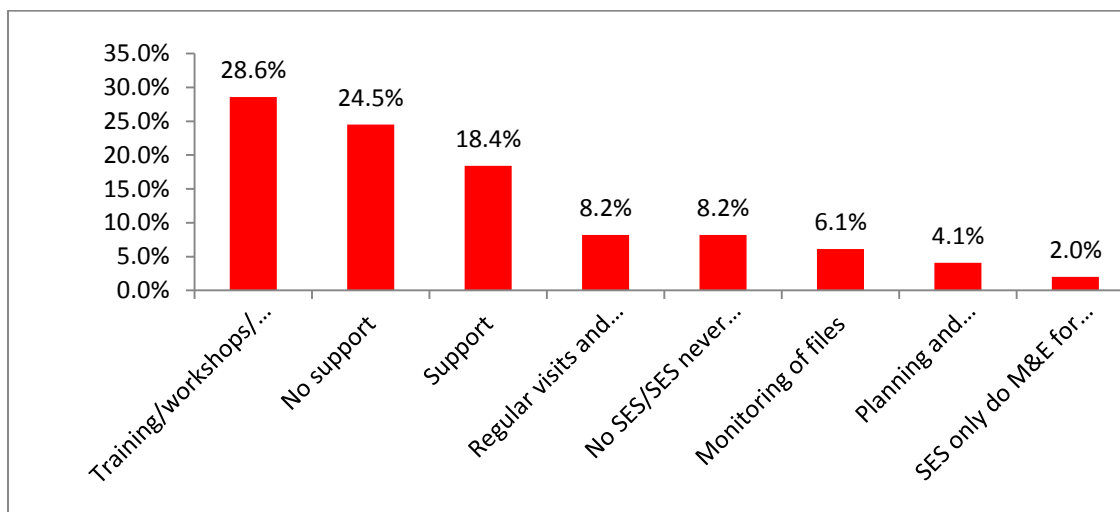


Figure 3: In-service training by DoE

A bar chart showing the form of curriculum implementation support the school receives

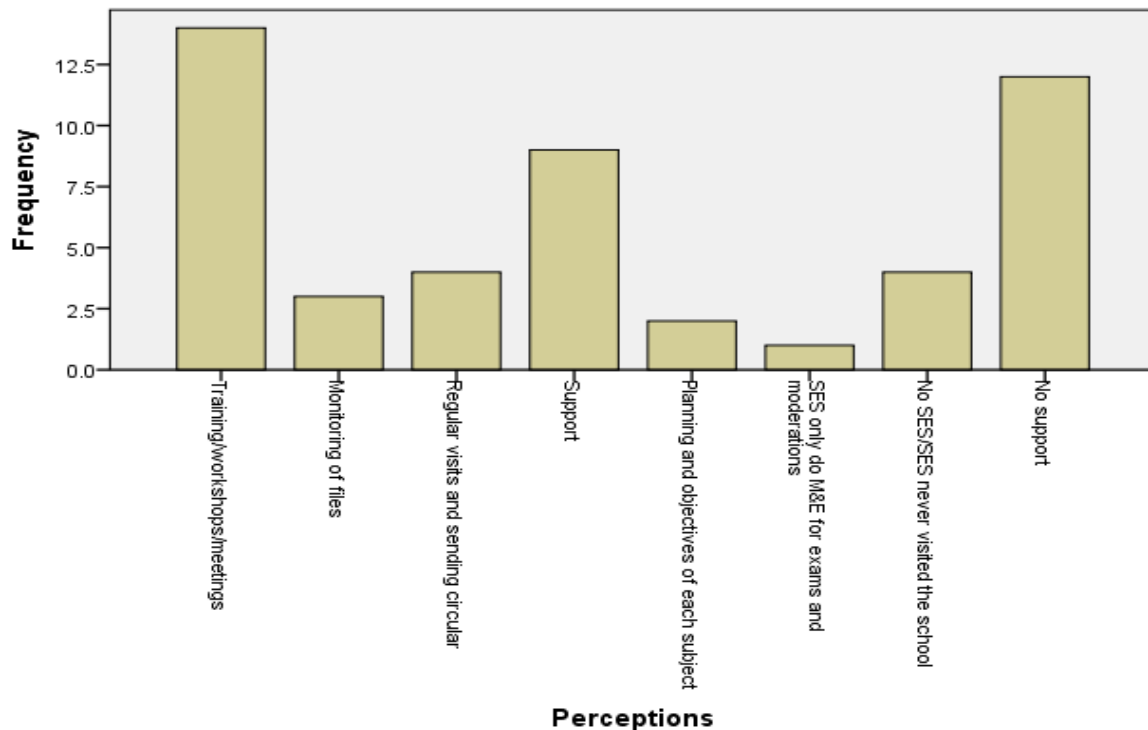


Figure 4: Curriculum implementation support

Table 65, and Figures 3 and 4 indicate the form of curriculum support that Correctional Centres schools receive from Subject Education Specialists (SES) in order to effectively and sufficiently manage curriculum policy implementation. An indication is made that SES resort to meeting and training workshops with 28.6% i.e. 14 participants. 24.5% i.e. 12 participants indicated lack of support from SES to manage curriculum policy implementation as compared to 18.4% i.e. 9 participants confirming support. There is an indication of minor moderation and examination through monitoring and evaluation from SES's.

Perceptions	N	%
Positive	19	41.3
They want Management to take the curriculum serious	1	2.2
Using old curriculum (not NCS or CAPS)	1	2.2
Personnel shortage	1	2.2
Confused and unsure of what is expected of them	9	19.6
Curriculum changes	3	6.5
Demoralised	1	2.2
No support	5	10.9
No implementation	2	4.3
Negative	4	8.7
Total	46	100.0

*NB: percentages do not necessarily add up to 100% due to rounding

Table 66: Curriculum implementation support the school receives from SES

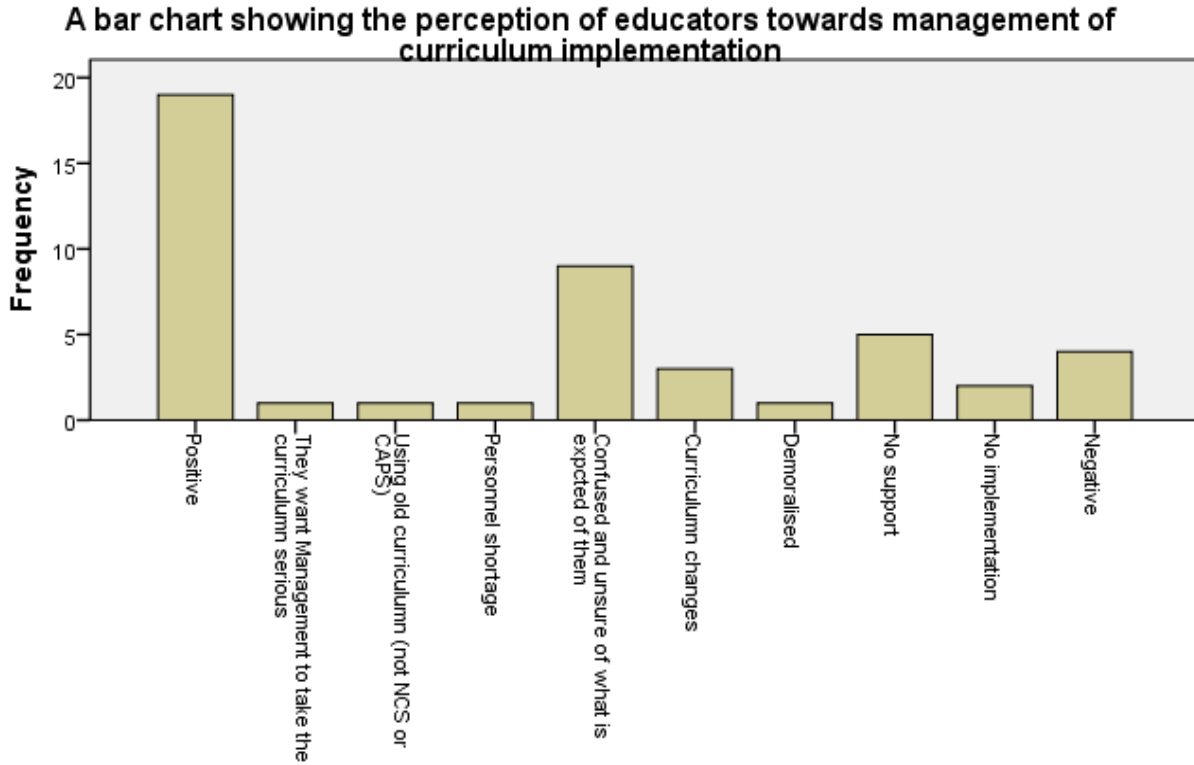


Figure 5: Educator’s perception towards management of curriculum implementation

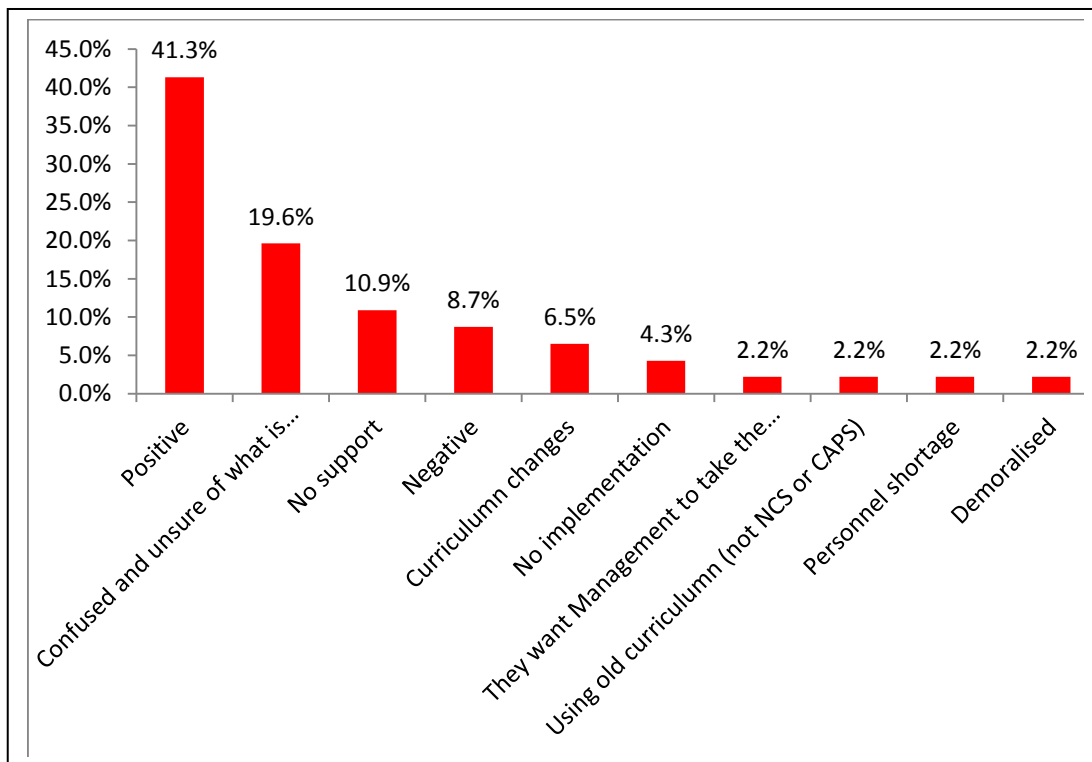


Figure 6: Educator moral towards policy implementation

Table 66, and Figure 5 and 6 most of the respondents indicated a positive attitude towards implementing curriculum policy with 41.3% i.e. 19 participants as compared to those negative with 8.7%. 19.6% i.e. 9 participants were confused and unsure of what is expected from them. Whilst some of the respondents expressed their confusion on the implementation of curriculum policy, some indicated that there is no support with 10.9% and there is minor implementation process with 4.3% and there are constant changes to the curriculum with 6.5%. Some of the reason provided for lack of support is that the principal is either not competent or he/she is comfortable working on his/her own.

4.3. INTERVIEW ANALYSIS

The following are themes that emerged from the data obtained from the interviews.

4.3.1. Status quo of curriculum policy

(a)NCS and CAPS are mostly implemented in youth centres or centres of excellence where offenders are juveniles and they operate as full time schools. (aa) P1 from S1 indicates that *curriculum and all national protocols are policies governing the curriculum and are implemented and adhered to.* (ab) P3 from S5 further confirmed that *they are offering CAPS curriculum.* (b) Educational managers further indicated that they experience challenges in the successful management of curriculum implementation process. (ac) HOD 1 from S2 *as that says curriculum CAPS is implemented* and further said that *ABET everything runs smooth as we are getting everything from the DoE, regularly invited to workshops.* (ad) DP1 from S3 is just needed more is training to be effective *in their school actually we are focusing on AET and FET”* and (ae) P2 from S4 *do offer ABET and FET.* Interviews with different SMT members confirmed that different curriculum policies are implemented (NCS, CAPS, FET and AET) in selected correctional services schools. P3 from S5 further confirms that, *are attending classes, there are teachers allocated to teach different subjects.*

(ba) P1 from S1 indicated that they *are still having few or small challenges or redefining some parts of speciality of the Correctional centre or facility as it is rare occasion or unique situation as related to schools outside. There are few things to be attended*

particularly with assignments and case studies, they got restricted because of their social restrictions.

(bb) HOD 1 from S2 indicated that *the status is not up to standard because we only attended only one session of CAPS... schools outside the CAPS training is done on regular basis... implementation of this curriculum is not up to standard... We are progressing very slowly hoping that the department will come and assist us in this implementation that it takes place correctly. We have so many challenges when it comes to school based assessment (SBA). We don't even know exactly what is supposed to be registered as progress or on how you monitor progress. So those are the things that we need the DoE to come and assist us with so that we can implement the curriculum correctly so.*

P2 from S4 “*...there is a great shortage of human resource to manage the curriculum as per prescripts of the DoE*” and to alleviate the challenge P3 from S5 resorted to “*...help of fellow inmates who are assisting in teaching*”. DP1 from S3 “*FET we got a challenge because we don't usually do what is expected from us especially time factor... “training schedule sometimes is not escalated to educators... usually make appointment with learning facilitators to catch-up of which is not always successful*”.

4.3.2. Instructional roles of education managers

(a) Blasé and Blase, (2000) expressed instructional leadership in specific behaviours such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. It shows that the educational manager is taking a leading role and responsibility of the school activities in ensuring that school aims and objectives are met thus improved learner performance.

(aa) P1 from S1 indicated that they *lead but not managing in ensuring the policies of different subjects or administrative policies and classroom policies are being adhered to... as we are part of the classroom activities... to ensure that maximum output... will be*

the results... better performance of the learners and our marks/pass rate going to be improved.

(ab) HOD 1 from S2, *we monitor the standards they tally with what is expected... check whether they are up to record... classes if they have challenges that we can assist with and we also give support where necessary.* P3 from S5 indicated that, *my responsibilities are to ensure that CAPS curriculum is implemented and successfully so... I do is to monitor the progress and organise training for the offenders... Offenders are a tutor... interviewed checking obviously their qualifications and that's how I place them (offender tutors) and teachers that I am working with.*

(b) There is management, monitoring and evaluation of curriculum implementation to further establish if the set school's aims and objectives by educators are met and the necessary support where needed.

(c) S3 management towards curriculum implementation is a joint and concerted effort with educators as they are the main implementers and managers of curriculum at classroom level. There is interaction and improved communication within the school towards instructional activities. Whereas S4 communication and other school activities including management of curriculum implementation is from top to bottom thus not giving educators the feeling of being the role players at a particular level.

(ba) DP 1 from S3 *involves educators... meetings where we will discuss issues for implementation... Principal is playing the leading role... some of the new information is through educators... assigned to certain responsibilities.* P2 from S4 *is of a different view as programs are taking place as required by the department is that curriculum requirements are cascaded down to the relevant or individual educators.*

4.3.3. Skills and knowledge of educators

(ac) P1 from S1, *teachers/educators we are having are professionally qualified in a sense that they have the relevant qualifications that we wanted when recruited.* (a) The general feeling of SMT on knowledge and skills needed to implement curriculum was that, it is important that one is knowledgeable and has expertise in his/her job in order to perform

the work efficiently and effectively. (aa) P1 from S1 and P2 from S4 agreed and had the same view respectively by saying, *last year June 2013 not all attended but we were convinced that most of them have relevant information, knowledge and skills needed, educators are highly qualified and they all have the sufficient skills to implement the curriculum.* (ab) P3 of S5 is of the view that “...*does have skills but what I have noticed with this curriculum there are lot of challenges*”.

(ba) HOD 1 from S2 differed with the above school whereby [they] *don't have the necessary sufficient skills and knowledge in implementing the curriculum* and further alluded to the aspect that educators *regard the issue of training as critical as they do not have much training*”. DP 1 from S3 agreed with HOD 1 from S2 by saying that educators “*just needed more training to be effective.*”

(b) It emerged in the interview with SMT members that they use experience and expertise of some of their members including educators to implement some of the curriculum activities even if the experience some challenges.

4.3.4. Perceptions of educators

(aa) P1 from S1 commended that they *did have interaction with educators with outlined expectations... directed by policies but before the policy is implemented... we have a common understanding with them as our starting point... we are flowing to the same direction as we have agreed that we are going have one target.*

(ab) Whereby P3 from S5 *do adapt positively to the changes and they are ready especially when it is in line with education because they do understand the changes in curriculum and curriculum changes. We do work as a team to ensure that we adhere to the expectations of GDE and comply with the requirements they set for us.*

(a) The environment and climate at S1 and S5 outline continuous improved communication amongst all staff members thus improved perception and determination towards managing curriculum policy implementation. S5 strengthen

their optimal management of curriculum policy implementation by involving the custodians of curriculum through their supportive provincial and regional structures.

(b) The school climate towards S2 and S3 is different. (ba) The HOD 1 from S2 is of the view that they are *very frustrated imagine if one does have to perform beyond expectation while is not fully equipped... they go all out to go and consult other schools to get information for themselves... a good perception as they want this happening but then we also need to assist.* (bb) P2 for S3 further remarked that educators *need clear picture* to effectively and efficiently manage curriculum policy implementation. (bc) DP1 from S4 commented by saying that *curriculum changes happen now and then* of which this might imply that educators are not sure on how to effectively manage curriculum policy implementation thus negatively affecting instructional program.

4.3.5. Training and support

(a) The form of training and support that is provided to educationists in the managing of the curriculum implementation is totally dependent of the DoE from all the provinces of which it poses a big question on Department of Correctional services on their contribution towards educator's development and ultimate production.

(aa) P1 from S1 “...*one on one training by introducing subject committees... DoE subject seminar is called to a workshop... communicated down and up from educators to SMT and vice versa to ensure common understanding of the implementation of the school curriculum implementation*”.

(ab) HOD1 from S2 “...*consulting other schools for assistance... consult the department to come and train...we can give them support and encourage them but they need to be trained*”.

(ac) DP1 from S3 “...*training schedule sometimes is not escalated to educators we usually make appointment with learning facilitators to catch-up*”.

(ad) P2 from S4 “...*usually get support from Gauteng Department of Education whereby we have a series of workshops and road shows whereby teachers are work shopped about*”.

*curriculum implementation”.*P3 from S5 “...every year we do meet (GDE subject specialists) and then they outline everything that is what is expected per subject... *Subject advisors per subject then from there we comeback with the necessary documentation then we give training to our offenders to what is expected. There are some subject advisors who visit our school. I organise a meeting between educator and subject advisor on subject related to give that support and the things they have to follow”.*

4.4. DOCUMENT ANALYSIS

The document analysis was conducted to corroborate the data obtained from the questionnaires and interviews administered. This meant determining if the participants were in fact implementing ABET and CAPS/NCS in their classrooms and what impact CAPS had for teaching and learning. An analysis was done on the checklists compiled after reviewing the records maintained by participants on their classroom practices. These records included lesson preparation files, records of assessments, unit standard and learning area guidelines, learning programmes, and timetables which are maintained in an Educator Portfolio.

4.4.1. Educators lesson preparation

The analysis of educators’ lesson preparation revealed that educators are following the curriculum as set out by CAPS for different subjects. Educators are using curriculum policies aligned to textbooks and resources for lesson preparation and teaching. The topics indicated in the lesson preparations were in line with the subjects that are contained in the policy document. The supply of promotional textbooks from different publishers to the school, provided educators with guidance when it came to selection of material for teaching. Lesson preparation also revealed that outcomes based methodology was not discarded completely by educators e.g. specific outcomes were accurately observed.

4.4.2. Assessment records

Educators prepared an assessment plan for the year. These were adjusted according to the number of assessments that were required by the policy for that particular subject. An analysis of these plans revealed that educators planned to do the stipulated number of assessment tasks i.e. according to ABET and CAPS/NCS assessment plan for the different subjects. Educators' assessment tasks are being moderated by their Section Heads/Principals and SES to ensure compliance with the policy and also for quality assurance before they are given to learners. The assessment forms included the following: assignments, projects, case studies, investigation, worksheet and tests including the preparatory examination according to assessment guidelines provided by DoE.

Records of learner performance are captured electronically and manually on mark sheets provided by the DoE and evidence of a learner's assessment is kept safe on learner's files. Inspection of the learner's books to check how they are being filed revealed that one of the educators had not completed the required number of SBA tasks but informal (developmental activities) class activities had been assessed.

4.4.3. Unit standards, learning area guidelines and learning area programmes

Unit standards, learning area guidelines and learning programmes that outline the curriculum policies are made available to educators by their managers at their respective schools. Educators kept these legally binding policies filed in their portfolios and further maintained a content page with topics as well as the dates according to assessment guidelines.

4.4.4. Timetables

Class and personal time-tables of the educators interviewed were supplied to the researcher by the educators. From these documents the researcher was able to confirm that the subjects or learning areas were being adhered to according to ABET and CAPS/NCS.

4.5. CHAPTER SUMMARY

This chapter presented the data collected from questionnaires, interviews and document analysis. These data collection techniques aimed to illustrate the knowledge and understanding of managing curriculum policy implementation at Correctional Centres in the selected South African provinces. The techniques used to present, analyse and interpret data were in line with the methodology indicated in Chapter Three. Interview data was obtained from Section Heads/Principals, Deputy Principals and Heads of Departments. Some of these narratives were edited for clarity and language as an attempt to maintain the essence of what was conveyed by participants.

Research findings indicate that teachers' knowledge and understanding vary in the manner in which they implement the curriculum. The data collected in this chapter informs the next chapter, which focuses on the discussion of the research findings, draws conclusions, makes recommendations and present some limitations of the study.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

In the previous chapter, data collected from questionnaires, interviews and document analysis was analysed. In this final chapter, an overview of the study, summary of the results, followed by key findings will be presented and discussed in relation to the research questions.

5.2. OVERVIEW OF THE STUDY

The aim of this study was to investigate management of curriculum policy implementation at Correctional Centres in selected South African provinces. The researcher chose a qualitative method following a case study design. This enabled the researcher to study management of curriculum policy implementation in a natural setting of schools in selected Correctional Centres. In addition, the researcher as an experienced HOD at school level was able to offer valuable interpretations of notable observations in this setting. The study could only be achieved by using qualitative methods that the researcher regards as valuable research instruments.

The main aim of the research is to investigate the management challenges experienced by the educationist in managing the curriculum policy implementation in the Correctional Centres. The objectives for this study are to:

- Explore the status quo of the management of the curriculum policy implementation in the LMN and Gauteng regions Correctional Centres.
- Investigate instructional leadership roles that educational managers play in curriculum implementation.
- Investigate the educationists' skills and knowledge of managing the curriculum implementation in the LMN and Gauteng regions Correctional Centres.
- Determine perceptions of the educationists on managing the curriculum implementation.

- Suggest a training program that should be provided to the educationists.

Findings from data presented in Chapter 4 are presented in relation to the five sub-questions.

5.3. SUMMARY OF RESULTS

The following is an outline of the research results derived from data collected in this study:

- 5.3.1. The Section Head/Principal is an instructional leader who relies on his/her leadership skills to clarify the mission and vision of the school to stakeholders. His/her skills are *inter alia*, effective communication, motivation, critical thinking and focus on shared goals. Since the vision of the school is to encourage dedication and determination of teaching and learning in both teachers and learners, that vision assists him/her in informing and driving the school's instructional programme (Chapter 2).
- 5.3.2. Strong instructional leadership is essential for school's success. Managing curriculum policy implementation and increased student learning is likely to result in increased learning and or desirable outcomes. The Section Head/Principal is a proactive instructional leader whose main reason for existence is to drive the purpose of the school that is teaching and learning (Chapter 2).
- 5.3.3. The Section Head/Principal and SMT rely on regular meetings for planning, organising, leading and controlling the school's instructional programme. Regular meetings were found to be effective curriculum policy management tool. Effectiveness of leadership was measured by the extent to which such meetings whereby educators are active participants in departmental meetings who are not attending just for taking instructions (Table 70).
- 5.3.4. The Section Head/Principal uses innovative practices to enhance the capacity of educators. These innovative practices were identified using SES from DoE in relation to in-service training and keeping up with the latest curriculum policy implementation

trends. Principals should influence classroom teaching and consequent student learning by availing effective staff and resources to enhance that, thus supporting positive learning environment (Table 71).

- 5.3.5. The Section Head/Principal is a proactive leader who observes and takes ownership of the management of curriculum policy implementation in schools and the changes thereof. This assists the school in the management of curriculum implementation and ensures that teachers are involved and connected to all the changes and decisions reached as a school towards curriculum goals. There is evidence that reflection and collaboration are planned and scheduled by Section Head/Principal and innovators of educators (Table 24).

5.4. RESEARCH FINDINGS IN RELATION TO THE RESEARCH QUESTIONS

Research findings from data collected from the research site and literature review are presented to answer the research questions.

5.4.1. Status quo of the management of curriculum policy implementation

The interviews with different SMT members confirmed that the different curriculum policies are implemented NCS, CAPS, FET and ABET in selected Correctional Services schools. NCS and CAPS are mostly implemented in youth centres or centres of excellence where offenders are juveniles and they operate as full time schools (Tables 12 and 13). Communication and other school activities including management of curriculum implementation is from top to bottom thus not giving educators the feeling of being the role player at a particular level (Table 16).

5.4.2. Instructional leadership roles of education managers towards managing curriculum implementation

It shows that the Section Heads/Principals are tasked with a leading role and responsibility of school activities. Therefore they should ensure that school aims and objectives are met for improved learner performance. Educational managers/principals

further eluded the fact that they experience challenges in successfully managing the curriculum implementation process (Table 17).

Interview data and documents analysed show that the Section Head/Principal's role is to drive the mission and vision of the school. The vision of the school is to inculcate the spirit and love of teaching and learning and this place the curriculum policy implementation at the core of everything the principal does (b).

5.4.3. Educationists have sufficient skills and knowledge of managing the curriculum implementation

The distribution indicates that most of the educators are at M+4 (83.6%) whereas a small fraction of 16.4% of educators is at M+ 3. This high percentage of M+4 educators is encouraged by salary structure, promotion requirements, encouragement by DCS through bursaries and development of their teaching and management skills. Upward mobility through promotions is needed as most educators are still at entry level COI. Most of the educators are curriculum managers without positions. In spite of this issue, educators lead using the knowledge acquired through their service and interactions (Tables 4 and 5)

Most of the educators are ABET teachers and this is in line with the DCS mandate to eradicate illiteracy. Most of the learners after ABET level 4 they opt for skills or vocational training in order to equip themselves for the outside world as sampled population to manage curriculum policy implementation of both NQF bands (Table 7).

5.4.4. Perceptions of educationists on managing the curriculum implementation

Educators believe that the Section Head/Principal's role is to continually strengthen the capacity of the SMT by being proactive and consultative in order to drive the vision of the school. Curriculum changes happen occasionally and this might impact negatively on educator's ability to effectively manage curriculum policy implementation. Instructional program could be negatively affected too (Chapter 2).

5.4.5. Training and support provided to educationists in managing curriculum implementation.

A higher percentage of educators had never attended workshops or training over three years and this is alarming (Table 10). The DCS should make sure that more workshops are arranged to enhance proper management of curriculum policy implementation. These results also corroborate interviews findings where educators revealed that they depend entirely on the DoE for workshops and training on management of curriculum policy implementation (Table 71).

The form of training and support that is provided to educationists in managing the curriculum implementation is totally dependent on the DoE in all provinces. It is therefore inevitable to wonder about what the DCS' contribution towards educator's development and ultimate production. Funding towards educator development must be sourced and increased to optimally and successfully manage curriculum policy implementation in schools as well as infrastructure (Table 71).

5.5 LIMITATIONS

The analysis of data was done using the SPSS. It should also be noted that of the 100 questionnaires distributed to research participants, only 69 responded. Therefore, the analysis is based on the returned questionnaires. SPSS was used to analyse data. Of the 100 distributed questionnaires, only 69 were collected, results were analysed and are presented.

The main limitation of this research was that a case study was informed by Correctional Centres schools in North West and Gauteng only. It was further influenced by the fact that research sites were in close proximity to the researcher. Time and financial constraints, and travelling distance had a bearing in the selection of research sites.

A further limitation was that the five (5) participants interviewed were too few because most of the Section Head/Principals that had agreed to form part of this research did not

honour the interview agreement schedule. The views of the SMT at those schools cannot be generalised to reflect views of the SMT at other Correctional Services schools.

A larger number of participants from more schools might have contributed to a variety of responses thus enriching the findings. Follow-up interviews could have added to the richness of the conversations. A final limitation as with any qualitative research project is that this study is not intended to be generalised as a finding that could be applied elsewhere. Outcomes of similar studies at other Correctional Centres schools can, however, be compared for results and trends.

5.6.1. RECOMMENDATIONS

Informed by the outcomes of this inquiry, I offer suggestions on the management of curriculum policy implementation in the Department of Correctional Services in particular and perhaps South Africa in general:

- Provision of quality education is thus a response to societal needs and expectation, advances in technology and globalisation. Teaching and learning should help learners develop their abilities, motivation and desire to play an active role in finding solutions to problems and issues in the society. Instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning (Bush, 2007: 401).
- Educators must be involved and have all the necessary information required for the implementation process then they would take ownership of the changes that are implemented and be more positive about it. Bernd (1992:68) states that increased teacher involvement in school decisions towards managing curriculum policy implementation is an effective tool for focusing the staff on student's outcomes. Educators would be able to manage the implementation of curriculum policy if they are considered as integral parts of the change process and must be consulted right from the initial stages of policy conceptualisation.

- Educators' ability to make sense of curriculum policy must be taken into account as sufficient time must be devoted to educator training which must be more informative and regular. DCS and DoE must have a common understanding of how they would enhance training to successfully manage curriculum policy implementation process. DCS and DBE regional offices through the services of SES's can develop a training program through consultation and registration of training needs by educationists and Sectional Heads/Principals.
- It is therefore necessary for DCS and DoE to find appropriate professional development approaches to ensure that all the educators, even the most experienced and senior ones are equipped with the necessary knowledge and skills for improving learner and teacher performance. Furthermore instructional leadership involves developing a common vision of good instruction, building relationships, and empowering staff to innovate (Jones, 2010: 38). Appropriate professional development approaches should be in line with specialisation and learning areas or subjects of educators i.e. ABET or FET.
- It must become the responsibility of the school managers to provide follow- up training through staff development workshops because these could be used as a platform to identify areas of concern and solutions. This is in line with the statement that people need to be given the opportunity to talk about their fears and concerns, both in groups and individually (DOE, 2001: 27).
- The Department of Correctional Services needs to increase funding for their formal education directorate. This would be dedicated to the improvement of infrastructure that will be customised in line with the expected school structures. Most Correctional Centres were formally intended to house offenders and were not designed for schooling purpose.
- Effective management of curriculum policy implementation will not work without adequate resources and necessary skills for the education managers and educators. The need for high quality professional development is imperative for improving quality education in DCS schools e.g. regular subject or learning area training workshops on unit standards etc.

- Curriculum policy management and its implementation is the responsibility of the Section Head/Principal and his management team. Their roles differ and complement each other. Foran (1990:9) refers to instructional leadership as clinical supervision and the best way to improve instruction.
- DCS schools must develop a common financed post establishment (SMT-Principal, Deputy Principal and Head of Department). This will allow the smooth running and shared responsibility towards managing curriculum policy implementation. Whereby the Principal will be concerned with school administration, Deputy Principal with curriculum matters and Head of Departments with learning area or subject specialisation and do away with Sectional Head as it is rank orientated.
- The DCS and DoE should train members of SMTs on how to monitor, evaluate and support educators in terms of new teaching methodologies. Educators should possess learning area matter knowledge, pedagogical knowledge and content knowledge.
- Educators should count on their Section Heads/Principals as resources of information on current trends and effective instructional practices to enhance learning and teaching in classrooms. Instructional leaders are tuned-in to issues relating to curriculum, effective pedagogical strategies and assessment.
- It is imperative for all educators to know the learning outcomes of different learning areas they are teaching. The HODs for various learning areas should empower educators and ensure that they understand the learning outcomes of the learning areas they are responsible for through learning area committees for improved learner achievement.
- Correctional Centre schools should be recruit educators according to areas of specialisation e.g. the educator must teach English only .ABET educators must only teach ABET same as FET to enhance improved understanding of the learning area or subject.

5.7. RECOMMENDATIONS FOR FURTHER RESEARCH

In light of the limited scope of this study, further research is necessary. This study focused on managing curriculum policy implementation in general and encompassed two NQF bands, namely General Education and Training (GET) and Further Education and Training (FET). Since the researcher's study was conducted at two provinces, this study can be replicated at other provinces and comparison between ABET and CAPS implementation and implications can be done.

This study focused on Section Heads/Principals and educators' perceptions and experiences on managing curriculum implementation with the exclusion of the learners. Further research can include learners' views as valuable stakeholders. The study can also be conducted using a combination of qualitative and quantitative methods instead of qualitative design only, so as to ensure generalisation of the results.

5.8. REFLECTION ON THE SUCCESS OF THE RESEARCH

With the limitations pointed out in 5.5 this study has been successful in investigating the phenomenon of management of curriculum policy implementation at Correctional Centres in selected South African provinces. The research objectives mentioned in 5.2 were achieved within the specified site and among the selected participants. Data that was collected represents the reality of the experiences of the participants on the phenomenon of curriculum policy implementation. This valuable information can be used to inform further research in this field.

5.9. CONCLUSION

Educators agree that managing curriculum policy implementation in Correctional Centres can improve teaching and learning as more emphasis and focus can be on content and skills development. Educators are experiencing challenges with the implementation of different curriculum policies which are related to the frequency and quality of training they received. Effective and efficient management of curriculum policy implementation is intended to improve teaching and learning but its success depends on the educator in the classroom. Educators therefore need to be supported in their roles with the provision of substantive training and resources.

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APPENDIX A: RESEARCHER'S PROFILE



DEPARTMENT OF CORRECTIONAL SERVICES

RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES

INSTRUCTIONS:

1. This form caters for research carried out by a team or an individual
2. Please complete in **PRINT-Using blank ink**
3. * Mark with an **X** where applicable
4. Please attach the following documents to your application:
 - (i) A detailed research proposal and proposed method
 - (ii) Certified copies of your ID Book(s)/ Passport(s)
 - (iii) Current proof of registration from the institution where you are studying

(Students only)

A. PERSONAL INFORMATION

A1: For research conducted by an **individual** (**Note:** If it is a research by a team of individuals details of the team leader should also be included here)

1) Title: **Mr** 2) Surname: **Moyo** 3) Initials: **H.B.**

4) Full Name(s): **Herman Boyzar** 5) ID Number

6) Country of Origin: **South Africa**

If not a S.A. Citizen: Passport No

A2: For research conducted by a **team of individuals**

7) Details of team members must be completed in the table below (If more than five include others on the separate sheet)

	Surname	Initials	ID/ Passport Number	Highest Qualification Obtained
1.				
2.				
3.				
4.				
5.				

8) Postal Address: P.O. Box 2391 BRITS Code: 0250	12) Residential Address: 5233B Bethanie West BETHANIE Brits Code: 0270
9) [H] Telephone No: Area Code: Number: 0823436232	13)[W] Telephone No: Area Code: 012 Number: 254 0144
10) Fax Number: Area Code: (012)	14) Cellular Phone Number: 083 716 5064

Number: 254 0038	
11) E-Mail Address: hbmoyo@gmail.com	

15) Academic Qualifications

Diploma / Degree/Certificate	Institution	Date obtained
University Diploma in Education (Secondary)	MANKWE Christian College of Education	1995
Baccalaureus Artium	Vista University	2002
E.T.D.P.	UNISA	2006
B.Ed. Hons	University of Pretoria	2008

16) Present Employer: Department of Correctional Services

17) Position Occupied: Educationist

18) If you are a member of the Department of Correctional Services:

90232283

Persal Number:

19) Station: Losperfontein Correctional Centre

B. INDIVIDUAL/GROUP'S PREVIOUS RESEARCH AND/OR PUBLICATIONS

20) Title: NONE	21) Publisher	22) Magazine	23) Date
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C. PLANNED RESEARCH

24) Title: MANAGING CURRICULUM POLICY IMPLEMENTATION AT CORRECTIONAL CENTRES IN SELECTED SOUTH AFRICAN PROVINCES

25) Is your planned research required to obtain a qualification?

 Yes

 No

If yes, specify: Masters in Education Management

If no, stipulate purpose of research:

26) Does your planned research have any connection with your present field of work?

 Yes

 No

27) Subject to the conditions that may be set in this regard, do you intend to publish present

 Yes

 No

the findings of your research / dissertation / thesis or parts thereof during lectures / seminars? *

If yes, in which way, and at what stage? On completion of the study I intend to publish the findings in related accredited academic journals and present at similarly related seminars to indicate how to manage curriculum policy implementation at correctional centres in selected South African provinces of which they are Limpopo, Mpumalanga and North West and Gauteng , thus giving

more and better opportunities to curriculum management to educationists and hopefully improve rehabilitation efforts.

28) At which Area(s) of Command / Prison(s) do you plan to do your research?

Correctional Centres and Area Commissioners in the LMN and Gauteng regions

29) Which of the following will be involved in your research?

	Yes	No	Specify
Prisoners		X	
Personnel	X		Educationists and Educational manager involved in formal Education at Centres and Area Commissioners at the afore mentioned Region.
Official documents of the Department	X		South African Constitution, White paper on corrections in South Africa as pertaining to formal education, South African School Act, OBE related policies (e.g. CAPS), Educator's POE's, DCS policy procedure manual and Manual for Educators
Interviews	X		Limited interviews with educational staff to determine current trends on management of curriculum policy implantation
Questionnaires	X		Determine study requirements, needs, and general feel about the study on how curriculum policy implementation is managed.
Observations	X		Limited observation on how these Act's and policies are managed and implemented

Psychometric tests		X	
Technological Devices		X	
	Yes	No	Specify
Medical Tests including: • Physical Assessment • Laboratory tests (blood, sperm, urine) • X-ray examination • Other		X	

D. SUPPLEMENTARY INFORMATION

30) For which tertiary institution/ Organisation/ Company are you conducting the research? **UNISA**

Department/ Division/ Section/ Component/ Unit: **School of Education: Dept. of Leadership and Management**

31) Project or Group Leader/ Promoter/ Lecturer: Title: **Prof.** Surname: **Pitsoe**
 Initials: **V.J.**

32) What value is your planned research to the Department of Correctional Services? **Offer educational opportunity to offenders to reduce crime through opportunities of education linked to employment and professional skills that can play a huge role in favouring affective reintegration and reducing recidivism in South Africa.**

33) Do you receive any financial assistance for your planned study in the form of a Yes No
 Scholarship / Loan / Bursary / Sponsor?

Yes No

If yes, do your sponsor / loaner / funder have any copyrights to the study?



If yes

specify _____

E. COMMENTS / RECOMMENDATIONS OF THE CHAIR PERSON OF THE INSTITUTION'S RESEARCH COMMITTEE WITH REGARD TO THE APPLICATION

34) Title: _____ **35) Surname:** _____ **36)**

Initials: _____

Signature

Date

**Official stamp of the
Institution/Organization/Company**

F. DECLARATION STATEMENT BY APPLICANTS:

I confirm that:

1. The particulars mentioned above are true; and,
2. If this application is favourably considered, I will comply with the conditions which may be set with regard to the application.

Note: If it is a research carried by a team, the Team Leader's signature must appear on the space provided below together with the signatures of two other members of the team as witnesses.

Applicant/Team Leader's Signature
Signature

Witness's Signature

Witness's

Date

Date

Date

FOR OFFICE USE BY HEAD OFFICE ONLY

APPROVED	AMENDED	NOT APPROVED
----------	---------	--------------

In case of Bursary Holders of the Department of Public Service and Administration please refer to the Director:

Policy and External Training

Referred by _____

Date _____

APPENDIX B: ETHICS AGREEMENT

AGREEMENT REGARDING CONDITIONS APPLICABLE TO RESEARCH DONE IN
INSTITUTIONS WHICH ARE UNDER THE AUTHORITY OF THE COMMISSIONER OF
CORRECTIONAL SERVICES

I **Herman Boyzar Moyo**, (School of Education, Dept of Leadership and Management) (name & surname) wish to conduct research titled **Managing curriculum policy implementation at correctional centres in selected South African provinces** in/at institutions which falls under the authority of the SA Commissioner of Correctional Services. I undertake to use the information that I acquire in a balanced and responsible manner, taking in account the perspectives and practical realities of the Department of Correctional Services (hereafter referred to as “the Department”) in my report/treatise. I furthermore take note of and agree to adhere to the following conditions:

1.1 INTERNAL GUIDE

The researcher accepts that an Internal Guide, appointed by the Department of Correctional Services will provide guidance on a continual basis, during the research. His/her duties will be:

- 1.1.1 To help with the interpretation of policy guidelines. He/she will therefore have to ensure that the researcher is conversant with the policy regarding functional areas of the research.
- 1.1.2 To help with the interpreting of information/statistics and terminology of the Department which the researcher is unfamiliar with.
- 1.1.3 To identify issues which could cause embarrassment to the Department, and to make recommendations regarding the utilization and treatment of such information?
- 1.1.4 To advise Correctional Management regarding the possible implementation of the recommendations made by the researcher.

With regard to the abovementioned the research remains the researchers own work and the internal guide may therefore not be prescriptive. His/her task is assistance and not to dictate a specific train of thought to the researcher.

1.2 GENERAL CONDITIONS WHEN DOING RESEARCH IN PRISONS

- 1.2.1 All external researchers; before conducting research must familiarize themselves with guidelines for the practical execution of research in prisons as contained in the handbook (see par.11 of Policy).
- 1.2.2 Participation in the research by members/prisoners must be voluntary, and such willingness must be indicated in writing.
- 1.2.3 Prisoners may not be identified, or be able to be identified in any way.
- 1.2.4 Research Instrument such as questionnaires/schedules for interviews must be submitted to the Department (Internal Guide) for consideration before they may be used.
- 1.2.5 The Department (Internal Guide) must be kept informed of progress and the expected completion dates of the various phases of the research and progress reports/copies of completed chapters furnished for consideration to the Department should this be requested by the Department. The Research Ethics Committee must be provided with an unbound copy of the researcher's report at least two months prior to presentation and publication for evaluation (see par.9 of Policy).
- 1.2.6 Research findings or any other information gained during the research may not be published or made known in any other manner without the written permission of the Commissioner of Correctional Services.
- 1.2.7 A copy of the final report/essay/treatise/thesis must be submitted to the Department for further use.
- 1.2.8 Research will have to be done in the researchers own time and at his own cost unless explicitly stated otherwise at the initial approval of the research.

1.3 CONDUCT IN PRISON

- 1.3.1 Arrangements to visit a prison (s) for research purposes must be made with the Area Manager of that particular prison. Care should be taken that the research be done with the least possible disruption of prison routine.

- 1.3.2 Office space for the conducting of tests and interviews must be determined in consultation with the Area Manager of that particular Prison.
- 1.3.3 Research instruments/interviews must be used/done within view and hearing distance of a member (s) of the South African Correctional Services, otherwise only within view of a member (s) of the Department.
- 1.3.4 Documentation may not be removed from files or reproduced without the prior approval of the Commissioner of Correctional Services.
- 1.3.5 Any problem experienced during the research must be discussed with the relevant Head of the Prison without delay.
- 1.3.6 Identification documents must be produced at the prison upon request and must be worn on the person during the visit.
- 1.3.7 Weapons or other unauthorized articles may not be taken into the prison.
- 1.3.8 Money and other necessary articles that are worn on the researcher's person are taken into the prison at his own risk. Nothing may be handed over to the prisoners except that which is required for the process of research; e.g. manuals, questionnaires, stationery, etc.
- 1.3.9 The research must be done in such a manner that prisoners/members cannot subsequently use it to embarrass the Department of Correctional Services.
- 1.3.10 Researchers must be circumspect when approaching prisoners with regard to their appearance and behavior, and researchers must be careful of manipulation by prisoners. The decision of the Head of Prison in this regard is final.
- 1.3.11 No prisoner may be given the impression that his/her co-operation could be advantageous to him/her personality.

2. INDEMNITY

The researcher waives any claim which he may have against the Department of Correctional Services and indemnifies the Department against any claims, including legal fees at an attorney and client scale which may be initiated against the latter by any other person, including a prisoner.

3. CANCELLATION

The Commissioner of Correctional Services retains the right to withdraw and cancel authorization or research at any time, should the above conditions not be adhered to or the researcher not keeps to stated objectives. In such an event or in event of the researcher deciding to discontinue the research, all information and data from the liaison with the Department must be returned to the Department and such information and data may in no way be published in any other publication without the permission of the Commissioner of Correctional Services. The Commissioner of Correctional Services also retains the right to allocate the research to another researcher.

4. SUGGESTIONS

The researcher acknowledges that no other suggestions except those contained in this agreement; were made which had led him/her to the entering into this agreement.

Signed at _____ on the ____ day of _____ month _____ year.

RESEARCHER:

WITNESSES

Abovementioned researcher signed this Agreement in my presents.

Name & Surname: _____ Date: _____

Signed at _____ on the ____ day of _____ month _____ year.

RESEARCHER: _____

WITNESSES

Abovementioned researcher signed this Agreement in my presents.

Name & Surname: _____ Date: _____

ENDORSEMENT BY PROMOTER OR EMPLOYER OF THE RESEARCHER WHERE APPLICABLE

I have taken cognizance of the contents of this agreement and do not have any problem with the conditions/have the following reservations about the conditions of this agreement.

Signature: _____ Name: _____

Designation: _____

Contact Information: _____

APPENDIX C: QUESTIONNAIRE

COVER PAGE

MANAGING CURRICULUM POLICY IMPLEMENTATION AT CORRECTIONAL CENTRES IN SELECTED SOUTH AFRICAN PROVINCES

QUESTIONNAIRE

Dear Sir/Madam

The aim of the questionnaire is to evaluate management of curriculum policy implementation at correctional centres by educational managers in selected South African provinces. The results of the study will be used to improve management of policy implementation in correctional centres.

Your participation in the study will be greatly appreciated. Participation in the surveys is voluntarily and the information collected will be treated with confidentiality and also your anonymity is guaranteed.

INFORMATION REGARDING THE QUESTIONNAIRE:

- Kindly respond to all questions.
- Please answer all the sections as fully as possible.
- Please select only one option.
- Section D is a general/open-ended question where the respondent can indicate his/her own point of view.

Thank you for your participation.

			FOR OFFICIAL PURPOSES																
1. Respondent number: (<i>FOR OFFICE USE ONLY</i>)			1-3	<input type="text"/>															
A. BIOGRAPHICAL INFORMATION																			
Kindly complete the requested information by marking the appropriate box with an X: e.g. <input checked="" type="checkbox"/>																			
2. Gender:			4	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. MALE</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. FEMALE</td> <td>2</td> <td><input type="checkbox"/></td> </tr> </table>			a. MALE	1	<input type="checkbox"/>	b. FEMALE	2	<input type="checkbox"/>											
a. MALE	1	<input type="checkbox"/>																	
b. FEMALE	2	<input type="checkbox"/>																	
3. Rank: Educationist:			5	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. CO II</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. CO I</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. SCO</td> <td>3</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. ASD</td> <td>4</td> <td><input type="checkbox"/></td> </tr> <tr> <td>e. DD</td> <td>5</td> <td><input type="checkbox"/></td> </tr> </table>			a. CO II	1	<input type="checkbox"/>	b. CO I	2	<input type="checkbox"/>	c. SCO	3	<input type="checkbox"/>	d. ASD	4	<input type="checkbox"/>	e. DD	5	<input type="checkbox"/>		
a. CO II	1	<input type="checkbox"/>																	
b. CO I	2	<input type="checkbox"/>																	
c. SCO	3	<input type="checkbox"/>																	
d. ASD	4	<input type="checkbox"/>																	
e. DD	5	<input type="checkbox"/>																	
4. REQ Level:			6	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. M + 3</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. M + 4</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. ABET Certificate</td> <td>3</td> <td><input type="checkbox"/></td> </tr> </table>			a. M + 3	1	<input type="checkbox"/>	b. M + 4	2	<input type="checkbox"/>	c. ABET Certificate	3	<input type="checkbox"/>								
a. M + 3	1	<input type="checkbox"/>																	
b. M + 4	2	<input type="checkbox"/>																	
c. ABET Certificate	3	<input type="checkbox"/>																	
5. Post-Level:			7	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. Educator = 1</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. HOD = 2</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. Deputy Principal = 3</td> <td>3</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Head Teacher = 4</td> <td>4</td> <td><input type="checkbox"/></td> </tr> </table>			a. Educator = 1	1	<input type="checkbox"/>	b. HOD = 2	2	<input type="checkbox"/>	c. Deputy Principal = 3	3	<input type="checkbox"/>	d. Head Teacher = 4	4	<input type="checkbox"/>					
a. Educator = 1	1	<input type="checkbox"/>																	
b. HOD = 2	2	<input type="checkbox"/>																	
c. Deputy Principal = 3	3	<input type="checkbox"/>																	
d. Head Teacher = 4	4	<input type="checkbox"/>																	
6. NQF band you are teaching:			8	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. ABET</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. FET</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. Management</td> <td>3</td> <td><input type="checkbox"/></td> </tr> </table>			a. ABET	1	<input type="checkbox"/>	b. FET	2	<input type="checkbox"/>	c. Management	3	<input type="checkbox"/>								
a. ABET	1	<input type="checkbox"/>																	
b. FET	2	<input type="checkbox"/>																	
c. Management	3	<input type="checkbox"/>																	
7. Management experience in the current post-level:			9	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. 0 - 5 years</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. 6 - 10 years</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. 11 - 15 years</td> <td>3</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. 16 - 20 years</td> <td>4</td> <td><input type="checkbox"/></td> </tr> <tr> <td>e. 21+ years</td> <td>5</td> <td><input type="checkbox"/></td> </tr> </table>			a. 0 - 5 years	1	<input type="checkbox"/>	b. 6 - 10 years	2	<input type="checkbox"/>	c. 11 - 15 years	3	<input type="checkbox"/>	d. 16 - 20 years	4	<input type="checkbox"/>	e. 21+ years	5	<input type="checkbox"/>		
a. 0 - 5 years	1	<input type="checkbox"/>																	
b. 6 - 10 years	2	<input type="checkbox"/>																	
c. 11 - 15 years	3	<input type="checkbox"/>																	
d. 16 - 20 years	4	<input type="checkbox"/>																	
e. 21+ years	5	<input type="checkbox"/>																	
8. Work load (periods per week):			10	<input type="checkbox"/>															
<table border="1"> <tr> <td>a. 0 - 15</td> <td>1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. 16 - 25</td> <td>2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. 26 - 35</td> <td>3</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. 36+</td> <td>4</td> <td><input type="checkbox"/></td> </tr> </table>			a. 0 - 15	1	<input type="checkbox"/>	b. 16 - 25	2	<input type="checkbox"/>	c. 26 - 35	3	<input type="checkbox"/>	d. 36+	4	<input type="checkbox"/>					
a. 0 - 15	1	<input type="checkbox"/>																	
b. 16 - 25	2	<input type="checkbox"/>																	
c. 26 - 35	3	<input type="checkbox"/>																	
d. 36+	4	<input type="checkbox"/>																	
9. Number of workshops/training attended over the last three years:																			

	<table border="1"> <tr><td>a. 0</td><td>1</td><td></td></tr> <tr><td>b. 1</td><td>2</td><td></td></tr> <tr><td>c. 2</td><td>3</td><td></td></tr> <tr><td>d. 3</td><td>4</td><td></td></tr> <tr><td>e. 4+</td><td>5</td><td></td></tr> </table>	a. 0	1		b. 1	2		c. 2	3		d. 3	4		e. 4+	5		11	<input type="checkbox"/>									
a. 0	1																										
b. 1	2																										
c. 2	3																										
d. 3	4																										
e. 4+	5																										
10. Language used in school meeting sessions:	<table border="1"> <tr><td>English</td><td>1</td><td>IsiZulu</td><td>7</td></tr> <tr><td>S-Sotho</td><td>2</td><td>IsiXhosa</td><td>8</td></tr> <tr><td>Setswana</td><td>3</td><td>N-Sotho</td><td>9</td></tr> <tr><td>SiSwati</td><td>4</td><td>Xitsonga</td><td>10</td></tr> <tr><td>Tshivenda</td><td>5</td><td>IsiNdebele</td><td>11</td></tr> <tr><td>Afrikaans</td><td>6</td><td>Other</td><td>12</td></tr> </table>	English	1	IsiZulu	7	S-Sotho	2	IsiXhosa	8	Setswana	3	N-Sotho	9	SiSwati	4	Xitsonga	10	Tshivenda	5	IsiNdebele	11	Afrikaans	6	Other	12	12	<input type="checkbox"/>
English	1	IsiZulu	7																								
S-Sotho	2	IsiXhosa	8																								
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SiSwati	4	Xitsonga	10																								
Tshivenda	5	IsiNdebele	11																								
Afrikaans	6	Other	12																								
11. School locality:	<table border="1"> <tr><td>a. Township</td><td>1</td><td></td></tr> <tr><td>b. Town/City</td><td>2</td><td></td></tr> <tr><td>c. Village</td><td>3</td><td></td></tr> <tr><td>d. Farm</td><td>4</td><td></td></tr> </table>	a. Township	1		b. Town/City	2		c. Village	3		d. Farm	4		13	<input type="checkbox"/>												
a. Township	1																										
b. Town/City	2																										
c. Village	3																										
d. Farm	4																										
B. MANAGING CURRICULUM IMPLEMENTATION																											
Kindly complete the requested information by marking the appropriate box with an X: e.g. <input checked="" type="checkbox"/>																											
1. Which curriculum policy is your school implementing?	<table border="1"> <tr><td>a. NCS</td><td>1</td><td></td></tr> <tr><td>b. CAPS</td><td>2</td><td></td></tr> </table>	a. NCS	1		b. CAPS	2		14	<input type="checkbox"/>																		
a. NCS	1																										
b. CAPS	2																										
2. Were you trained in NCS/Caps between 2010-2013?	<table border="1"> <tr><td>a. YES</td><td>1</td><td></td></tr> <tr><td>b. NO</td><td>2</td><td></td></tr> </table>	a. YES	1		b. NO	2		15	<input type="checkbox"/>																		
a. YES	1																										
b. NO	2																										
3. Who are your main curriculum policy implementers in your correctional centre schools?	<table border="1"> <tr><td>a. Educationists</td><td>1</td><td></td></tr> <tr><td>b. Sectional Head</td><td>2</td><td></td></tr> <tr><td>c. Area Education & Training Manager</td><td>3</td><td></td></tr> <tr><td>d. Regional Education & Training Coordinator</td><td>4</td><td></td></tr> <tr><td>e. National Head Office</td><td>5</td><td></td></tr> </table>	a. Educationists	1		b. Sectional Head	2		c. Area Education & Training Manager	3		d. Regional Education & Training Coordinator	4		e. National Head Office	5		16	<input type="checkbox"/>									
a. Educationists	1																										
b. Sectional Head	2																										
c. Area Education & Training Manager	3																										
d. Regional Education & Training Coordinator	4																										
e. National Head Office	5																										
4. Does the principal/sectional head bring new approaches in the implementation of the curriculum policy?	<table border="1"> <tr><td>a. YES</td><td>1</td><td></td></tr> <tr><td>b. NO</td><td>2</td><td></td></tr> </table>	a. YES	1		b. NO	2		17	<input type="checkbox"/>																		
a. YES	1																										
b. NO	2																										
5. Does the principal/sectional head support teacher development towards curriculum policy implementation?	<table border="1"> <tr><td>a. YES</td><td>1</td><td></td></tr> <tr><td>b. NO</td><td>2</td><td></td></tr> </table>	a. YES	1		b. NO	2		18	<input type="checkbox"/>																		
a. YES	1																										
b. NO	2																										

<p>6. Does the principal/sectional head plan and implement instructional activities?</p> <table border="1" data-bbox="480 222 708 296"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>19</p> <input data-bbox="1341 212 1382 254" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>7. Does the principal/sectional head initiate activities that improve teaching & learning in the school?</p> <table border="1" data-bbox="480 373 708 447"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>20</p> <input data-bbox="1341 363 1382 405" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>8. Does the principal/sectional head plan the instructional activities at the school?</p> <table border="1" data-bbox="480 525 708 598"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>21</p> <input data-bbox="1341 514 1382 556" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>9. Does the school principal/sectional head assist teachers to implement the curriculum policy?</p> <table border="1" data-bbox="480 697 708 770"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>22</p> <input data-bbox="1341 686 1382 728" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>10. Do your school receive curriculum support for the local education department through Subject Education Specialists (SES)?</p> <table border="1" data-bbox="480 873 708 947"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>23</p> <input data-bbox="1341 842 1382 884" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>11. Does the school principal involve all educators towards the implementation of curriculum policy?</p> <table border="1" data-bbox="480 1029 708 1102"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>24</p> <input data-bbox="1341 997 1382 1039" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>12. Do the school management team (SMT) include the Principal, Deputy Principal and Head of Department?</p> <table border="1" data-bbox="480 1180 708 1253"> <tr> <td>a. YES</td> <td>1</td> <td></td> </tr> <tr> <td>b. NO</td> <td>2</td> <td></td> </tr> </table>	a. YES	1		b. NO	2		<p>25</p> <input data-bbox="1341 1169 1382 1211" type="checkbox"/>						
a. YES	1												
b. NO	2												
<p>13. Who does the supervision on educator's work and the monitoring of learner's progress?</p> <table border="1" data-bbox="480 1331 870 1478"> <tr> <td>a. Principal</td> <td>1</td> <td></td> </tr> <tr> <td>b. Deputy Principal</td> <td>2</td> <td></td> </tr> <tr> <td>c. H.O.D.</td> <td>3</td> <td></td> </tr> <tr> <td>d. Fellow Educators</td> <td>4</td> <td></td> </tr> </table>	a. Principal	1		b. Deputy Principal	2		c. H.O.D.	3		d. Fellow Educators	4		<p>26</p> <input data-bbox="1341 1310 1382 1352" type="checkbox"/>
a. Principal	1												
b. Deputy Principal	2												
c. H.O.D.	3												
d. Fellow Educators	4												
<p>14. If you could speculate, where would you place the teacher and learner morale in your school with regards to teaching & learning?</p> <table border="1" data-bbox="480 1570 708 1644"> <tr> <td>a. High</td> <td>1</td> <td></td> </tr> <tr> <td>b. Low</td> <td>2</td> <td></td> </tr> </table>	a. High	1		b. Low	2		<p>27</p> <input data-bbox="1341 1539 1382 1581" type="checkbox"/>						
a. High	1												
b. Low	2												
<p>15. What was your school's passing percentage in Grade 12 during the 2013 examinations?</p> <table border="1" data-bbox="480 1717 776 1833"> <tr> <td>00% - 50%</td> <td>1</td> <td></td> </tr> <tr> <td>51% - 70%</td> <td>2</td> <td></td> </tr> <tr> <td>71% - 100%</td> <td>3</td> <td></td> </tr> </table>	00% - 50%	1		51% - 70%	2		71% - 100%	3		<p>28</p> <input data-bbox="1341 1717 1382 1759" type="checkbox"/>			
00% - 50%	1												
51% - 70%	2												
71% - 100%	3												

16. What was your school's passing percentage in ABET Level 4 during the 2013 examinations?				
00% - 50%	1			29 <input type="checkbox"/>
50% - 70%	2			
70% - 100%	3			

C - EVALUATION

Please evaluate your agreement on each of the following statements regarding management of curriculum of implementation in your school against the satisfaction level provided below.

- 1 - SA - Strongly agree
- 2 - A - Agree
- 3 - NS - Not sure
- 4 - D - Disagree
- 5 - SD - Strongly disagree

Management of curriculum implementation: Curriculum Goals		1	2	3	4	5		
1.	SMT goals are measureable						30	<input type="text"/>
2.	Curriculum goals are achievable and realistic						31	<input type="text"/>
3.	Due dates set to attain goals						32	<input type="text"/>
4.	Management are clear about goal expectations						33	<input type="text"/>
5.	Management goals formulated precisely and specifically						34	<input type="text"/>
6.	Monitoring of programmes towards goals						35	<input type="text"/>
7.	Formations and monitoring subject committees						36	<input type="text"/>
8.	Motivation towards achievements of goals						37	<input type="text"/>
9.	Monitoring of resources						38	<input type="text"/>
10.	Management of developmental workshops						39	<input type="text"/>
<hr/>								
Curriculum implementation		1	2	3	4	5		
1.	Curriculum monitoring and support						40	<input type="text"/>
2.	In-service training is provided where it is needed most						41	<input type="text"/>
3.	Assistance towards designing teaching and learning programmes						42	<input type="text"/>
4.	Cooperative approach towards management of change						43	<input type="text"/>
5.	Principal concentrate on improved quality of teaching						44	<input type="text"/>
6.	Support good classroom practice						45	<input type="text"/>
7.	Monitor teacher's performance						46	<input type="text"/>
8.	Organize learner teacher support material						47	<input type="text"/>
9.	Principal involved in actual teaching						48	<input type="text"/>
10.	Principal knowledgeable in educator's work						49	<input type="text"/>
11.	Clinical supervision to identify problematic areas						50	<input type="text"/>
12.	Good listening skills						51	<input type="text"/>
13.	Educators prefer change						52	<input type="text"/>
14.	Educators acclimatize positively with change						53	<input type="text"/>
15.	Educators form part of the decision-making power in school						54	<input type="text"/>
<hr/>								
Resources and skills		1	2	3	4	5		
1.	Provision of resources in line with the curriculum						55	<input type="text"/>
2.	Procurement of new text books and stationery						56	<input type="text"/>
3.	Re-assert the role of textbooks						57	<input type="text"/>
4.	Access to practitioner library						58	<input type="text"/>
5.	Effective and efficient use of resources						59	<input type="text"/>

6.	Commitment towards common school's purpose and goal								60	<input type="checkbox"/>
7.	Educators clear about school goals								61	<input type="checkbox"/>
8.	Positive characteristics displayed towards school goals								62	<input type="checkbox"/>
9.	Creativity amongst educators								63	<input type="checkbox"/>
10.	Staff experience benefits school goals								64	<input type="checkbox"/>
<p>How does the principal /sectional head plan instructional activities at school?</p> <hr/> <hr/> <hr/> <hr/> <hr/>									65	<input type="checkbox"/>
<p>What form of curriculum implementation support does your school receive from subject educator specialists?</p> <hr/> <hr/> <hr/> <hr/>									66	<input type="checkbox"/>
<p>What is the perception of educators in your school towards management of curriculum implementation?</p> <hr/> <hr/> <hr/> <hr/>									67	<input type="checkbox"/>

APPENDIX D: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

Preamble

The following interview schedule is used to collect relevant data as well as guide the participant during the interview. Participants were allowed to openly discuss their experiences concerning the managing curriculum policy implementation at correctional centres in selected South African provinces.

Opening Remarks

- The participants are welcomed.
- Anonymity and Confidentiality are confirmed, and it is indicated that the participant's name will not be revealed in any way.
- Permission is requested from participants to record the interview.
- Participants are informed that they can refuse to answer any question or discontinue at any time during the interview.
- The research objectives are briefly explained.

Interview Questions

- What is the status quo of the management of curriculum policy implementation in your school?
- What instructional leadership roles do education managers play in the management of the curriculum implementation?
- Do educationists have sufficient skills and knowledge of managing the curriculum implementation?
- What are the perceptions of educationists on managing the curriculum implementation?
- What form training and support should be provided to educationists in the managing of the curriculum implementation?

APPENDIX E: DOCUMENT ANALYSIS

With regard to data/information on the Management of Curriculum Implementation the following documents will be perused:

1. Curriculum policy documents
 - 1.1 Policy documents
 - 1.2 Learning programmes
 - 1.3 Lesson preparation files
 - 1.4 Assessment guidelines and records
 - 1.5 Teacher/educator's files
 - 1.6 Timetables

APPENDIX F: DCS APPROVAL/PERMISSION LETTER



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O Church and Schubart Street, PRETORIA

Tel (012) 307 2770, Fax (012) 328-5111

Mr HB Moyo
P.O Box 2391
Brits
0250

Dear Mr Moyo

RE: FEEDBACK ON THE APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON "MANAGING CURRICULUM POLICY IMPLEMENTATION AT CORRECTIONAL CENTRES IN SELECTED SOUTH AFRICAN PROVINCES"

It is with pleasure to inform you that your request to conduct research in the Department of Correctional Services on the above topic has been approved.

Your attention is drawn to the following:

- The relevant Regional and Area Commissioners where the research will be conducted will be informed of your proposed research project.
- Your internal guide will be **LMN Regional Head: Development and Care (Mr.S Mndawe)**. You are requested to contact him at telephone number **(012) 306 2080** before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document and this approval letter should be in your possession when visiting.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) e.g. offenders not prisoners and Correctional Centres not prisons.
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the National Commissioner of Correctional Services before publication of the report.
- Should you have any enquiries regarding this process, please contact the Directorate Research for assistance at telephone number 012-307-2770/ 012-305 8554.

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND SIHLEZANA
DC: POLICY CO-ORDINATION & RESEARCH

DATE: 06/06/2014

APPENDIX G: PROFESSIONAL REGISTRATION LETTER FOR MR T MOTSIMA



28 January 2014

400137/10

To whom it may concern

**PROFESSIONAL REGISTRATION IN TERMS OF THE NATURAL SCIENTIFIC PROFESSIONS ACT, 2003
(ACT 27 OF 2003)**

I hereby confirm that **Mr. Tshaudi Motsima, date of birth 4 May 1978 (SA ID 7805045437089)** is registered as a **Professional Natural Scientist** in the field of practice **Mathematical Science**. His registration number is **400137/10**.

To register as a Professional Natural Scientist, the applicant must fulfil the academic as well as work experience requirements. The minimum academic requirement is a B.Sc. Honours degree and the minimum work experience requirement is three years of which one year (12 months) must be in a position of responsibility.

Mr Motsima met all the requirements and is a registered Professional Natural Scientist since **08 August 2010**. No disciplinary steps were taken against him during this period. His registration is valid until 31 March 2014 when the renewal is due.

A handwritten signature in black ink, appearing to read 'MS G Christians', is positioned above the typed name.

MS G CHRISTIANS
REGISTRATION MANAGER

Private Bag X540 | Silverton 0127 | Tel: +27 (12) 841 1075 | Fax: +27 (12) 841 1057
Third Floor | Geoscience Buildings | 280 Pretoria Rd | Silverton | PRETORIA
www.sacnasp.co.za | sacnasp@geoscience.org.za

APPENDIX H: Editor's confirmation letter



MOTSIMA CONSULTING SERVICES
Reg No: 2010/142880/23

TO WHOM IT MAY CONCERN

This serves to confirm that the dissertation on "***MANAGING CURRICULUM POLICY IMPLEMENTATION AT CORRECTIONAL CENTRES IN SELECTED SOUTH AFRICAN PROVINCES***" by Mr Herman Boyzar Moyo to be submitted in partial fulfillment of the requirements for the degree of Master of Education in Education Management-M.Ed (Education Management), was edited by Zaza Sithole under Motsima Consulting Services.

Regards

Signature: .....
Zaza Sithole

Date: 18 December 2014

APPENDIX I: Summary Statistics

Variable		N	%
Gender	Male	33	47.8
	Female	36	52.2
	Total	69	100.0
Rank			
	CO II	27	39.7
	CO I	29	42.6
	SCO	12	17.6
	ASD	-	-
	DD	-	-
	Total	69	100.0
REQ Level			
	M + 3	11	16.4
	M + 4	56	83.6
	ABET Certificate	-	-
	Total	67	100.0
Post-level			
	Educator	55	84.6
	HOD	6	9.2
	Deputy Principal	2	3.1
	Head Teacher	2	3.1
	Total	65	100.0
NQF band			
	ABET	30	43.5
	FET	27	39.1
	Management	12	17.4
	Total	69	100.0
Management Experience			
	0-5 years	20	31.7

	6-10 years	23	36.5
	11-15 years	9	14.3
	16-20 years	8	12.7
	21+ years	3	4.8
	Total	63	100.0
Workload (periods per week)			
	0-15	33	50.8
	16-25	17	26.2
	26-35	12	18.5
	36+	3	4.6
	Total	65	100.0
Workshops/Trainings			
	1	29	42.6
	2	8	11.8
	3	13	19.1
	4	8	11.8
	5	10	14.7
	Total	68	100.0
Language			
	English	63	95.5
	Sesotho	2	3.0
	Setswana	1	1.5
	SiSwati	-	-
	Tshivenda	-	-
	Afrikaans	-	-
	IsiZulu	-	-
	IsiXhosa	-	-
	Sepedi	-	-
	Xitsonga	-	-

	IsiNdebele	-	-
	Other	-	-
	Total	66	100.0
School locality			
	Township	14	21.5
	Town/City	25	38.5
	Village	-	-
	Farm	26	40.0
	Total	65	100.0

Background Characteristics

Variable		N	%
Policy	NCS	21	48.8
	CAPS	22	51.2
	Total	43	100.0
Trained in NCS/CAPS			
	Yes	34	58.6
	No	24	41.4
	Total	58	100.0
Main curriculum policy implementers			
	Educationists	40	64.5
	Section Head	9	14.5
	Area Education & Training Manager	6	9.7
	Regional Education & Training Coordinator	2	3.2
	National Head	5	8.1

	Office		
	Total	62	100.0
Section Head/ Principal bring new approaches			
	Yes	35	52.2
	No	32	47.8
	Total	67	100.0
Section Head/ Principal support teacher development			
	Yes	45	69.2
	No	20	30.8
	Total	65	100.0
Section Head/ Principal initiate activities			
	Yes	42	63.6
	No	24	36.4
	Total	66	100.0
Section Head/ Principal plan instructional activities			
	Yes	49	75.4
	No	16	24.6
	Total	65	100.0
Section Head/ Principal assist teacher to implement curriculum			
	Yes	49	72.1
	No	19	27.9
	Total	68	100.0
School receives			

curriculum support from SES			
	Yes	43	63.2
	No	25	36.8
	Total	68	100.0
Principal involve all educators towards implementation of curriculum policy			
	Yes	50	74.6
	No	17	25.4
	Total	67	100.0
SMT includes Principal, Deputy Principal and HOD			
	Yes	20	32.3
	No	42	67.7
	Total	62	100.0
Supervision on educator's work done and monitoring of learner's progress			
	Principal	25	41.0
	Deputy Principal	1	1.6
	HOD	11	18.0
	Fellow Educators	24	39.3
	Total	61	100.0
Teacher and Learner morale			
	High	21	30.9
	Low	47	69.1

	Total	68	100.0
Pass percentage in Grade 12			
	0-50%	28	65.1
	51-70%	15	34.9
	71-100%	-	-
	Total	43	100.0
Pass percentage in ABET level 4			
	0-50%	9	17.3
	51-70%	22	42.3
	71-100%	21	40.4
	Total	52	100.0

Managing Curriculum Implementation

Variable					
SMT goals are		Agree	Not Sure	Disagree	Total
	N	24	31	14	69
	%	34.8	44.9	20.3	100.0
Curriculum goals are achievable and realistic		Agree	Not Sure	Disagree	Total
	N	33	22	14	69
	%	47.8	31.9	20.3	100.0
Due dates are set to attain goals		Agree	Not Sure	Disagree	Total
	N	34	19	16	69
	%	49.3	27.5	23.2	100.0

Management is clear about expectations		Agree	Not Sure	Disagree	Total
	N	32	14	23	69
	%	46.4	20.3	33.3	100.0
Management goals formulated are specific		Agree	Not Sure	Disagree	Total
	N	24	23	22	69
	%	34.8	33.3	31.9	100.0
Monitoring of programmes towards goals		Agree	Not Sure	Disagree	Total
	N	37	17	15	69
	%	53.6	24.6	21.7	100.0
Formations and monitoring of subject committees		Agree	Not Sure	Disagree	Total
	N	20	24	25	69
	%	29.0	34.8	36.2	100.0
Motivation towards achievements of goals		Agree	Not Sure	Disagree	Total
	N	28	21	20	69
	%	40.6	30.4	29.0	100.0
Monitoring of		Agree	Not Sure	Disagree	Total

resources					
	N	34	19	16	69
	%	49.3	27.5	23.2	100.0
Management of developmental workshops		Agree	Not Sure	Disagree	Total
	N	30	13	26	69
	%	43.5	18.8	37.7	100.0

Management of Curriculum Implementation: Curriculum Goals

Variable					
Curriculum monitoring and support		Agree	Not Sure	Disagree	Total
	N	36	11	22	69
	%	52.2	15.9	31.9	100.0
In-service training is provided where it is needed most		Agree	Not Sure	Disagree	Total
	N	27	12	30	69
	%	39.1	17.4	43.5	100.0
Assistance towards designing teaching and learning programmes		Agree	Not Sure	Disagree	Total
	N	23	16	30	69
	%	33.3	23.2	43.5	100.0

Cooperative approach towards change management		Agree	Not Sure	Disagree	Total
	N	20	26	23	69
	%	29.0	37.7	33.3	100.0
Principal concentrate on improved quality of teaching		Agree	Not Sure	Disagree	Total
	N	32	14	23	69
	%	46.4	20.3	33.3	100.0
Support good classroom practice		Agree	Not Sure	Disagree	Total
	N	35	13	21	69
	%	50.7	18.8	30.4	100.0
Monitor teacher's performance		Agree	Not Sure	Disagree	Total
	N	40	12	17	69
	%	58.0	17.4	24.6	100.0
Organize learner teacher support material		Agree	Not Sure	Disagree	Total
	N	45	8	16	69
	%	65.2	11.6	23.2	100.0
Principle involved in actual teaching		Agree	Not Sure	Disagree	Total

	N	26	20	23	69
	%	37.7	29.0	33.3	100.0
Principal knowledgeable in educator's work		Agree	Not Sure	Disagree	Total
	N	41	12	16	69
	%	59.4	17.4	23.2	100.0
Clinical supervision to identify problematic areas		Agree	Not Sure	Disagree	Total
	N	22	31	16	69
	%	31.9	44.9	23.2	100.0
Good listening skills		Agree	Not Sure	Disagree	Total
	N	43	13	13	69
	%	62.3	18.8	18.8	100.0
Educators prefer change		Agree	Not Sure	Disagree	Total
	N	53	11	5	69
	%	76.8	15.9	7.2	100.0
Educators acclimatize positively to change		Agree	Not Sure	Disagree	Total
	N	50	8	11	69
	%	72.5	11.6	15.9	100.0
Educators form part		Agree	Not Sure	Disagree	Total

of the decision-making r in school					
	N	37	13	19	69
	%	53.6	18.8	27.5	100.0

Curriculum Implementation

Variable					
Provision of resources in line with the curriculum		Agree	Not Sure	Disagree	Total
	N	30	10	29	69
	%	43.5	14.5	42.0	100.0
Procurement of new text books and stationery		Agree	Not Sure	Disagree	Total
	N	30	10	29	69
	%	43.5	14.5	42.0	100.0
Re-assert the role of textbooks		Agree	Not Sure	Disagree	Total
	N	26	25	18	69
	%	37.7	36.2	26.1	100.0
Access to practitioner library		Agree	Not Sure	Disagree	Total
	N	25	13	31	69
	%	36.2	18.8	44.9	100.0
Effective and		Agree	Not Sure	Disagree	Total

efficient use of resources					
	N	33	13	23	69
	%	47.8	18.8	33.3	100.0
Commitment towards common school's purpose and goal		Agree	Not Sure	Disagree	Total
	N	35	19	15	69
	%	50.7	27.5	21.7	100.0
Educators clear about school goals		Agree	Not Sure	Disagree	Total
	N	41	15	13	69
	%	59.4	21.7	18.8	100.0
Positive characteristics displayed towards school goals		Agree	Not Sure	Disagree	Total
	N	36	16	17	69
	%	52.2	23.2	24.6	100.0
Creativity amongst educators		Agree	Not Sure	Disagree	Total
	N	46	14	9	69
	%	66.7	20.3	13.0	100.0
Staff experience benefits school goals		Agree	Not Sure	Disagree	Total

	N	44	14	11	69
	%	63.8	20.3	15.9	100.0

Resources

GENERAL

Perceptions	N	%
Meetings	10	20.8
Educator plans his/her own activities	1	2.1
Monitoring learner teacher support material	1	2.1
Year plan/Structural day program	15	31.3
Introducing HOD and Subject Committee	1	2.1
Trainings/workshops	4	8.3
In line with activities of DoE	2	4.2
Following policy guidelines of DCS	1	2.1
Curriculum guidelines/circular 12 of 2012	3	6.3
No proper planning/No involvement of management in instructional activities	8	16.7
N/A	2	4.2
Total	48	100.0

Planning of instructional activities at school.