THE CHALLENGES FACED BY PRIMARY SCHOOL PRINCIPALS IN CURRICULUM MANAGEMENT: A CASE OF REGION C IN GAUTENG PROVINCE

By

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Submitted in fulfillment of the requirements for the Degree of

MASTER OF EDUCATION

In the area

EDUCATION MANAGEMENT

At the

UNIVERSITY OF SOUTH AFRICA

COLLEGE OF EDUCATION

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JANUARY 2013

DECLARATION

I declare that the entirety of the work contained herein is my own original work. That I am the owner of the copyright thereof and that I have not previously in its entirety or in part submitted if for obtaining any qualification.

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ACKNOWLEDGEMENTS

SUMMARY

Post-1994 South Africa adopted a new education system that would break the past practices of the apartheid education system. The immense disparity in the provision of education for the vast majority of South Africans was the main reason for educational transformation. Curriculum change emerged as key focus in restructuring the educational system and strong emphasis was placed on effective management and leadership of curriculum in schools. The changes in curriculum meant that school principals had to operate within new paradigms of management and leadership of curriculum; this potentially brought about many challenges.

A qualitative research design was employed to answer the research questions which would be integrated with the aim of the study in a logical way. The aim of the study was to explore the challenges faced by primary school principals in curriculum management. Data was generated by means of open-ended interview questions and non-participative observation to provide a rich description and explanation of what challenges principals face in managing the curriculum in their particular contexts.

The literature review revealed that principals do face many challenges in the quest to effectively manage the curriculum to achieve the desired goals. As curriculum leaders, they have an important role to play in setting the tone to provide direction, executing their roles as both curriculum leaders and managers, and building democratic schools. To keep up and cope effectively with the constant and rapid educational change, principals are also urged to be supportive, demonstrate supporting leadership and professionalism, and acquire new learning and thinking skills to manage the curriculum. Therefore, by developing a better understanding of the curriculum, the principal will be able to give effective direction and empower his staff, by guiding and supporting them in curriculum practices.

Ironically, leadership skills are essential for providing effective leadership; the leader must possess a sense of purpose and direction. The challenge is to develop leaders' sensitivity and knowledge so that they know when to be directive and when to act within a collaborative framework. The research findings indicated that principals try to fulfil their roles and responsibilities as curriculum leaders but face some challenges such as lack of knowledge, resources, low motivation of educators and a large workload, among others. The study concludes by pointing out that although principals try to perform their roles and responsibilities as curriculum leaders, they still require training and ongoing support to execute certain aspects of their duties.

List of Abbreviations

GDE	Gauteng Department of Education
HOD	Head of Department
OBE	Outcome Based Education
NCS	National Curriculum Statement
SGB	School Governing Body
SMT	School Management Team
C2005	Curriculum 2005
HSRC	Human Science Research Council
ANNSSF	Amended National Norms and Standards for School Funding
AGM	Annual General Meeting
LTSM	Learning and Teaching Support Material

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CHAPTER ONE

BACKGROUND AND ORENTATION TO THE STUDY

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1.1   Introduction

The role of school principals in South Africa has changed since the introduction of the National Curriculum Statement (NCS). In addition to their roles as school managers, school principals are expected to assume the role of instructional leadership which is declared as essential for the successful implementation of the new curriculum. With the new role definitions, school principals are primarily expected to have in-depth knowledge of the new curriculum so that they are able to guide teachers through its implementation and to create an environment that facilitates the establishment of the constructivist paradigm underlying the new curriculum. Kruger (2003: 206) mentions that school principals have to divide their time between issues of curriculum and instruction while not forgetting other matters such as labour relations, financial management and empowering governing bodies. It is evident that fulfilling these responsibilities will make extraordinary demands on the principal both personally and professionally.

1.2   Background of the study

A number of studies have been done in regard to curriculum in South Africa. These include: *Political change, Curriculum change and Social formation* by Harley and Wedekind (2004); *A South African Curriculum for the Twenty first century; Report of the Review committee on Curriculum* 2005 by Chisolm (2000) and *Managing curriculum in South African schools* by Marianne, Coleman, Gramam-Jolly and Middlewood (2003), among others. These studies focused on the changes that took place after 1994 and their implications to education, the legacy of apartheid, the new curriculum and challenges of the new curriculum. Marianne et al looked at the curriculum management as a whole, from policy to practice; they analysed curriculum management at national and school level. Even though these studies have, in some way, dealt with curriculum management as a whole, there hasn't been much focus on school principals as curriculum managers that have the responsibility to ensure effectiveness and efficiency of the curriculum management in schools. Bush, Glover, Bischoff, Moloi, Heystek, and Joubert (2006: 11) in their research on leadership and management argue that most of the research into leadership is not conceptually rich and assert that there is need for a theory of leadership relevant to South Africa. Being an educator and having specialised in education management, and also being aware that curriculum continues to be a dominating feature of the education system in South Africa, the researcher seeks to examine the challenges faced by school principals in managing the curriculum.

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Leadership and management are terms that are used interchangeably, but they differ in some ways. The researcher will briefly elaborate on the two terms. According to Clarke (2007:1) leadership is about direction and purpose; it deals with areas such as supervising the curriculum, improving instruction programme, working with staff to identify a vision and mission for the school, and building a close relationship with all the stakeholders. Whereas management is about effective task execution as well as effective people management, it deals with structure and process.

Schon (1984:36) explains further on these terms by indicating that one can be a leader without being a manager. One can, for example, be inspirational and motivate followers without carrying out any of the formal burdens of management that include: monitoring and controlling organisational activities, making decision and allocating resources without fulfilling motivational and inspirational needs of followers. But in curriculum management it is imperative for the school principal to have both skills because they complement each other and therefore can't be separated. Both terms are used to indicate the positioning of school principals as curriculum managers, as well as their exercise of leadership in the various aspects of their role.

When dealing with issues of school leadership and management of curriculum in the South African context, one has to consider important historical dimension. Marriann et al (2003:9) reminds us that in the apartheid system of education, the management of curriculum was centralised, authoritarian and top-down exercise. The curriculum was described as racially offensive, sexist and with outdated content. The aim of the National Party was to create a completely segregated society. The curriculum control was vested in the nineteen departments, which had the responsibility of ensuring its delivery.

In schools, management of curriculum was mainly concerned with the technical tasks of timetabling, the determination of teachers' workloads, and monitoring and assessment. The principal simply received the syllabus for all subjects and passed it on to the HoD, who then passed it onto the teachers. School principals were just a link in the chain of curriculum flow downwards into the classroom. Total compliance was expected in terms of following the prescribed syllabus. This led to the absence of participation by principals and teachers in decision making on curriculum matters, and hence denied them the opportunity of a greater autonomy and confidence to exercise professional judgment. Therefore, their ability to utilise qualities of imagination, insight and creativity was limited. This was a strategic move by the

Nationalist regime to control the curriculum so that they consolidated their power and privileges
(Christie, 1991: 46).

Post-1994, South Africa adopted a new education system that would break the past practices of the apartheid education system. Curriculum C2005 was introduced based on Outcome Based Education (OBE) which was followed by the Refined National Curriculum statement and then the streamlined National Curriculum Statement (NCS) – which is the current formal curriculum of South Africa. The Department of Education (DoE) (1997:1) views the change as means to redress education imbalances of a majority of the African population owing to historical education disparities. The curriculum was to serve a new purpose; that of uniting all citizens as equals in a democratic and prosperous nation. There was strong emphasis placed on effective management and leadership of curriculum in schools. Curriculum managers were given significant powers to select what is seen as appropriate and relevant to a coherent curriculum of their own school. This meant that school principals were to be at the centre stage for the effectiveness and efficiency of the new curriculum.

The implication is that the school principals\had a new curriculum that was to not only serve a new purpose, but also to operate within new paradigms of management and leadership of the new curriculum. The principals had to have a thorough knowledge and understanding of the curriculum developments and its implications thereof for the school, have thorough knowledge of curriculum implementation processes and be able to increase teacher participation in curriculum matters. This was seen as moving away from a rigid model of operation towards a shared decision making, participatory and team work at school level.

Management of curriculum in South Africa today requires school principals who are well prepared to transform the schools and improve academic standards. They have to realise that the main purpose of managing the curriculum is not just to implement National directives, but to help ensure that all students will get the most out of their education. They should be able to use all the knowledge and skills they have learned to contribute to the development of their society and be globally competitive (Clarke, 2007: 93). Principals have to understand that managing the curriculum involves not only the formally recognised process of teaching, but all other processes that include ownership of the vision of all those involved in the implementation. This implies that the principals have to have the ability to align the vision with the needs, hopes and aspirations of all the stakeholders.

Smith (1995:68) argues that it is not sensible to just limit curriculum management to the formal process of following written policy documents, the scheme of work and the decreed parameters of the National curriculum. There are other elements of curriculum, for example informal curriculum, which focuses on experiences that occur outside formal teaching. It includes the relationship between parents, educators and students, the nature and kind of discipline and extra curriculum activities. The integrated curriculum is about integrating lessons and helping students make connections across curricula by, for example, integrating disciplines like reading and mathematics. The purpose of integrated curriculum is to have students understand how concepts and ideas in one area of the curriculum are related to those in another area. There is also the hidden curriculum which is represented by values, beliefs and norms of behaviours of teachers, learners and parents that can negatively affect the formal curriculum process and implementation. Mothata, Lemmer, Mda, Pretorius, and Mothata (2000:41) define the hidden curriculum as the aspect of learning that does not appear on the school prospectus or timetable, but is transmitted to learners through institutional arrangements, and understood through systems of rewards and penalties. Therefore the principal and teachers need to determine areas that need monitoring, not forgetting issues of other curriculum elements because they have the potential to derail the success of the formal curriculum.

It should be clear from the above that the principals' task in managing the curriculum is a very complex one. Yet, in spite of the complexity and volume of the principals' task, their main responsibility remains that of ensuring that curriculum is well managed and effective teaching and learning takes place. Bush and West-Burunham (1994:69) suggest that in these times of complexity, principals need to deploy transformation leadership skills if they are to succeed. This means that principals have to try and bring all involved parties together. Both principals and teachers have to be united to achieve one common goal. Together they have to seek to become the best school in shaping the new direction. Participation in planning and decision making in a relaxed atmosphere for both parties is crucial to success.

1.3   The research problem

The purpose is to investigate the challenges faced by principals in curriculum management. In order to direct this research, the research problem is formulated in the form of questions. Locke, Spirduso and Silveman (2000:13) indicate that questions are the tools most commonly used to provide a focus for the thesis or dissertation studies. According to Andrews (2003:3),

research questions must have the potential for being answered in the project to be undertaken. Thus, the research questions should be answerable.

1.3.1 Research questions

1.3.2 Main research question

- What are the challenges faced by school principals in managing the curriculum?

    Sub- questions

- What are the roles and responsibilities of primary school principals in managing the curriculum?
- What are the support structures needed for effective curriculum?
- What leadership style(s) is applied to enhance curriculum management?
- What are the skills needed for successful management of the curriculum?

1.4 Aim and objectives

1.4.1 Aim

To investigate the challenges faced by primary school principals in curriculum management

1.4.2 Objectives

- To identify and describe the roles and responsibilities of the primary school principals in managing the curriculum
- To identify the support structures needed for curriculum management
- To determine effective leadership styles needed for curriculum
- To determine the skills needed by school principals for successful curriculum management

1.5 Research methodology

1.5.1 Research approach

A qualitative research approach will be employed in this study. According to Guy and Airasian (2000: 56) qualitative research is used to explore and understand people's beliefs, experiences, attitudes, behaviors and relations. This approach is suitable for the research because it allows the participants to describe their experiences in managing the curriculum and also seeks to understand the real picture of how they are managing the curriculum.

1.5.2 Population and sampling

The research focuses on challenges faced by primary school principals in managing the curriculum. The study will be carried out within Region C Johannesburg West, where there

are fourteen public primary schools. Not all fourteen primary schools will take part in this study because of financial constraints, study time, and objectives of the study.

Purposeful sampling will be used to select participants for the study. Purposeful sampling is used to select participants because it places participants in groups relevant to criteria that fit the research question. In this case, seven out of the fourteen primary schools in Region C will be selected to participate in this study. The selection of participants is based on the fact that these principals are expected to manage the curriculum, and the researcher's awareness of the deteriorating standards of these schools. Therefore through purposeful sampling the research will attempt to understand the challenges these principals are facing in managing the curriculum.

A small sample size will be selected because the schools in Region C have similar characteristics, follow the same curriculum, and principals have the same roles and responsibilities to manage the curriculum in schools. Therefore the researcher is mindful of the concept of theoretical saturation or the point in data collection when new data no longer brings additional insights to the research questions, hence selecting a small sample size (Patton 2002:135).

Furthermore, detailed in-depth interviews are the main data collection technique in this study, a smaller sample size will be more effective and it is usually recommended because the technique is exploratory in nature. It takes time to conduct, transcribe, and analyze the results. Merriman (1996:61) argues that purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight on a phenomenon. Therefore the researcher chose to have a target number of participants, rather than a set requirement. For this reason the research will not be generalised to all Region C primary schools.

The participants will only be school principals in their official capacity as appointed by the Department of Education and the school they currently manage – no educators will take part. Patton (2002:126) argues that in purposeful sampling people who are unsuitable for the sampling study or who do not fit the bill should be eliminated. The researcher is convinced that when the most suitable candidates are selected, the results will more accurate and the process will be less time consuming, more cost effective and, most importantly, the objectives of the study will be achieved.

1.5.3   Instrumentation and data collection techniques

A combination of interviews, observation was used to collect data. The interviews comprise of opened-ended questions. Non-participant observation will also be employed to help better

understand the environment in which the principals manage the curriculum. These instruments were chosen because they give a full picture of two different things; what is said by the participants and what is observed.

1.6 Data analysis and interpretation

Merriam (1992:127) refers to data analysis as a process of making sense of the data. A qualitative data analysis will be used. In qualitative research, data generation and analysis constitute a simultaneous and ongoing process. Data analysis and interpretation will focus on interpreting and searching for meaning of information given in the interviews and explaining the environment in which the principals work to enrich the finding of the study.

1.7 Reliability and validity of research

The researcher will ensure that good quality work is presented by making sure that information gathered about the research problem is understood. The researcher will pay attention to the whole process of designing the study, analysing results and judging the quality of the study. Both the process and the product will be examined for research consistency. The researcher will also pay attention to ethical considerations such as informed consent and confidentiality, among others (Mill, 2003:68).

1.8 Planning of the Study

CHAPTER 1: Introduction

The study is divided into four chapters. Chapter one provides a general overview to the study, including the introduction and the background of the study. It also contains the research problem, research questions and the aims and objectives of the study.

CHAPTER 2: Literature review

Chapter two consists of the review of literature which provides the conceptual framework for the study. The chapter also covers objectives of the research; which are the challenges faced by school principals in curriculum management, the tools needed by the principal to manage the curriculum effectively, and the roles and responsibilities principals have in managing the curriculum.

CHAPTER 3: Research Methodology

Chapter three describes the research process, including the research methodology, population samples, data collection techniques and how the data will be analysed.

CHAPTER 4: Data analysis

Chapter four presents research findings of the study. Results are presented in accordance with the interview questions answered and observations made. A summary of the study and recommendations based on the main findings is given

1.9   Limitations

The researcher will not carry out the study to all primary school in Region C Johannesburg West, because of limited resources and financial constraints

1.9.1   Delimitations

The study will be conducted in six primary schools in Region C in Johannesburg West, and not all the primary schools in the region; therefore the findings may not be generalized to all Region C primary schools.

1.9.2   Definition of key concepts

1.9.2.1 Curriculum

According to Kerry (1999:10), curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Longstreet and Shane (1993:107) define curriculum as a set of courses and their content offered at school, and the underlying philosophy, assumptions, goals, objectives, strategies, instructional materials, time and accountability. Given the two definitions one is bound to conclude that curriculum is all about what is taught in schools and the process undertaken to ensure effective teaching and learning.

1.9.2.2 Management

Kruger (2003:68) defines management as a process of designing and carrying out plans, getting things done and working effectively with people. Everard and Morris (1990:5) mention that management is a process of working with and through individuals and groups and other resources to accomplish organizational goals. What is common about the two definitions is the manager's concern to accomplish organizational goals and that management is an ongoing activity before, during and after the job has been done.

1.9.2.3 Leadership

Leadership is a process of getting things done through people or influencing others to work towards a common goal (Lunenburg **&** Ornstein 2004:135). Van Fleet (1991:157) maintains that leadership is a process whereby one person influences individual or group members towards goal achievement with no force or coercion. There is a common thread running through the two definitions, the leader's relationship with followers and the ability of the leader to motivate and inspire them to achieve the set goals willingly.

1.9.2.4 Roodepoort

Roodepoort is found in one Gauteng province. It was formerly an independent municipality but later became part of the City of Johannesburg Metropolitan Municipality following the post-apartheid reorganisation of local government in the late 1990s. Roodepoort contains residential suburbs, agricultural holdings in the north, part of the mining belt in the south, and some areas of commercial activity such as Westgate, Constantia and Laser Park. It has seen large population growth due to Johannesburg urban sprawl.

Map of Roodepoort
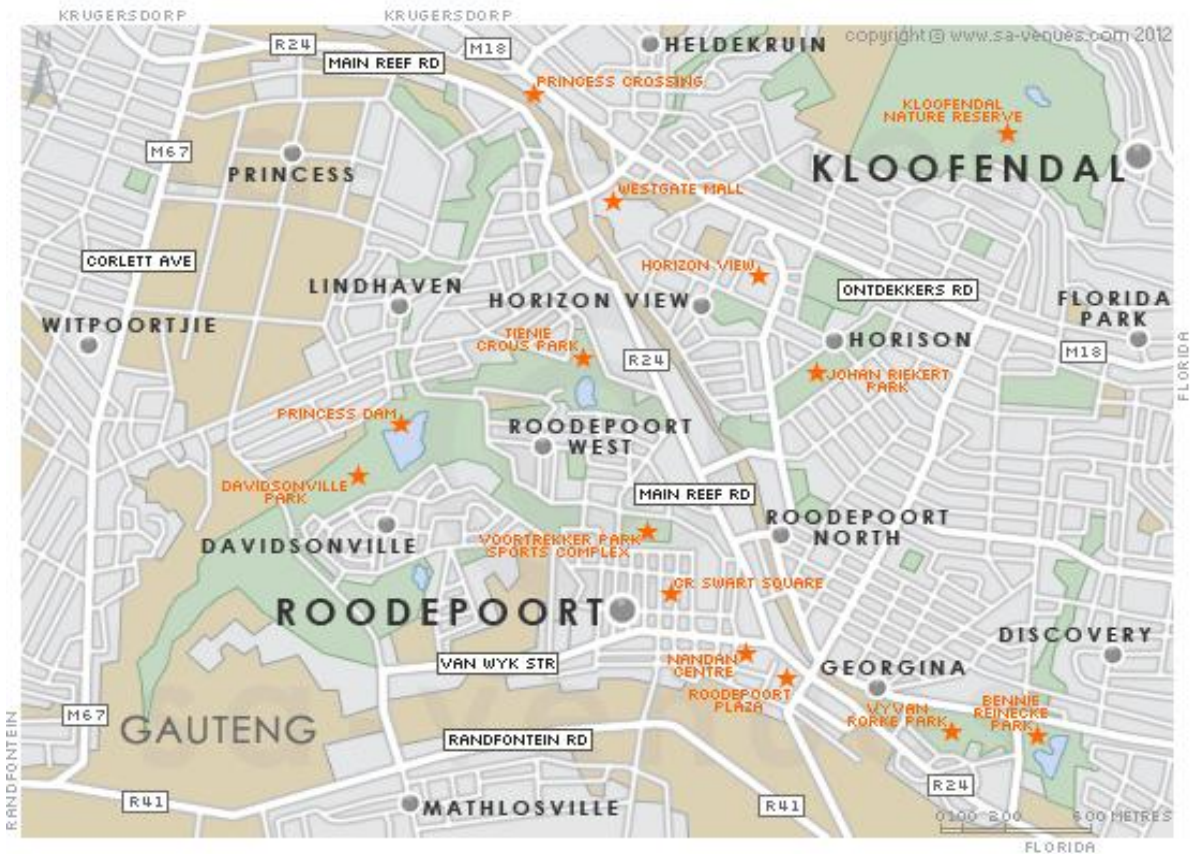
http://www.roodepoortinfo.co.za/site_about.php

1.9.3 Synthesis

The research investigated the challenges faced by school principals in managing the curriculum. The introduction alerts the reader on issues related to curriculum management and the importance attached to it by government. It talks about the past practices of curriculum management and leadership in schools as well as the changes later on and implication to the school principals today. Other aspects discussed in this chapter are research problem, aims and objectives of the study. Research design and methodology are introduced, definition of key concept and limitations and delimitation are given.

The next chapter is the literature review. It discusses and evaluates what other scholars have to say about curriculum management.

CHAPTER TWO
LITERATURE REVIEW

2.1   Aim of the chapter

This chapter discusses curriculum management and what scholars in the local and international community say about it. It begins with understanding curriculum and curriculum management, then goes on to explore curriculum management approaches prior to and post 1994, leadership approaches in curriculum management, the role of the principals in curriculum management, support structures, and challenges in curriculum management. The chapter ends with a discussion on theoretical framework.

2.2   Understanding Curriculum

There is no single acknowledged definition of curriculum. Different scholars define it differently by including or excluding what suits their point of view. Carl (2002:17) affirms this by saying that curriculum can be defined in narrow or broad terms depending on what it includes or excludes in any given statement. She explains that the narrow curriculum would simply be a set of subjects, whereas the broader curriculum would include all the learning experiences offered by a school. However, it is important to be clear on what curriculum means in order to understand forms of practice such as curriculum management, curriculum design and curriculum evaluation, among others. According to Tunmer (1981:30) curriculum is defined as a set of courses, and their content offered at school. To him, curriculum includes more than just courses of study. It includes underlying philosophy, assumptions, goals objectives, strategies, instruction materials, time and accountability. In 1981 the de Lange report on curriculum development (HSRC 1981, PP.97-99) defined curriculum as the total content of a subject for a particular phase, course or field of study, as well as matching study guides, manuals and guidelines.

The former Department of Education and Science for England and Wales (1980:7), when talking about curriculum states: the curriculum comprises all the opportunities for learning provided by a school. It includes the formal programme of lessons in the timetable and climate of relationships, attitudes, styles of behaviour and the general quality of life established in the school community as a whole. Given the above definitions of curriculum,

one would say that in education the term refers to all planned activities and subjects which assist in developing the learner during the normal school day.

2.2.1 Elements of curriculum

Different elements of the curriculum are mostly reflected in national and international curriculum statements. In practice, most of these elements are combined for better effectiveness and efficiency of the curriculum. For the purpose of this research, four elements of the curriculum shall be discussed. These are: formal curriculum, informal curriculum, hidden curriculum and integrated curriculum

2.2.2 The formal curriculum

The formal curriculum includes policies and guidelines recommended by the Department of Education – they stipulate what should be taught in schools. The formal curriculum also consists of sequenced programme of teaching and learning activities organised around defined content areas and assessed in various ways, to enable students to develop their intercultural competencies. Whatever a school or educator considers to be important for the learner is included in the formal curriculum. It also involves the activities for which the school's timetable allocates specific periods of teaching. Thus, the formal curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively (Mothata, et al 2000:48).

2.2.3 The informal curriculum

The informal curriculum encompasses all those experiences that occur outside formal teaching. It includes the relationship between parents, educators and students, the nature and kind of discipline and extra curriculum activities. These informal interactions indicate the extent to which the school treats parents, educators and students as partners in a complex learning process. Adults may regard students as developing adults capable of responsible problem solving in the school setting or as those who still have to learn by watching others. Smith (1995:43) argues that experiences can teach students or send powerful messages comparable to what the teacher delivers in a lesson. Thus, informal curriculum is closely related to the concept of the whole school management. Therefore one would say that the informal curriculum determines to a large extent the effectiveness of the formal curriculum and how students perform.

2.2.4 The hidden curriculum

The hidden curriculum includes all that is taught by the school and not by the educator. Mothata et al (2000:51) indicated that the school and school system transmit to students' messages and social training which do not appear in the syllabus as part of the curriculum. The messages of the hidden curriculum often concern issues of gender, race, class, teamwork, authority, school knowledge, and environmental awareness, among others. The hidden curriculum sends messages to students about who can succeed in what tasks, who has the right to make decisions, and what kind of knowledge is legitimate, inferior or superior. Teachers and parents, through their value systems, can have a great deal of influence on the hidden curriculum. As a culture builder and school leader, however, the principal has the most potential to influence the hidden curriculum.

2.2.5 Integrated curriculum

The integrated curriculum is a learning theory describing a movement toward integrated lessons, helping students to make connections across curricula. For example, integrating basic disciplines like reading, mathematics, and science with exploration of broad subjects, such as communities, rain forests, river basins, or use of energy. The purpose of integrated curriculum is to have students understand how concepts and ideas in one area of the curriculum are related to those in another area. Smith (1995:52) argues that there exists a connection of knowledge in various areas and that knowledge cannot be complete in one area; it needs to be interconnected to another area so that it becomes more meaningful. Smith (1995:54) further indicated that the results of implementing an integrative system of education that is organised in such a way that it cuts across subject matter line, bringing together various aspects of the curriculum, were a meaningful association of factors that focused upon broad areas of study.

Many modern public school curricula focus exclusively in any one of these elements. Most schools combine several of them, based on the school's mission and vision, the community expectations, and the grade level and subject area of the students. South Africa combines these elements in the curriculum. Principals need to be aware of the various elements of curriculum in order for them to be able to manage the curriculum effectively. This leads to the next the question:

2.2.6 What is curriculum management?

Curriculum management is a term commonly used by many scholars to describe the leadership of the core functions of teaching and learning. According to Cardno (2003:25) curriculum management is academic leadership, instructional leadership or management of the core business of the school, teaching and learning processes. Kydd, Anderson and Newton (2000:60) define curriculum management as the way in which schools receive, organise, support, understand, interpret and give meaning to the official curriculum within the context and constrain of the classroom in which it is implemented.

In this study, curriculum management means the interpretation of the curriculum policy in schools by the school principals and ensuring that the design features that strengthen the curriculum are accepted and promoted in classroom settings. It includes policy, processes, procedures, and resources for effective implementation of the curriculum in schools. The researcher uses the term curriculum management and leadership interchangeably because curriculum management is a process that not only involves the management functions of planning, organising, coordinating and controlling, but also requires leadership skills of inspiring, motivating and supporting teachers to achieve desired curriculum vision.

2.2.7 The curriculum and curriculum management pre-1994

During the apartheid regime South Africa did not have a National Curriculum Policy. Coleman at el (2003:35) describes the policy at the time as fragmented, racially offensive, and sexist with outdated context. Under apartheid education, schools were divided according to race, and education enhanced inequalities and a divided society. Many people viewed the curriculum as inappropriate and culturally biased because it served to consolidate the position of one race over others. The South Africa's National Party used education as a tool to create a completely segregated society. Curriculum management in schools was characterised by authoritarianism, bureaucracy and hierarchical practises and emphasised segregation according to race (Christie, 1991:42).

Curriculum management activities by the school principals for teaching and learning involved timetabling, allocation of teacher workloads, checking if the schemes of work had been planned, as well as overseeing and ensuring that tests and exams were conducted and schedules compiled and submitted on time. Marianne et al (2003:101) argue that the rigid nature of the curriculum left no role for principals in curriculum decision-making. This meant that principals and teachers did not participate in curriculum decision making processes. They

only collected syllabuses from circuit offices and checked if all the subjects were catered for. Then they would distribute syllabuses to educators. Principals would deal with matters such as planning materials and resource allocation, among others, regardless of having a deputy and heads of department. In this view, Bush and Middlewood (1997:82) allege that principals were seen as authoritarian and teachers as their subordinates. The principal deployed bureaucratic approaches where tasks were assigned with clearly defined rules. This approach, according to Van der Westhuizen (2004:56), hindered team spirit because staff assisting and/or guiding each other in task performances would be regarded as interference. Dalton (1988:34) asserts that these traditional management practices positioned principals and teachers as though they were unable to apply their own mind and therefore could only implement the directives of others, rather than intellectual professionals involved in designing, planning and evaluating the curriculum. This approach influenced principals to follow the curriculum in a mindless manner and rigidly keep to subject boundaries (Preedy, 1989:27). This system has contributed to the challenges of curriculum management facing principals today. Marianne et al (2003:100) point out that principals and teachers in most South African schools have little or no understanding of curriculum management. This is because of the apartheid legacies that underpin curriculum management practices, especially in black schools. When the African National Congress became the ruling party in 1994, their first priority was to introduce a curriculum policy that discouraged racism, sexism and attempted to redress past inequalities, which meant that even management practices were to be changed (Harley and Wedekind 2004:41).

2.2.8   The curriculum and curriculum management post-1994

After 1994, Curriculum 2005 was introduced, anchored on outcomes based education (OBE). Outcomes based education views learning as purposeful, goal directed to meet commendable ideals such as the protection and enrichment of individual freedom and the development of critical thought and scientific literacy. It shifts away from what the advocates of OBE termed as meaningless rote learning. In 1999, the then Minister of Education, Professor Kader Asmal, appointed a committee to review C2005. In 2000 C2005 was reviewed by the ministerial committee. It was found that principals and educators could not cope with the implementation of the curriculum because of lack of training, many design tools and insufficient learning support materials (Pretoria News, 7 June 2000:11). The review committee recommended that strengthening the curriculum required streaming its design features through the production of an amended National Curriculum Statement. It further

recommended that NCS should reduce the design features from eight to three, namely critical and development outcomes, learning outcomes and assessment standards. In addition, it recommended that implementation needed to be strengthened by improving teacher and principal orientation and training, learning support materials, provincial support and relaxation of the time frame for implementation. (Department of education, 2004:2). Hence the more streamlined National Curriculum Statement (NCS).

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

The National Curriculum Statement (NCS) sees education as a tool that could root the South African values enshrined in the Constitution. Democracy, social justice, non-racism, equality and reconciliation are among the fundamental values of the South African education system. The goals of this system are to create a new South African identity that encompasses critical consciousness, to transform South African society, to promote democracy and to magnify

learner involvement in education. Because of these changes, curriculum management in schools had to be a much more open, democratic and participatory process of the curriculum development involving principals and teachers (Department of Education 2004:6).

Post-apartheid curriculum management has taken centre stage with principals as leaders of schools playing an active role. Principals have to become proactive leaders who must learn and gain a deeper understanding of curriculum management activities rather than perform already made tasks to be followed rigidly (Marianne 2003:120). Such activities include; understanding the meaning of curriculum management, curriculum leadership styles and being knowledgeable about roles in curriculum management and functions of principals as stipulated by the Department of Education. Teachers were to be key participants in curriculum decision-making; they have the autonomy and freedom to plan the curriculum in order to accommodate contextual factors such as learner experiences, and relevance of learning area content to suit the learners being taught. Such practices require teamwork, cooperation, power sharing and collaborative decision making so that there is joint decision-making in curriculum management and delivery in the classroom. This leads to a discussion on leadership theories.

2.3   Theories of leadership

2.3.1   Contingent leadership theory

Contingency theory is a class of behavioural theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. Instead, the optimal course of action is contingent (dependent) upon the internal and external situation. All leadership theories provide applicable and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is applied while others lay emphasis on one or more aspects of leadership. However, not any of these theories provide a complete picture of school leadership. The contingent leadership theory provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting a specific leadership approach to a particular situation, rather than adopting a one size fits all position. This theory assumes that what is critical is how leaders respond to unique school circumstances or problems. It recognises that there are wide variations in the contexts for curriculum leadership and that, to be effective, these contexts require different leadership responses (Leithwood, Jantzi **&** Steinbach 1999:15).

2.3.2   Situational leadership Theory

This theory appeared as an alternative to the trait theory of leadership; it suggests that different situations require different styles of leadership. That is, to be effective in leadership, one requires the ability to adapt or adjust one's style to the circumstances of the situation, according to Morgan (1997:93). The primary factors that determine how to adapt are an assessment of the competence and commitment of a leader's followers. The assessment of these factors determines if a leader should use a more directive or supportive style. Therefore leadership behaviour becomes a function not only of the characteristics of the leader, but of the characteristics of followers as well. Yukl (2002:162) argues that leadership should be less about ones needs, and more about the needs of the people and the organization.

2.3.2.1 In the South African context

South Africa's education system is diverse because it varies from well-endowed city schools, comparable with the best in developed countries, to very poor schools that lack access to the most basic facilities such as water, power, transport and sanitation. Given such inequalities, it is not sensible to prescribe one universal theory to school leadership and management. It is better to prepare principals with all the skills and wisdom to know which approaches should be applied in the particular situations they are expected to manage. Yukl (2002:234) notes that the managerial job is too complex and unpredictable to rely on a set of standardised responses to events. Leadership necessitates effective analysis of problems, followed by adopting the most appropriate response to the issue or situation. This approach is particularly important in times of turbulence when leaders need to be able to assess the situation cautiously and react appropriately rather than relying on a normal leadership style (Morgan 1997:66).

On the other hand, leadership theories function within frameworks that improve curriculum management in schools. Thurlow et al (2003:150) identifies three frameworks that may guide principals in curriculum management towards the motivation of staff for effective curriculum delivery. Firstly, principals need to adopt guidelines that guide the actions for all who are involved in curriculum management. These guidelines are supported by the aims, policies and systems for decision-making in curriculum management within the school.

Secondly there should be clarity of roles and responsibilities for all who are involved in curriculum management. In other words, everyone needs to have a shared understanding of their particular role and should be supported in his/her role by members in a team. Without clarity of roles and clear frameworks for curriculum management, the school might descend into confusion and conflict.

Lastly, teamwork is of paramount importance in curriculum management because each person in the team finds his/her roles enjoyable and rewarding towards the achievement of the school's curriculum aims (Thurlow et al, 2003:154). Finally, it is imperative that curriculum leaders adopt styles that promote curriculum management because these form the foundation for effective curriculum management and may either encourage or discourage teachers to be active participants in curriculum matters. Therefore leadership styles are not something to be tried to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. The discussion below is about some of the leadership styles to curriculum management.

2.3.3   Leadership styles

2.3.1   Leadership styles to curriculum management

The effectiveness and efficiency of curriculum management depends on the ability of the principals to perform their roles as curriculum leaders. This includes the adoption of leadership styles that impact positively on the teachers taking the lead in curriculum. Calitz, Fuglestad and Lillejord (2002:70) emphasise the importance of leadership styles in curriculum management and argue that school principals need to adopt visionary leadership which guides curriculum management in schools. This way the principals will be able to develop and interpret the school's vision in line with curriculum needs. Cardno (2003:43) also concurs with this by mentioning that the school's vision should guide and motivate teachers and learners in upholding high standards of achievement for their schools. Thurlow, Bush, and Coleman (2003:203) are of the view that strong leadership and the adoption of leadership approaches are essential for curriculum delivery and effective curriculum management. This view is also shared by West-Burnham (1992:101) who contend that vigorous leadership creates the commitment to effective curriculum management. This means, therefore, that

appropriate curriculum management styles should be adapted to impact positively on teacher morale and teacher motivation in curriculum issues.

Everard and Morris (1990:105) argue that leadership styles could impact negatively on teacher quality of life in their work as curriculum implementers. This has been evident in the past where bureaucracies influenced school practices on curriculum management. Teachers were seen as implementers of centrally determined curriculum policies and their potential as active participants to design and plan for curriculum was not acknowledged. As a result, some teachers are not yet comfortable in contributing to curriculum issues of current times. Newlove (2000:51) maintains that the secret of successful curriculum management by principals depends on the expertise and potential of teachers. This means that principals have to adopt leadership style that acknowledges the teachers' efforts. It is mentioned that teachers participate actively in curriculum decision-making if they perceive their relationships with the principal as collaborative, facilitative and supportive. This calls for principals to pay maximum attention to their interpersonal skills. Bush and Middlewood (1997:38) maintain that interpersonal relationships between principals and members of staff underpin decision-making in curriculum management. There are various leadership styles that can be used but in this study the researcher will discuss a few of them.

2.3.1.1 Transformational leadership style

A transformational leader serves as a role model for followers. Because followers trust and respect the leader, they imitate the leader and internalize his or her ideals. A transformational leadership style has the potential to engage all stakeholders in the achievement of educational objectives. The aims of leaders and followers unite to such an extent that it may be realistic to assume a cordial relationship and a sincere alliance resulting in agreed decisions. In the South African context, transformation requires action at all levels and there are limits to what principals can achieve in the absence of appropriate physical, human, and financial resources. The Task Team on Education Management Development (Department of Education, 1996:29) observed that real transformation will depend on the nature and quality of internal management. Self-management must be accompanied by an internal devolution of power within the school and transformational leadership.

Transformational leaders take up three essential goals:

1.   They assist their staff to develop and uphold a collaborative, professional school culture. In this regard staff members often talk, observe, critique, and plan together. The

culture of collective responsibility and continuous improvement encourages them to find better ways of teaching. Transformational leaders engage staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs (Leithwood **&** Kenneth 1992:8-12).

2.   Transformational leaders promote teacher development. Teachers' motivation for development is enhanced when they internalize goals for professional growth. This process is facilitated when they are strongly committed to a school mission. When leaders give staff an activity that is new to them, or not a routine school improvement problem, they should make sure goals are clear, motivating and realistic (Leithwood **&** Kenneth 1992:8-13).

3.   They also help teachers solve problems more effectively. Transformational leadership is valued by some because it inspires teachers to engage in new activities, hence putting extra effort in what they do. Leithwood and Kenneth (1992:8-13) found that transformational leaders use practices primarily to help staff members work smarter, not harder. These leaders believe that solutions that come from a group are better than those of an individual.

2.3.1.2 Democratic leadership style

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more inclusive role in the decision-making process. The concept of the 'democratic' school has its origins in the writings of John Dewey. Dewey believed that a democratic society was one in which the divisions between groups, no matter on what criteria, should be minimized and that shared values, meanings and goals should be maximized (Soltis, 1994: 120). According to Lunenburg and Ornstein (2004:20) democratic leadership style is all about bringing people together to solve a common problem. Principals and teachers work together for a common goal, which is to achieve better results. It opens up communication channels, and creates buy-in so that when the decision is made, everyone is on the same page.

Because teachers are encouraged to share their thoughts, this leads to better ideas and more creative solutions to problems in curriculum processes. The teachers also feel more involved and committed to the implementation process, making them more likely to care about the end results. Researchers have found that this style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale. Principals who use the democratic leadership style as their main style convene multiple

meetings with their staff to solve a particular problem. They want to know what their staff think, and build the strategy around the overall consensus (Lunenburg & Ornstein 2004:26).

Democratic school principals:

- attend to all dimensions of leadership,
- cultivate professional openness and honesty,
- encourage teachers to participate fully in the sharing of ideas, and
- provide a moral imperative and a commitment to good relationship among teachers and students.

Democratic leadership style is most effective in a school when:

- the principal wants to keep teachers informed about matters that affect them,
- the principal wants teachers to share in decision-making and problem-solving duties,
- the principal wants to provide opportunities for teachers to develop a high sense of personal growth and job satisfaction,
- there is a large or complex problem that requires a great deal of input to solve. e.g. implementation of changes in the curriculum, and
- the principal wants to encourage team building and participation. (Lunenburg & Ornstein 2004:30).

2.3.1.3 Autocratic leadership style

According to Lunenburg & Ornstein (2004:79) autocratic leadership is an extreme form of transactional leadership. In this style, leaders have complete power over their people. Staff and team members have little opportunity to make suggestions, even if these would be in the team or organization's best interest. The benefit of autocratic leadership is that it's incredibly efficient; decisions are made quickly, and work gets done. The downside is that most people resent being treated this way; therefore, autocratic leadership often leads to high levels of absenteeism and high staff turnover. However, the style can be effective for some routine and unskilled jobs; in these situations, the advantages of control may outweigh the disadvantages. Autocratic leadership is often best used in crises, when decisions must be made quickly and without dissent. For instance, in a school the principal can close the school if there is a fire emergency without consulting the department on whether or not to dismiss learners.

2.3.1.4 Bureaucratic leadership style

Bureaucratic leaders follow rules rigorously, and ensure that their people follow procedures precisely (Schon 1984:120). It may be useful in organizations where employees do routine tasks; in a school situation this leadership style may not work well especially in curriculum matters where principals and educators are required to be innovative and apply their mind.

This leadership style is ineffective in teams and organizations that rely on flexibility, creativity, or innovation – such as a school. Much of the time, bureaucratic leaders achieve their position because of their ability to conform to and uphold rules, not because of their qualifications or expertise. This can cause resentment when team members' expertise or advice is not considered valuable (Schon 1984:120).

2.3.1.5 Laissez-Faire leadership style

Clarke (2007:66) asserts that the Laissez-Faire leadership style depicts leaders who allow their followers to work on their own. This leadership style can also occur naturally, when leaders don't have enough control over their work and their people. This style may not work well in a school; because once the leader of the school is unable to control staff and learners, every aspect of the school will be affected. Laissez-faire leaders may give their teams complete freedom to do their work and set their own deadlines. They provide team support with resources and advice, if needed, but otherwise they don't get involved. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. It is most likely to be effective when individual team members are experienced, skilled and self-motivated. The main benefit of laissez-faire leadership is that giving team members so much autonomy can lead to high job satisfaction and increased productivity. The downside is that it can be damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively (Clarke 2007:71).

2.4   The role of the principal in managing the curriculum

If school principals are to serve as effective curriculum leaders/managers they need to understand the importance of their role to the school curricula as a whole. The ultimate goal of understanding their role is to maximize student performance by providing quality management of the curriculum, which enhances quality teaching and learning.
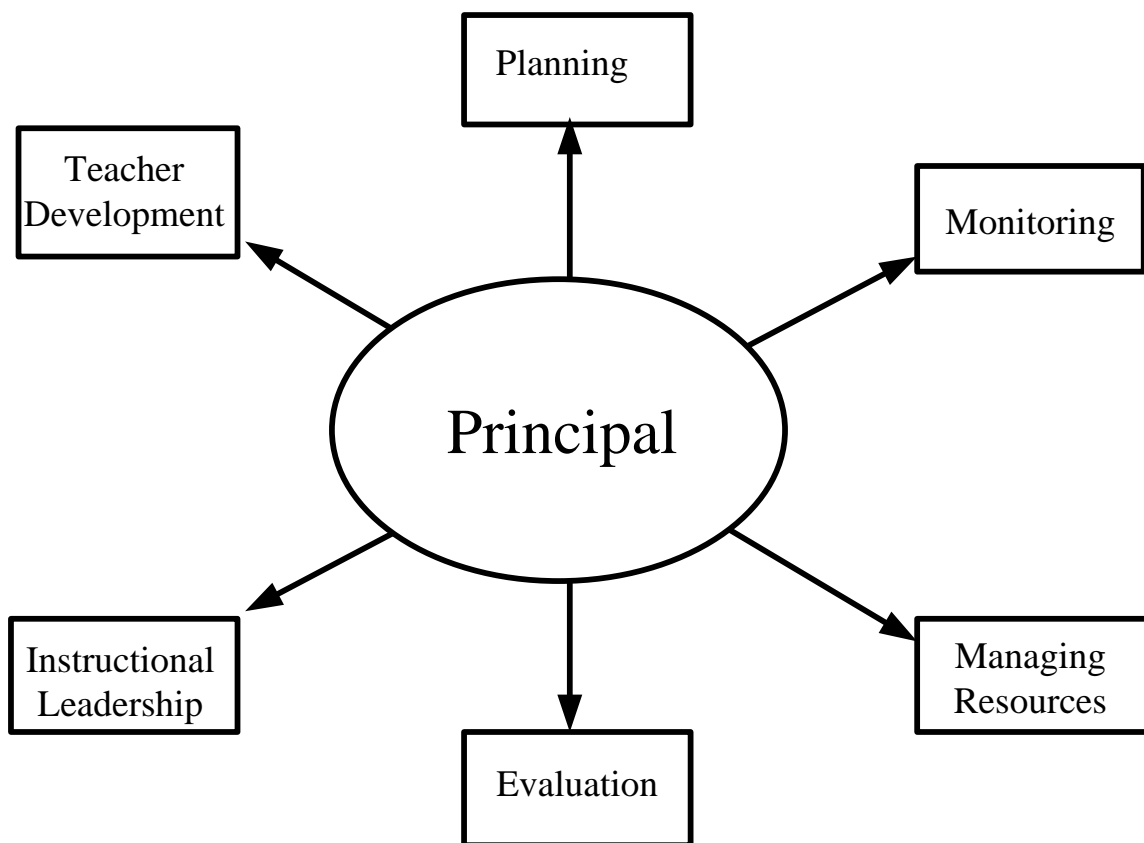
Figure 2 .1 Roles of the principal in curriculum management

2.4.1 Planning

The key aspect of curriculum management is effective planning. Craig (1989:92) believes that planning begins with the clear identification of goals or a vision to work towards, and to generate commitment and eagerness. This means that principals have to involve their staff in planning so that they own the decisions they make as a team. Regular staff meetings guarantee less serious curriculum implementation problems and greater staff cohesiveness. Principals need to realise that not having regular staff meetings to check on progress is a recipe for failure. Staff meetings not only provide a vehicle for articulating and working out problems, but they also give staff an opportunity to communicate curriculum information, share ideas, and support each other.

Since planning is a continuous process, principals need to allocate time so that meetings do not interfere with normal school activities. When a plan is designed and followed one can always see how much one has progressed towards the intended goal and how far away one is from the goal. Knowing where you are is essential for making good decisions on where to go or what to do next. In light of curriculum demands curriculum issues can be identified and

solutions determined before problems become crises, since problems often arise unexpectedly during curriculum implementation (Clarke, 2007: 246).

2.4.1.1 The major steps in the curriculum planning process

• Step 1 – Establish goals

Goals represent non-time bound aspirations for any level of a school system. Usually it is a desired result, process, or condition which currently does not exist or is not attainable. It helps sort out all thoughts and ideas into a list that is far more manageable. Clarke (2007:110) mentions that goals can help in defining objectives of the curriculum, understand what is important in the curriculum, motivate and build confidence of those involved in the achievement. Goals are most helpful in distinguishing what's important and what's irrelevant, which helps to concentrate on what really is crucial in the curriculum, and gives everyone involved the freedom to spend less time on the rest.

• Step 2 – Developing objectives

Developing objectives is coming up with instructions about what we want to achieve from the curriculum. It is the primary building block of good curriculum design. Craig (1989:76) argues that the crucial objectives developed should be achievable, realistic, inspiring, measurable, timed and shared. Some educators call these learning outcomes, others call them measurable objectives, and some call them behavioural objectives because they describe observable behaviour rather than knowledge. They support the learning outcome in that each is a small step in arriving at what the learner is supposed to know or be able to do. We all have a natural tendency to gravitate to what we are comfortable with; the challenge is to determine what needs to be done even when it is beyond our circle of confidence

• Step 3 – Locate objectives in curricular content

Objectives defined and validated via a consensual procedure, should be placed within curricular content areas such as subject content, interdisciplinary, core, or thematic (activity) curricula. The subject content is a subject or discipline centred curriculum. The interdisciplinary curriculum combines aspects of team teaching, flexible scheduling, and blocks of instructional time whenever combinations of subjects are possible. Traditionally, the core implies two or more subjects taught together, e.g. Language, arts and social studies.

In thematic curriculum, themes are selected or used to cut across curriculum subjects (Craig, 1989:76).

• Step 4 – Sequence of the objectives

Sequencing refers to the arrangement of learning objectives for a course into a logical teaching sequence. While sequencing your objectives, consider how each one builds off another. Establish a link where one objective prepares students for learning another area of the curriculum. In literacy subjects, if reading critically helps students summarize an argument, you might address your critical reading objective before teaching summary. It is also important to consider what your students know. Given the information they already have, decide on the objectives which would be best met at certain points in the unit. Decide whether simpler objectives will work better at the start of a unit as more complicated objectives make clearer sense to students after some basic objectives have already been met. Finally, determine how your sequencing of objectives will best meet these goals and requirements for the assignment (Craig, 1989:60).

• Step 5-Discrepancy analysis

Discrepancy analysis involves reviewing current data and comparing it to the objectives to determine differences. The discrepancies or gaps become the future needs which must be met by the school. The goal is to provide a starting point for contrasting what is with what ought to be. However, the results of a discrepancy analysis are not designed to be either an indictment or endorsement of the current way of doing business. This is because a discrepancy analysis is undertaken to highlight issues in terms of strengths and areas of potential change. While the results of a discrepancy analysis may be difficult to view objectively by some, particularly those most involved in the field under analysis, the intent is to present data, not to reach judgments.

• Step 6 - Harvest the needs

At this stage all of the gap data (needs) can be displayed by showing it within the type of curriculum format selected. Needs can be shown within the type of curriculum format selected; gap data can be illustrated by area, school level or exit data. It must be prioritized and layered out (Clarke, 2007:115).

2.4.2 Monitoring

Monitoring involves professional observation of teaching and learning events and ensures the improvement of teachers teaching abilities with the view to professional development. Improvement of curriculum implementation starts with the teacher. Teachers should not feel exposed when the principal shows an interest in what they are doing in the classroom. Principals should make sure teachers understand that the intention is to assist them where possible, and they need to ensure that through the monitoring and support process, quality curriculum development is offered so that high quality teaching and learning can take place. Principals should encourage staff to experiment with new methodology, critically examining their practice, deepening their knowledge and sharpening their judgment. To do this the principal must have a sound knowledge and understanding of education views, adequate teaching knowledge and skills, and general and specific curriculum expertise (Craig, 1989:105).

2.4.2.1 Reasons for monitoring

Efficiency: this is where one wants to know if the amount of time and resources put into the curriculum processes is relative to the outputs and outcomes. According to Slattery (2006:130) efficiency relates to the use of all inputs in producing any given output, including personal time and energy. It is an important aspect because all inputs are scarce. Time, money and raw materials are limited, so it makes sense to try to conserve them while maintaining an acceptable level of output or a general production level. Being efficient simply means reducing the amount of wasted inputs.

Effectiveness: this is a measure of the extent to which a specific intervention, procedure, service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. It describes whether or not the process was useful in reaching curriculum goals and objectives, or results in positive outcomes. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means doing the thing right, effectiveness means doing the right thing (Caldwell & Spinks 1992:49).

Relevance: this describes the usefulness, ethics, and flexibility of the curriculum in a particular context. In order to be useful, the curriculum should have a widely shared and clear view of what the school aims at and how it will pursue it. If everyone understands the curriculum, then the principal can work with broad objectives instead of a rigid top-down command.

Caldwell and Spinks (1992:56) are of the view that when effectiveness, efficiency and relevance are combined, they enable judgment about whether the outputs and outcomes of the curriculum are worth the costs of the inputs. And that effectiveness, efficiency and relevance can be considered for the different methods, tools and approaches rather than questioning the value of the approach as a whole.

2.4.2.2 Steps in monitoring
- Identify items on which feedback is required
- Develop an instrument for reporting
- Determine the periodicity of reporting
- Fix the responsibility of reporting at different levels
- Process and analyse the reports
- Identify the critical/unreliable areas in implementation
- Provide feedback to corrective measure

2.4.3 Evaluating the curriculum

Evaluation is the systematic assessment of the worth or merit of what is being done. Caldwell and Pinks (1992:76) argue that its main purpose is to help the school reflect on what it is trying to achieve, assess how far it is succeeding, and identify required changes. Implementation can only succeed through ongoing evaluation which should not only be carried at the end of the process, but be part of the process. The principal needs to take into consideration the context in which the school operates and the evaluation should preferably be conducted by principals who have a sound knowledge of the current educational approach. Principals should be able to determine whether the expected outcomes have been attained and be aware of the strengths and weaknesses of the curriculum before implementation. It is a bad indication on the curriculum that at times the shortfalls of an education innovation are only discovered years after implementation. Without curriculum evaluation therefore, there is a high possibility of curriculum failure (Caldwell **&** Pinks 1992:88).

2.4.3.1 Types of evaluation that principals should know

➢ **Diagnostic evaluation**

This method of evaluation is carried out at the beginning of a programme or project, by first identifying aspects of a curriculum that have to be improved and then by making appropriate decisions to do so. Diagnostic evaluations provide essential information for designing appropriate programmes in curriculum development.

➢ **Formative evaluations**

This is an ongoing process where there is continual talking and planning, with educational personnel or the student body, on matters regarding the change of content in the curriculum. The evaluators who carry out formative evaluations are usually people who are already involved in the educational programme under evaluation. They are often individuals or groups who are internal to the educational system.

➢ **Summative evaluations**

These occur mostly at the end of a project or programme. Summative evaluations are used to determine what has been achieved over a period of time, to summarize programme progress, and to report the findings to the stakeholders. The evaluators who conduct this type of evaluation are usually external evaluators, candidates independent of and unaffected by the object of the evaluation (Caldwell **&** Pinks 1992:97).

2.4.3.2 The Purpose of curriculum evaluation

The purpose of curriculum evaluation is to:

▪ develop plans for improvement

▪ determine the effectiveness of the goals and objectives

▪ measure the extent to which we get in touch with our students

▪ assess levels of participation by teachers and students in curriculum implementation

▪ measure how effectively students meet specific learning objectives

▪ recognize overall strengths and accomplishments

▪ identify weaknesses

▪ measure the impact of curriculum changes on student learning

▪ identify further study or research

▪ evaluate student work and attainment of skills and processes, and

▪ make changes based on data-driven decisions.

2.4.4 Teacher development

Changes in education, notably with regard to the curriculum at all levels, require educators to expand their level of knowledge and skills**.** The environments in which teachers work and the demands placed upon them by society are increasingly complex. As teachers strive to equip learners with a wide range of knowledge and skills that they will require to take their place in a world that is in constant evolution, they require development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes. In this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching (Everard **&** Morris 1990:92).

Therefore principals should assist in creating the conditions that enable staff to develop so that the school can achieve its goals more effectively. Principals should identify the strengths and weaknesses of their teachers in order to provide appropriate support. This can be done through workshops, conferences, in-service training, advanced studies, and research and development. The ultimate goal of teacher development is not to create individuals who unthinkingly follow a cookbook approach to teaching, but to develop thoughtful teachers who have the ability to assess and revise their own actions in order to improve the likelihood of success for their students. Principals should be vigilant and consider all issues effecting the staff productivity, effectiveness and job satisfaction. The principal should bear in mind that staff development does not assume a deficiency in the teacher but a need for people to work, grow and develop on the job. As curriculum managers, the principals should discuss the changes taking place with their staff and persuade them to change their traditional teaching methods, encourage further study, and attendance of professional growth seminars and workshops (Bernardt, Hedlery, Cattaro **&** Svolopoulos 1998:57). The key to developing the teaching and learning process in schools is the professional development of teachers. Day, Hall and Whitaker (1998:122) are more specific on this point by saying that; the school cannot transform or improve from what it is without development of staff and changing their approach to teaching. West-Bumham (1992:60) affirms this by saying that, strengthening internal school conditions to promote teachers' development is considered an important prerequisite for addressing a continuous stream of changes in their environments, for instance: educational innovations and socio-cultural demands to which they must respond.

2.4.5 Instructional Leadership

Instructional leadership is all about the actions taken by the principal to promote growth in students' learning. Day, Hall and Whitaker (1998:110) assert that improved teaching and

learning should be the primary focus for the principal. Principals assist teachers to interpret curriculum policy and make instructional quality the top priority. Their level of understanding is crucial for implementation of the curriculum. Principals also ensure that curriculum content is consistent with both learning outcomes and with the assessments used to measure the attainment of those outcomes. In other words everyone is expected to remain focused and work towards the intended outcomes. Principals ensure that learning and teaching support materials used in their schools are consistent and mutually reinforcing.

2.4.6   Managing the resources

When school boards, principals, and other education leaders are confronted with challenging economic times, the financial environment created in the schools presents decisions of unprecedented magnitude. Policy leaders and taxpayers will be looking for where and how to reduce spending in order to balance budgets. All of these groups deal with limited resources while struggling to ensure that students enjoy a richly rigorous and relevant education experience and demonstrate continuous improvement. All school resources, namely human, physical, financial, material, time and information resources, are viewed as an integral part of curriculum implementation.

The principal should identify the need of resources, secure the resources, allocate the resources in an economic way and maintain the resources as much as possible. When implementing the curriculum, clear specifications of what is required can make the difference between success and failure. Principals should ensure that there are sufficient teaching materials, supplies and other resources and also ensure that they are passed on to the right people. Teachers should familiarize themselves with the new resources so that they develop learning programmes and effectively manage the school resources. This will assist in creating an environment conducive for effective teaching and learning (Bernardt at el, 1998:62).

2.5   Support structures for curriculum management

Support structures include that which assist, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning (Department of Education 2000:90). Resources are regarded as the most important support structures because

curriculum management depends largely on resources available in schools (Department of Education 2000:94). These include knowledge of the curriculum, human, financial and physical resources.
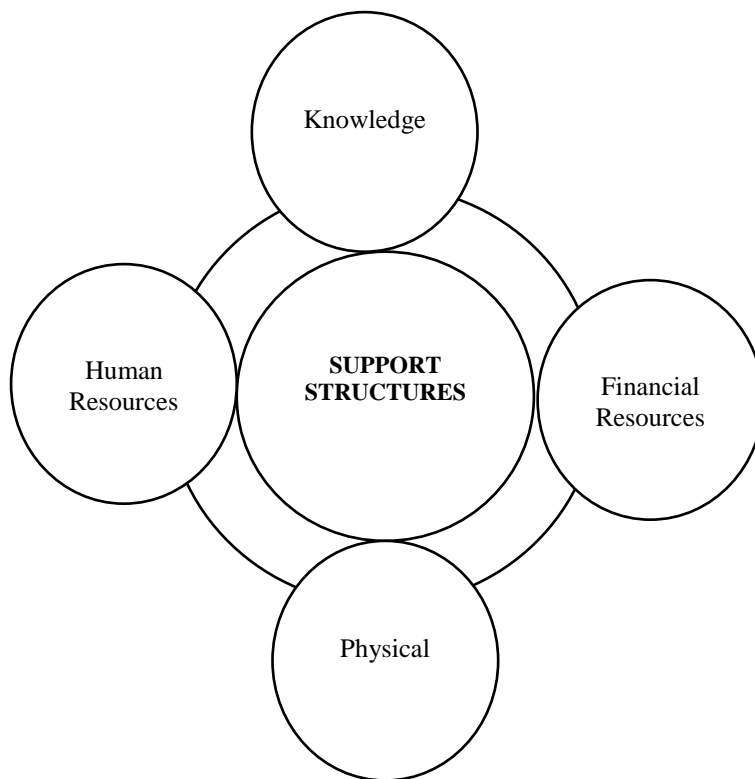
Figure 2.2 Support structures for curriculum management.

2.5.1   Knowledge of the curriculum

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

West-Burnham (1993:91) argues that the role of principals as curriculum leaders is becoming more complex, for this reason they should constantly update their knowledge in issues relating to curriculum. In other words they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively

convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

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

2.5.2   Human resources

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

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

2.5.3.1 Parental involvement

According to Mill, (2003:114) pupils' achievements and adjustment are influenced by many people, processes and institutions. Schools must be open to the involvement of parents in the work they do and they should consider ways of providing information that helps parents to

engage with the school and their children's education. Research consistently demonstrates that where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health and relationships, and improved employment prospects. Therefore the principal should try and meet the needs and concerns of the parents regarding the education of their children. Parents have the right to be informed about the conditions in the school and a positive relationship with them may benefit the schools. In this way, child-related problems in learning matters could be addressed easily (Department of Education 2000:98).

2.5.4 Financial resources

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

2.5.5 Physical resources

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

2.6   Challenges in curriculum management.

This section discusses several challenges to curriculum management found in the reviewed literature. These are a lack of knowledge because of lack of continuous training of principals in curriculum management by the DoE, lack of resources and conflicting roles among SMT members, and teacher attitudes towards curriculum change.

2.6.1   Increased workload

Cardno (2003:49) states that managing schools today means taking on a lot of responsibilities and many educators would hesitate to occupy that position. The challenges that principals encounter in curriculum management are the rapid pace of change in the national system in the area of curriculum change and policy implementation. He maintains that principals carry enormously varied workloads and the nature of the job has become complex and constrained. This includes high administrative workloads such as financial and property management and accountability to education authorities often takes precedence over attention to curriculum management. On top of that, paper work, interruptions, crises within schools and conflict management involving staff, learners and parents takes up most of middle managers' time.

2.6.2   Lack of knowledge due to poor training

Curriculum management is quite a demanding job which requires that principals be well prepared to take on the rapid pace of change in matters regarding curriculum policy and implementation. Sayed and Jansen, (200I:75) argues that principals play a major role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. Knowledge, skills and attitudes are essential for educational innovation and to enhance effective curriculum management. Cardno (2003:44) argues that most principals lack knowledge and skills to effectively manage the curriculum. This means that they are not in a better position to provide proactive leadership required for curriculum management. The same can be seen in principals managing curriculum in South African schools. Nsibande (2002:23) links this to the quality of training they received. Mabude (2002:62) noted that the training that was provided to principals does not enable them to sustain the transformation process in curriculum. Principals do not understand what needs to be done and changed in schools, especially in areas of curriculum. Serious engagement with new policies requires that leaders are intellectually active, can raise awareness about policy among those they lead and can motivate and inspire their staff in the process of curriculum change (Mabude, 2002:71). The quality of training workshops is poor, facilitators are not clear about the curriculum and there

is inadequate follow-up support for principals after training. This leads to lack of knowledge, which forms the foundation of effective performance in teaching and learning. Principals' knowledge in curriculum management is very critical because teachers need to be assisted and given support in problematic curriculum areas. One of the reasons why C2005 was reviewed was due to the outcry that educators found it difficult to implement the curriculum without proper guidance from the principals and SMT members. This was because training for C2005 focused more on training teachers and neglected school principals and members of SMT (Business Day, 2 August 2000:2).

Even though there have been teacher workshops on Outcomes Based Education, the terminology and language complexity used in the curriculum remains a problem for most teachers (Nsibande 2002:19). Teachers in some schools still find it difficult to plan their lessons and in some schools they do not plan because of the complexity of the curriculum. Chakane and Moyo (2004:89) describes the training as not up to standard, overcrowded, incoherent, awkward, and dominated by a shortage of personnel knowledgeable in Outcomes Based Education. Consequently, this indicates that the management of the curriculum may have not filtered down to schools due to inadequate training received by teachers and principals.

2.6.3   Lack of resources

The lack of resources is a primary factor that hinders effective curriculum management and is widely experienced in South African schools. Yet, successful curriculum management requires resources such as physical, human and financial resources (Mabude 2002:99). This affects more of the historically disadvantaged schools that lack almost every teaching and learning aids, including human resources. The teachers find themselves teaching in overcrowded classrooms because of insufficient school finances to employ extra teachers in order to reduce the learner teacher ratio in the classrooms. These schools also lack finances to buy materials such as learning and teaching aids and other physical resources in the form of furniture that enhance teaching and learning. There are some schools where buildings are collapsing; they hardly have any libraries, laboratories and sanitation. Some schools have no books or they receive books late from the Department. This makes it difficult for teachers to plan lessons. These are some of the reasons that principals struggle in their effort to manage the curriculum. As a result, effective curriculum management is compromised because resources determine how much can be done at any given time.

2.6.4 Role conflict

Sayed and Jansen (200I:57) are of the view that clarity of roles for all involved in curriculum matters should be a precondition for effective curriculum management in schools. Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community. Marsh (2003:125) puts it this way, that principals' roles are full of confusion and ambiguity. They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

According to Thurlow et al (2003:36) most principals in South African schools are not aware of the clarity of their roles in curriculum management; hence their performance of curriculum management roles and responsibilities is ineffective. School leaders lack role models for the new education system because the department itself is still confused by these new management structures.

O'Neill and Kitson (1996:32) state that some principals see the appointment of curriculum managers (i.e. Heads of Department) as indicating their failure to manage the curriculum. Heads of Departments have the most curriculum responsibilities and may find their decisions at odds with those of the principals and deputies because the HoDs lead the curriculum and guide other SMT members. HoDs in their roles as curriculum managers are team leaders, monitors of teachers' work, and organisers of phase development workshops, while at the same time dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practices of apartheid policy that ignored shared decision-making. The school management team may struggle with these activities in understanding and deciding who is responsible for which area in curriculum management (Thurlow et al, 2003:84). If conflicting

roles are not effectively managed, the whole school community may find itself in crisis of uncoordinated curriculum.

2.6.5   Teacher attitudes

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

• Uncertainty about what the curriculum changes imply

• Poor motivation

• Lack of clarity about development

• Ambiguity and lack of understanding of nature and extent of the envisaged change

• Insufficient resources to administer support and specialised knowledge

• Insufficient support from education practices.

• Security of the existing practices

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

Marianne et al (2003:67) mention that, generally South African schools in rural, semi-rural and in urban settings appear to have responded positively to curriculum change. In spite of

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

Principals have been given a responsibility to make sure curriculum management is effectively done. However its management takes place in different contexts and it has been problematic given the contextual factors in which teachers work. The fact that school communities differ in terms of their cultural traditions, material resources, social structures and aspirations; it is teachers who work in each of these communities that are in a better position to interpret the needs of their learners. Regardless of the availability of resources, all schools including those in rural areas that have limited resources are expected to have good results in specific skills, knowledge, attitudes and values by learners.

The principals have to manage schools at the same level with well resourced schools in the urban settings. However Wallace and Huckman (1999:29) noted that during curriculum change, some principals vary markedly in the degree to which they accept losing control in curriculum decision-making, resulting from empowered colleagues. This is because curriculum change in South African schools means change in curriculum management practices. In other words the model of working relationships among staff and SMT members has to change. The introduction of democracy in the education system comes with a democratic structure in schools (School Management Team). Thus principals should be willing to appreciate and recognize that they have to work collaboratively and co-operatively as a team with other people and give up some duties to each member in the team; and this is a practice that principals are not used to (Zakunzima, 2005:40).

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

researcher will locate some curriculum practices in theory that should guide practices of school principals.

2.7   Theoretical framework of curriculum management

A number of scholars have noted that the practices of principals show mixed understandings of curriculum management practices and this raises questions on whether curriculum management theory is understood by the principals in schools. Theory is important because it influences the practices of curriculum leaders and takes into consideration how learners learn and construct knowledge. Curriculum management theories assist principals in schools to determine how to help learners to learn the different aspects in the curriculum. Department of Education (2007:12) is of the view that theory assists curriculum leaders to think and acknowledge that not everyone learns in the same way. The curriculum in South African schools has specific outcomes, skills, attitudes, values and knowledge that learners must achieve in each learning area. This is as a result of the current modes of curriculum designs that stipulate that learners should demonstrate certain skills, values and attitudes, and become critical thinkers.

Smith (2008:3) maintains that the curriculum should involve detailed activities, and draw attention to what learners need to know, achieve and demonstrate at the end of schooling. However it is crucial that leaders have the ability to manage and guide teachers for curriculum implementation so that these activities can be effectively done. Among the many theories about curriculum management the   researcher will look at two theories that dominantly guide on curriculum management practices namely: Decker Walker's naturalistic approach and Tyler's model.

2.7.1   Decker Walker's naturalistic approach

Decker Walker's naturalistic model on curriculum management emphasises the need to understand the complexity of tasks and roles. Marsh (2003:130) argues that this model articulates the actual tasks of curriculum leaders rather than giving advice on how they should go about the tasks. The model describes how curriculum management happens in practice and acknowledges the beliefs, values, ideas and insights that curriculum leaders may have when they attempt curriculum tasks (Marsh, 2003:130). The first stage entails discussion and arguing about issues that may lead to agreed actions on curriculum management.

Walker uses the team platform; to him this is where the team assumes the initial curriculum management activities. At the platform stage, roles in curriculum management are specified and problematic attitudes are identified.

The second stage to this model is deliberation, it involves solving problems through learning and actions, discussions lead to gaining an in-depth knowledge of tasks to be executed. Principals acknowledge that curriculum activities and state of affairs have different meanings for people in a team (Marsh 2003: 129).

The last stage in this model is decisions for taking actions. It involves selection of teaching materials, the complexity of learning activities, their control and evaluation of learners. The success of plans depends on whether learners will cope, achieve and demonstrate the expected academic outcomes.

2.7.2 Ralph Tyler's model

Ralph Tyler's model on curriculum management emphasises student behaviours and the learning experiences of learners as per curriculum stipulations (Marsh, 2003:132). This model suggests four questions that should guide curriculum leaders in planning the curriculum. These four basic questions have dominated the study of curriculum and curriculum management. They are:

1.   What educational purpose should the school seek to attain?

2.   How can learning experiences be selected which are likely to be useful in attaining these objectives?

3.   How can learning experiences be organised for effective instruction?

4.   How can effectiveness of learning experiences be evaluated?

In practice these are articulated in the school vision and mission in addition to the aims and objectives. The aims and objectives articulate curriculum implementation and academic achievements of learners are developed collaboratively (Slattery, 2006:19).

Ralph Tyler's theory encourages collaborative approaches whereby curriculum leaders involve teachers in facilitation of debates and discussions, an understanding of roles and expectations of others within a team. In this theory, academic standards are set that lead to learner's success. Curriculum leaders are expected to decide on learning experiences that articulate accomplishment and success of learners, including assessment of the planned tasks. The leaders have to develop policies that support teaching and learning, for example, homework policies, discipline among learners and an effective code of conduct for learners. In addition to that, they have to see to it that effective time management is practiced by all the

teachers so that teaching and learning commences and ends in time. Besides that, curriculum leaders should encourage parents to support their children with homework and projects. Lastly they should ensure curriculum evaluation is part of an ongoing process so that they are able to identify areas of strength and weaknesses and quickly plan for intervention programmes for teachers.

Tyler's model has been criticised by many scholars arguing about its rationality. On the other hand, it is not rigid, it suggests questions that could be changed to suit the needs of a school and guide curriculum leaders to facilitate discussion about curriculum issues. In these two theories one thing is common; the emphasis on visionary leadership and being strategic in curriculum management. They further emphasize the importance of teamwork, collaboration and decentralizing curriculum decision making to teachers who are implementers of the curriculum. They also lay importance on understanding functions and roles in curriculum management for effective implementation of the curriculum. Slattery (2006:22) says that the global community is entering into a radically new understanding of practices – he called this a paradigm shift, the feeling that somehow change in curriculum practices is upon curriculum makers and leaders.

2.8   Synthesis

From the literature reviewed, it is clear that school principals have a tremendous responsibility in managing the curriculum. Managing curriculum is at the heart of education because it is concerned with the values enshrined in education, which are teaching and learning. A deeper understanding of the practices of curriculum management by principals is a pre-requisite for effective management of the curriculum. Curriculum 2005 required curriculum leaders to change their leadership approaches and become proactive leaders in the process. They had to focus on building a community of learners, sharing decision making, sustaining the basics, leveraging time, and supporting ongoing professional development for all staff members. In addition to the above, they were required to redirect resources to support a multifaceted school plan and create a climate of integrity, inquiry, and continuous improvement. This could only be possible if the principals understood the theory that guides the curriculum management process. It is important for principals to receive continuous training on curriculum management related matters so that they are able to give support to their staff. In addition to that, they must manage the curriculum in relation to the varying contextual factors in which schools operate.

In the next chapter the researcher discusses the research methodology used, shows the research design and methods that were used to collect and analyse the data.

CHAPTER THREE
THE RESEARCH METHODOLOGY

3.1   AIM OF THE CHAPTER

This chapter focuses on research design and methodology. It explains the following elements and how they will be used: research approach, population and sampling, instrumentation and data collection techniques, data analysis and interpretation, reliability and validity of research and ethical issues. The aim of this study is to have an in-depth understanding of the challenges facing principals in curriculum management and how they manage and understand their roles with regards to curriculum. Therefore in order to achieve the objectives of the research, a qualitative approach will be employed. The approach is suitable for this research because it tries to understand the curriculum management phenomena in its entirety in an effort to understand the person, programme or situation. The researcher explores the use of qualitative approach in detail in the following section.

3.2   Research approach

3.2.1   Qualitative research

Strauss and Corbin (1990:17) describe qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. Instead, it is the kind of research that collects and presents data in form of words. Krathwohl (1993:29) mentions that it is a type of scientific research that consists of an investigation that seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable beyond the immediate boundaries of the study.

Patton (2001:39) argues that the qualitative researcher seeks to discover the meanings that participants attach to their behaviour, how they interpret situations, and what their perspectives are on particular issues. They are interested in life as it is lived in real situations and the researcher does not attempt to manipulate the phenomenon of interest. In this method there is an open agenda that allows the researcher to interpret and contextualise the situation in an open manner. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the behaviours, beliefs, opinions, emotions, and relationships of human issue that is often contradictory (Miles & Huberman 1994:92).

3.2.1   Population and sampling

All research questions deal with issues that are of great significance to important groups of individuals known as a research population. A sample is representative of the population from which it is taken if the characteristics of the sample mimic those of the population. Strauss and Cordin (1990:46) argue that a research population is generally a large collection of individuals or objects. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and impractical. Therefore researchers rely on sampling techniques.

In this study, purposeful sampling was used to select participants because it placed participants in groups relevant to the criteria that fit the research question. The researcher selected seven primary schools and their principals out of fourteen in Region C of Johannesburg West. The selection of participants was based on the fact that these principals are expected to manage the curriculum and, the deteriorating standards of these schools. Through purposeful sampling, the research attempted to understand the challenges these principals face in managing the curriculum.

A small sample size was selected because primary schools in Region C have similar characteristics, follow the same curriculum and principals have the same roles and responsibilities, and for this reason the researcher was mindful of the concept of theoretical saturation in large sample size. Patton (2002:135) defines saturation as the point in data collection when new data no longer brings additional insights to the research questions.

Furthermore for the benefit of conducting a detailed in-depth interview, smaller number of respondents is usually recommended because the technique is exploratory in nature. Prairie Research Associates (2001) argues that the general rule on sample size for in depth interviews is that when the same stories, themes, issues, and topics are emerging from the interviewees, then a sufficient sample size has been reached. For these two reasons the researcher chose to have a target number of participants, rather than a set requirement. The researcher is confident that the sample size of seven principals and their schools has uncovered all important information to answer the research questions. The researcher knew that the sample selected may not be representative of the total population and that it would limit the generalisation of the findings.

According to Patton (2002:126), in purposeful sampling people who are unsuitable for the sampling study or who do not fit the bill may be eliminated. In this study educators did not take part because the focus of the research was placed on principals in their capacity as school managers. The researcher is convinced that because only the most suitable candidates were selected, the results are more accurate and the process was less time consuming and cost effective.

Even though the purpose of the research was not to generalize, the researcher collected sufficient evidence of challenges that principals in these schools face in managing the curriculum and recommendations were made. For this study to be a success the participants had to be:

- currently be serving as school principals
- have been school principals for at least three years, and
- be willing to take part in the study.

3.2.2   Instrumentation and data collection techniques

Instrumentation and data collection techniques are selected taking into account the focus of the research and the desired timeframe for the study. Therefore, in order to understand how and what the principals face in the process of managing the curriculum, the researcher has identified individual interviews and non-participant observation for the purpose of this study.

3.2.3   Interviews

Charles (1995:162) defines the interview as an exchange of views or ideas between two or more people on a topic. The primary data collection method will be in-depth, open-ended interviews, for which the researcher will use prepared interview guide. Open-ended interviews are used because they allow the researcher to engage in semi-structured conversations. The semi-structured conversations helped the researcher to collect data that is rich and necessary for the ways in which individuals conceive curriculum management and explain or make sense of the important events in curriculum. In using open-ended interviews the researcher hopes to gain an understanding of the principal's experiences, thoughts and feelings regarding curriculum management. Merriam (1998:120) recommends the use of semi-structured interviews in qualitative research because they provide the researcher with flexibility to engage in natural conversations that provide deeper insight. This makes the interview more honest, morally sound, and reliable, because it treats the respondent as an equal and allows him or her to express personal feelings. As a result this presents a more realistic picture than can be uncovered using traditional interview methods that are highly structured. The traditional methods therefore cannot provide a true participant perspective; they simply get reactions to the investigator's preconceived notions of the issues (Merriam, 1998:120).

This method was chosen for two reasons: firstly, to understand the participant's point of view rather than make generalisations about their behaviour. Secondly, to gain insight on specific issues, and to probe the areas from the participants' responses that the researcher has no prior knowledge of. After obtaining permission from the Gauteng Department of Education to conduct research, the researcher will contact each principal telephonically to arrange a meeting with each of them, so as to discuss the plan of carrying out the research with them. The researcher will then have to negotiate the time, process and level of involvement with each principal.

3.2.3.1 Individual interviews

The researcher will conduct individual interviews with seven primary school principals as the key participants since they are the people managing the curriculum in their schools. The participants and the researcher will have to agree on a date and time. Requests will be made to the participants by the researcher to have the interview conducted in the school. Before the interview the participants will be informed about the following:

- the purpose of the research
- the confidentiality of the information given
- the use of the tape recorder, and
- the procedure that will be followed during the interview.

All interviews with individual principals will be recorded for transcripts and for data analysis purposes. Voice recording is considered convenient because it helps the researcher to listen more attentively during the interview. Mcmillilla and Schumacher (2006:84) maintain that voice recording gives precise recordings of the participants' exact words that can be replayed for accurate transcripts. Bearing in mind that some respondents might be intimidated by a voice recorder could withhold important information. The researcher will explain the use of the voice recorder in advance. There is an assumption that non-verbal communication, body language, tone, facial expression and gestures are often indicators of the secret stories, which the researcher will find out about by making notes during interviews with the principals to reflect on later. A researcher needs to be attentive and at the same time think of follow-up questions. The interviewer may give out cues that guide the participants to give answers expected by the interviewer (Mcmillilla & Schumacher 2006:89)

3.2.3.2 Observation

Given the importance of context in qualitative research, the researcher intends to take careful note of the different naturalistic setting in which each principal lives. A non-participant observation method will be used. In this method, data will be collected by observing behaviour without interacting with the participants. The researcher will arrive at the school one hour before the interview begins and the observation will start as soon as the researcher enters the school. The researcher will make notes of the way in which people in the school interact with each other and especially with the principal. She will make notes on the culture and climate of the respective schools as reflected in the condition of school grounds and buildings, welcoming of outsiders, and purposeful use of school colours/symbols. By doing this, the researcher anticipates that observations like these will provide a different kind of data that will give insight into the conditions within which participating principals have to manage the curriculum. In other words, the environment and relationships in which the principals operate will be noted down in the reflective journal. In this sense observation data will support and complement the data provided in interviews and also enable the researcher to place each principal's story in a different perspective.

Qualitative research is inductive and reflective in nature, therefore the researcher will note done her thoughts, ideas, feelings and impressions as and when they emerge and also reflect on them after. Denscombe (2003:140) is of the view that reflection is an activity that must take place in all qualitative research studies and especially throughout the data gathering process. The researcher plans to keep a research journal in which everything observed is noted, everything heard and everything that comes to mind during observations, of and conversations with principals in their naturalistic setting. Keeping a reflective journal assists in what Moution (2006:36) referred to as the process of constructing and reconstructing of information.

3.3   Data analysis and interpretation

Data analysis is whereby raw data is ordered and organized so that useful information can be extracted from it. The process of organizing and thinking about data is means of understanding what the data does and does not contain. The goal is to highlight useful information, suggest conclusions, and support decision making. The thematic data analysis approach will be adopted. According to Babbie and Mouton (2001:72) thematic data analyses approach is a process of breaking up the text into manageable themes, patterns and relationships. Therefore questions will be written down and themes and concepts will be

developed to guide the researcher in identifying what the principals understand as their role in curriculum management and the challenges they face in the process. For example, some themes would be on challenges of curriculum management, the role of principal in curriculum management and how the principals overcome these challenges among others. Separate parts of key texts will be closely examined and compared for similarities and differences. From that, the researcher will be able to conclude what each principal understands as his/her role in curriculum management, the leadership role and the challenges they encounter in performing their roles as curriculum leaders.

3.3.2 Ethical considerations

Babbie and Mouton (2006:117) assert that it is important to observe ethical principles in order to prevent problems that may arise during research and also to protect the rights of participants. The researcher will need to seek permission from the provincial DoE to conduct research in the schools. The researcher also has to obtain permission from the principal to conduct research in their school; this will be been done in writing. Issues of confidentiality and anonymity will be guaranteed to participants through a letter of consent that declares that while participation in the research project would be appreciated, they could withdraw from participating if they wished to do so. It is the researcher's responsibility to provide credible confidentiality and convince participants to participate in the research.

To protect the participants, their names and those of their schools will not be required and the findings and thesis will be made available to them on request. This will be done in order for the participants to understand that the researcher is not an investigator but a researcher/student whose study and findings may assist future researchers to improve the management of curriculum in schools.

More to that the researcher's intention will be to make principals understand that the purpose of the study is to gain an understanding of the challenges facing principals in curriculum management and their roles as curriculum managers and not to evaluate them and their work. This will help relieve any suspicions so that they participate in the interview openly to ensure trustworthiness of the data.

3.3.3   Reliability and Validity of Research

Patton (2001:120) states that validity and reliability are two factors that any qualitative researcher should be concerned about. The researcher will pay attention to the whole process of her interactive style, designing a study, data recording, analysing results and interpretation of participant's meanings from the study. Denscombe (2003:273) mentions that the criterion of reliability is whether the research instruments were neutral in their effect, and would measure the same results when used on other occasions. However Babbie and Mouton (2001:276) point out that absolute reliability, objectivity and validity will never be attained and it therefore remains a goal and ideal towards which researchers must strive. The researcher will reinforce the reliability of this research by providing an explicit account of:

- the aim of the research and its basic premise
- how the research will be undertaken, and
- the reasoning behind key decisions made in relation to sampling among others.

By providing this information the researcher anticipates that it is possible to reach a conclusion about how far another researcher would come up with the same findings. In conducting this research, seven out of fourteen principals will be selected to give a more representative image of their experiences of curriculum management and their role as curriculum managers.

3.3.4   Member checks

Member checks entail returning the transcripts to the participants allowing them to confirm that what has been deduced and written presents a true and valid reflection of their responses. It requires that individual participants respond honestly and openly and do not use the opportunity to disagree with what they think others may disapprove of. For this reason, time was given for each respondent to read through the transcript of their interview and to comment on both the actual interview and the coding of the data. This provided them with an opportunity to validate the data generated through the interview. (Babbie and Moution 2001:275).

3.4   Synthesis

This chapter deals with research methodology and provides information about how the research was conducted. It covers the use of qualitative approach to research, describes the methods used to obtain data and covers the design of the research and ethical considerations.

In the next chapter, the researcher analyses the data emerging from the interview and observation with principals in the schools.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 AIM OF THE CHAPTER

The aim of this chapter is to give an analysis and interpretation of the data that was generated during individual interviews of six primary school principals and also highlight non-participative observations at each of their schools. The research was conducted from 2 to 16 September 2012. The chapter also presents discussions on the research aim, namely "what are the challenges faced by primary school principals in managing the curriculum?". This aim was covered by topics on the interview questions which allowed the participants to discuss what challenges they faced in managing the curriculum, to identify the roles and responsibilities of primary school principals in curriculum management from the participant's standpoint, determine effective leadership styles needed for curriculum, identify the support structures needed for curriculum management and determine the skills needed by school principals for successful curriculum management.

The participants' distinctiveness and their schools, plus their experiences, are discussed in this chapter. The information respondents presented does not breach the guarantee of the confidently and anonymity agreed to the participants during the interviews and observations. Interviews were conducted in the principal's offices for a period of one hour. The interview was conducted after the observation that started at 7:00 AM and end at 8:00 AM. The intention was to capture how the day of the school principal starts, what time she/he arrives in the morning, what they does when they arrives, the environment they works in and also how he relate to staff especially educators. This information contributed to the general understanding of the principal's challenges in managing the curriculum.

To ensure anonymity and confidently, codes are used when referring to the responses of the participants. In the data analysis, data generated from the interviews is referred to as Principal 1 for the principal of school A, Principal 2 for the principal of school B and so on. For the purpose of observation a brief description of the schools is given.

The initial sample size selected was seven principals and their schools out of a total of fourteen. However, upon request for interviews of the selected seven, six accepted and one declined. The results of the study are therefore based on responses from the six.

The schools are situated in the Region C (Rooderport) Gauteng Province. These are school fee paying schools. Their fee is approximately R9000 ± R2000 per learner per annum. These schools also receive small amount of funds from the Department of Education. The Department of Education appoints educators for the schools, but the School Governing Bodies employ additional educators, paid from school funds, to ease workload. The table below shows the location of the schools, number of learners and number of educators per school.

Table 4.1 Schools where principals work

Schools	School A Primary	School B Primary	School C Primary	School D Primary	School E Primary	School F Primary
Location	Town	Town	Town	Town	Town	Town
No. of learners	1210	1124	1220	1128	950	1114
No. of educators	44	41	46	41	38	40

4.2 INTRODUCTION

In order to answer the research questions, the interview questions were divided into two main sections, i.e. biographical questions and open-ended interview questions. In the observation data collection, the researcher assumed the role of non-participant observer. From these observations the researcher developed full and descriptive field notes for analysis.

4.3 Biographical questions:

This part contains questions with regard to the participants' background. The researcher found it relevant to include the biographical information about the six respondents because identifying with the background of the participants is crucial in relation to their responses.

4.3.1 Interview questions

This section of the interview schedule contained the specific open-ended questions. The questions focused on challenges the principals face in managing the curriculum, leadership and management roles and responsibilities executed by the principal in curriculum management, the ways of dealing with these challenges and the tools needed for curriculum management.

The interview questions were future divided into the following categories (1) school leadership (2) curriculum management (3) resource management (4) empowerment and support of educators. The more specific questions in each category are seen below and in the data analysis the questions will be referred to by category and number

4.3.1.1 School Leadership

1.   How do you keep staff motivated and focused on teaching and learning?

2.   How can leadership be executed to embrace and support teachers in accepting the curriculum demands?

3.   What is your understanding of transformation and democratic leadership style and what is your leadership style?

4.3.1.2 Curriculum management

1.   As the principal of the school, what are your roles in managing the curriculum?

2.   What kind of support do you get from Department of Education to assist you in executing your roles?

3.   What would you consider as challenges in curriculum management?

4.   On a scale of 1-10, how would you rate your knowledge of curriculum in general?

5.   What mechanisms do you have to address curriculum management challenges?

6.   How do you plan for teaching and learning, and how do you ensure that teachers perform their teaching duties effectively?

7.   How often do you supervise teaching and what are the educators' attitudes towards it?

8.   What do you think could be done to assist principals to become more effective in their role as curriculum managers?

9.   What are the skills necessary for effective and sustainable curriculum management?

10.   What support structures are needed for curriculum management?

4.3.1.3 Resource management

1.   Where does your school source its funding for curriculum support and in your opinion is the funding adequate?

2.   What steps do you take in drafting the budget and how does it support teaching and learning?

3.   How is parental involvement experienced in your school?

4.3.1.4 Empowerment and support for educators

1.   What formal/informal actions do you take with regard to staff's personal and professional development?

2. Do you encourage staff members to be involved and participate in planning and decision making processes in your school? If yes, how do you do that? If no, why?

4.4 DATA ANALYSIS

Table 4.2 Biographical questions.

Principals	Principal 1	Principal 2	Principal 3	Principal 4	Principal 5	Principal 6
Gender	M	M	F	M	F	M
Age	48	47	45	40	50	55
Home Language	Afrikaans	English	English	Afrikaans	English	English
Qualification/s	HDE, ACE	HDE	BED, ACE	BED, ACE	BED	HDE
Experience as a teacher	24	24	20	28	20	13
Experience as a principal	16	7	5	4	8	8

From the biographical data it is clear that the majority of the respondents were male and have English as their first language. Their ages ranged from 40 to 55 years. They all met the requirements of having a minimum qualification to be appointed as principals, and they also had many years of teaching experience. Their experience as principals of their schools ranged from 4 to 16 years. Based on their experience and the context in which they functioned, one can deduce that they would be in a good position to provide data that could make a valuable contribution regarding the research questions.

4.5 DATA ANAYSIS AND INTERPRETATION GENERATED FROM THE INTERVIEWS.

4.5.1 Introduction to the interview

An attempt was made by the researcher to establish a positive climate so that respondents actively participated without any hindrances. All the interviews started with the interviewer thanking the respondents for their willingness to play a part in the research. They were assured of the confidentiality of the process and reminded that they would verify their

responses after the transcriptions had been made. These steps were taken to ensure the integrity of the process.

In the following paragraphs the responses of principals to the various questions are reported and analysed.

4.6. School leadership

4.6.1 How do you keep staff motivated and focused on teaching and learning?

According to Principal 1 keeping staff motivated and focused on teaching and learning is not easy. Overcrowded classrooms, undisciplined learners and the negative attitude of some parents are some of the concerns that contribute to low motivation of educators. "I try to encourage them to stay positive regardless of the hard conditions." The respondent also stays in contact with them to know their needs because they question every little thing.

Principal 2 had this to say, "It's the most difficult thing to experience as the principal." Teachers are increasingly becoming demoralised by the demands of the job and the fact that learners are not listening to them. The respondent makes sure that educators have the tools they need to teach, even thorough sometimes they can't have it all. The respondent encourages them to improve on their work and those that do a good job are recognised for the work well done.

According to Principal 3 "teaching is their job but sometimes it looks like it's just one of those things they have to do in order to survive." Praises are given to those who give their all to what they do. The respondent attends to their concerns in the best way possible, but it doesn't mean that all of them will be motivated and focused on teaching.

Principal 4 argues that "It is very difficult to keep them motivated." The respondent mentioned that educators have all sorts of complaints that one can hardly understand. There are some who are committed to their job but not all enjoy what they do. The respondent gives motivational speeches once in a while, and also reminds them of their job description. "I feel it's not my duty to keep them motivated."

Principal 5 mentioned that it is challenging, but recognises the fact that most of the educators try to do their best. Heads of departments help the respondent to keep record of how each educator is doing. There is an open door policy; educators are free to approach the respondent

for anything at any time. "I acknowledge their good work; keep them informed of any important information and give thank you notes to those who are doing a good job."

Principal 6 argues that motivating and keeping educators focused is becoming more challenging because educators feel that society has lost confidence and trust in them. Educators are blamed for poor performance and lack of discipline in learners. The respondent does not expect educators to do what he cannot do. "I do recognise their input in everything and my office is open for any support they need."

DISCUSSION

From the responses given, it is clear that the participants find it difficult to keep educators motivated and focused on teaching and learning, with the exception of Principal 5 who seems, in a way, to be lucky as he has dedicated educators. School principals require leadership skills of inspiring, motivating and supporting teachers to achieve the desired curriculum vision. The giving of rewards and acknowledgement as stated by respondents to educators who put more effort in their work is one of the motivating factors; it encourages others to improve on their performance. However principals must be fair in distributing their praise and all educators should receive praise at some point to encourage them. Some participants have an open door policy; this is yet another good practice and all principals should emulate it. It sends a message that the principal is approachable; she/he can discuss issues with his/her staff, hence breaking communication barriers. Yukl (2002:86) argues that usually educators will show some self-motivation if they know what is expected of them, think the effort is worthwhile, and feel they will benefit from it. This kind of feeling comes from the principals' willingness to engage in meaningful conversations with educators.

The researcher differs with the sentiment from Principal 4 who mentioned that, "I feel it's not my duty to keep educators motivated**."** While principals can't make or teach educators to be self-motivated, they can encourage and promote this highly desirable personal trait. They must understand that educators are motivated through a wide variety of needs. Some educators are self-motivated; others are motivated by money, others by power, and others by challenging work, while others by praise. Since the principals are not usually in a position to offer educators money or power, the focus here should be on praise and challenging work depending on individual needs. Fundamentally, the process of motivation stems from stimulation, which in turn is followed by emotional reactions that leads to a specific behavioural response. Any successful principal should bear in mind the dire consequences of demotivated and non-focused educators.

4.6.2.1 How can leadership be executed to embrace and support teachers in accepting the curriculum demands?

According to Principal 1 leading people is tricky because people have their own ideas of what they think is right or wrong. "Our curriculum is ever changing and sometimes it is difficult to know how best to lead educators in what you are not sure of yourself. I set a good example to my staff with the view that if they see me embracing and working hard they would do the same. I also show them that I understand their fears but together we can do better. When training programmes are organised for educators I take part in the training as well so that they feel supported," he added.

Principal 2 stated that "I am not sure whether they do fully embrace the curriculum demands or they just have no choice but to comply with what is presented to them. It's difficult to tell. However I do my best to encourage them to do their work with diligence all the time regardless of the demands attached to the curriculum."

Principal 3 had this to say, "Ever since I became a principal I have learnt to be patient, and having to encourage educators to embrace the curriculum demands is an everyday struggle, mainly because they don't understand it well. I work with them to make sure we agree on certain issues especially delivery in the classroom. I try to be a good leader, who they can follow, but of course I can't please everybody, some will be with me and others will not."

Principal 4 asserted that, "I believe in working as a team. Heads of departments (HoD) and grade leaders help me to understand what is happening and what we need to do to better the situation at hand. Sometimes I can't support them because of workload in the office."

Principal 5 argues that in education there are negotiable and non-negotiable practices and the curriculum happens to be a non-negotiable. I work hand in hand with head of departments (HoD) we provide educators with any information required and keep them informed about issues from the department of education so that they can better their performance.

Principal 6 said that, "I make sure that I know what is going on in the school all the time especially with my staff. I put much effort in learning new ways of dealing with my staff but most importantly I lead by example to them. This does not mean that all of them embrace curriculum demands but it creates an environment conducive for them to try their best."

DISCUSSION

Generally all respondents agree that working with educators as a team is one way to encourage them to accept the curriculum demands. Teamwork motivates educators to perform well and everyone is responsible for the school's overall success. This sentiment is shared by the Department of Education (2004:6), stating that because of curriculum changes, curriculum management in schools has to be a much more open, democratic and participatory, involving principals and teachers. In a school setting, teamwork means responsibility has to be divided according to expertise and time available. School principals have to (see paragraph 2.3.1.1) assist their staff to develop and uphold a collaborative, professional school culture.

Principal 3 mentioned that he had to learn to be patient. While it can be hard to remain patient when the demands to do better are high, losing your temper can be an enticement for educators to do the same. Principals have to learn to stay cool and composed under pressure. This conveys the message that she/he is not only in charge of the school but also in charge of his/her emotions. Principal 2 encourages them to do their best. This is a good initiative because educators will become more efficient or learn new skills to improve, therefore principals must make it an active goal to encourage educators to accept the curriculum demands at all times for effectiveness and efficiency.

For educators to accept curriculum demands, the principal has to show a positive attitude, smile and make it look manageable to all. Also allow educators to ask questions. Questions promote learning, information clarity and engagement. Be a good listener, because it's one way of successfully sharing information and also communicates to the educators that the principal cares about them and what they think. Set your expectations and let the educators know you believe and trust in them even though you might occasionally be hurt; more often than not, trust will build. As a principal make sure that all rules, regulations, roles, and work processes in the school are be designed to support all curriculum related activities (Yukl 2002:123).

4.6.2.2 What is your understanding of transformation and democratic leadership style and what is your leadership style?

Principal 1 stated that "I am not sure of the different leadership styles but I understand the democratic leadership and how it is important in managing the school." The respondent

involves educators in planning and asks for their input most of the time to avoid mistakes. As a democratic leader his strength comes from the support of educators.

According to Principal 2, South Africa is a democratic country where we try to apply democratic principles in our school all the time to avoid misunderstanding. The respondent encourages educators to get involved in all school activities, delegate responsibilities but take full responsibility for the outcome.

Principal 3 had this to say, "Transformation is here but not at the expense of learning. It has been 18 years into the democracy there should not be issues related to transformation. We are mixed races and cultures in this school. Democracy is what we stand to encourage all the time." The respondent practices an open door policy to get educators' views and see how to apply them.

Principal 4 mentioned that things have changed in the last few years and the school has transformed; it now has children from all backgrounds. "Democracy has changed the face of school management. Seeking input from educators and involving them is their right, otherwise they have the right to say no if I don't involve them." The respondent practices democracy.

Principal 5 stated that schools have transformed over the last 18 years, with different race groups in the same school. Schools follow the national trend of democracy. "People have to be involved. I don't have one particular leadership style I apply a mixture of them depending on the situation." The respondent is hard on issues of policy because they have to be followed regardless of the situation.

According to Principal 6, transformation leadership is when people are with you; they are convinced that you are leading them to the desired destination. Democratic leadership is getting everyone on board, asking for their input on matters arising in the process. "I would like to believe that I am a democratic leader who can change the style depending on issues at hand."

DISCUSSION

Thurlow, Bush, and Coleman (2003:203) argue that strong leadership and the adoption of leadership styles are essential for curriculum delivery and effective curriculum management. All the respondents are familiar with the democratic leadership style which is understandable,

given the fact that South Africa is a democratic country and all organisations of the state must follow suit. Democratic leadership style is when all members of the group take a more inclusive role in the decision-making process (see paragraph 2.3.1.2). In this case, principals and teachers work together for a common goal, that is, to achieve better results. Given the responses of the participants, it is encouraging to note that they are leaning on democratic practices in their schools. Sharing of decision-making with educators promotes interest and social equality. It also adheres to the notion that everyone, irrespective of their position, should play a part in the group's decisions, which is good in a school situation. However, principals have to bear in mind that democratic style of leadership still requires guidance and control from them. It requires that principals make decisions on who should be called upon within the group and who is given the right to participate in and vote on decisions.

The researcher is concerned with the fact that five respondents did not show an understanding of transformational leadership style. Instead they related it to transformation of the school from the old system of race to the current integrated system, where all races are accommodated. Leadership is not "one size fits all", often leaders must adapt a style that fits a situation or a specific group at a given time. They must be able to change depending on the situation at hand. This is why it's useful to gain a thorough understanding of other leadership styles; after all, the more styles leaders are familiar with, the more they are equipped to handle different circumstances and hence lead effectively. It is important to indicate that transformation leaders have integrity, they inspire people with a shared vision of the future, they set clear goals, motivate people and they communicate well with their team (see paragraph 2.3.1.1).

4.7   Curriculum management

4.7.1   As the principal of the school, what are your roles in managing the curriculum?

According to Principal 1 it is important to know the curriculum and understand it in order to lead others. He reported that he makes effort to study the curriculum statement, attend all workshops, led the planning process, conduct meetings every week and monitor progress with the Heads of Departments.

Principal 2 reported that he does planning for the term and year with heads of departments and the senior management team. He also arranges regular meetings with all heads of departments. Through monitoring, the respondent gets to know what the educator needs to better their performance.

Principal 3 had this to say; the roles and responsibilities of the principal are mainly focused on planning and monitoring to make sure that the plans are followed. The respondent has regular meetings with heads of departments to know what is going on. Depending on their report she then decides on the action to take, and professional support is given to educators.

Principal 4 drives the curriculum and takes the leading role in everything that is happening. This entails planning, monitoring, making sure educators know what to do, making sure the school has resources, being knowledgeable about curriculum and making class visits. The principal and heads of departments keep their eyes on the ground.

Principal 5 noted that planning of what, when and how the curriculum is implemented takes priority. This is done with the help of heads of departments who are responsible for what goes in the classroom. HoDs ensure effective teaching and learning takes place by monitoring teachers' performance. Getting information about the new developments in the curriculum and disseminating it to educators is very important.

Principal 6 mentioned that his roles and responsibilities are many. The respondent has to be involved in all activities concerning the curriculum; planning, acquiring and distributing, and managing both human and financial resources, providing support to educators, and monitoring the progress are among the many roles of the principal.

DISCUSSION

From the responses it was clear that principals viewed their roles as curriculum managers who carry the responsibility to improve academic performance in serious light. There were shortcomings, but it can be deduced that the participants were sensitive to the process of curriculum implementation. The key aspect of curriculum management (see paragraph 2.4.1) is effective planning. Plans are made so that people know what needs to be done, who needs to do it, when and with what. Clarke (2007: 246) mentioned that when a plan is designed and followed one can always see how much they have progressed towards the intended goal and how far away one is from the goal. Respondents also recognise their role of monitoring, educator support, acquisition of resources and being knowledgeable on curriculum issues. All these roles contribute to effective curriculum management practices.

However, nothing is mentioned about how and when curriculum evaluation is done. It seems that evaluation is mostly done through feedback given by the heads of departments. Caldwell & Pinks (1992:88) stated that curriculum evaluation is crucial and without it done timeously and effectively, there is a high possibility of curriculum failure. Curriculum evolution is meant to reflect on what the school is trying to achieve, assessing how far it is succeeding, and identifying required changes.

The researcher is also concerned that the instructional leadership role of the principal is left in the hands of head of departments. They visit classes and give feedback through regular meetings. Although it might be good practice to delegate tasks, the researcher feels that this role is neglected by respondents; no matter how effective heads of departments are, principals need to do class visits. McNeil (1981:144) affirms that effective curriculum implementation in a school is that where the principal is present at planning stage and remains visible throughout the implementation and evaluation.

4.7.2   What kind of support do you get from GDE to assist you in executing your role?

Principal 1 asserted that not much assistance is given by the department but acknowledges that there has been improvement compared to the past years. The respondents alluded to the fact that the department organises workshops and keeps them informed of any new developments. The main concern is that workshops and trainings are poorly administered and do not empower them enough.

Principal 2 mentioned that the department organises policy development workshops and cluster meetings but most of these workshops are not well conducted. "We barely learn anything, the facilitators of these workshops do not understand the content," he added.

Principal 3 keeps in contact with the GDE head office to get help where necessary. The department conducts workshops and trainings, which the respondent mentioned are sometimes not enriching as there is still a gap between what is learnt in these workshops and what they are expected to do.

Principal 4 indicated that regular meetings held with the head office department keep them informed of new developments. These workshops and trainings are for both management and teachers. The respondent stated that much is still to be desired on the trainings and workshops conducted, as the facilitators lack capacity to effectively deliver to the required standard.

According to Principal 5, the department tries to make sure that principals are empowered through workshops and cluster meetings, however more needs to be done to make workshops better. The department is available to give guidance when needed and the respondent is optimistic that with time things will get better.

Principal 6 argued that there is very little help from the department; guidelines are not given and facilitators of workshops for curriculum management do not understand the content to deliver. The respondent said that it is disappointing to attend a workshop and all you get are more questions than answers.

DISCUSSION

Effective curriculum management depends on support from the department and ministry officials. Principals are likely to be effective in curriculum matters if the district and state are supportive. From the responses given by the participants, it is clear that the department makes an effort to organise trainings and workshops to equip the respondents with the knowledge base of the curriculum. However, the indication is that these workshops and training are not effective in empowering the respondents with the knowledge required to lead others. The fact that facilitators are not well conversant with the content is worrying because they can't give what they don't have; hence poor quality knowledge is passed on to the respondents. This issue was raised by Nsibande (2002:67); that lack of knowledge and not being clear of terminologies by principals and teachers leads to poor lesson planning and lack of confidence in the case of Curriculum 2005. The researcher is of the view that the department needs to focus on supporting principals to improve on their curriculum management skills, through better training program and workshops. Otherwise the same mistakes of the past will reoccur.

4.7.3   What would you consider as challenges in curriculum management?

According to Principal 1, the biggest challenge is coping with ongoing curriculum amendments because every change means the school has to make adjustment as well. Less effective training and workshops for principal and educators, lack of support from the department, demotivated and sometimes not well trained educators and limited resources to meet school needs are just some of the challenges.

Principal 2 mentions that the biggest challenge is ensuring that all educators are motivated to implement the curriculum. Some educators are unhappy with the many changes taking place

in the curriculum. There are issues of lack of resources, lack of information, too much administrative work and poor training of educators.

Principal 3 stated that there is still a high workload even though efforts have been made to reduce it. The respondent also pointed out other challenges being, such as lack of resources, lack of motivation among educators, lack of proper training which creates uncertainty and confusion.

Principal 4 argues that there is still a lot of paper work to do even though the department has reduced it. The respondents mentioned that educators are tired of continuous curriculum improvements that require changes in their work all the time. Other challenges are poor training, insufficient resources, and language barriers because some learners don't understand English (the medium of instruction).

According to Principal 5 educators are not on the same page, others are committed and others are not, some understand the content and others don't. This creates imbalances in teaching and it affects academic work. Language is another problem as for most learners, as English is their third language. The respondent added that poor training and limited resources hinder the effort to effectively deliver on the mandate given.

Principal 6 said that whereas improvements are being made in the curriculum, the resources are remaining constant. "Information is lacking on how best to make changes. Teachers are demotivated, the poor training we get does not empower us to do a better job. In addition to teaching, there is too much administration work."

DISCUSSION

The respondents laid out a number of challenges they face in managing the curriculum. The main challenges mentioned are poor training hence lack of knowledge, lack of resources, heavy workload, lack of educator's motivation, and language barriers. The challenges facing school principals in curriculum management may be easily stated, but they may not be easily eradicated. The schools today have to depend on creative individuals if it is to thrive. So while there are still many challenge and loopholes in the education system, one thing is certain; learners need to get good education and schools must provide it. Resources like human and finances are important but are also scarce in most South African schools. Truly

speaking, they may never be enough; however measures must be put in place to improve the situation if targets have to be met (see paragraph 2.6).

The respondents noted that the administrative workload is still too much. It is understandable that this may be putting school principals under pressure, hence affecting their performance, but managing a curriculum involves juggling many key tasks. Even though the ideal situation may be to reduce the workload for principals, it may take time to see that happen. Principals have to know that the future of their school could just depend on how well they navigate curriculum management challenges to keep with national requirements (see paragraph 2.6.1). The researcher is concerned about the educator's low levels of motivation because without the passion for teaching, performance in schools will be affected and learners will suffer. No matter how good the other areas of the school may function, without the educators' willingness to teach, the goals and objectives of the school will not be accomplished. The other pressing issue is language barriers; when learners don't understand what is being taught, it contributes to poor performance (2.6.5).

4.7.4   On a scale of 10 how would you rate your knowledge of curriculum in general?

Table 4.3 Participants' rating on their knowledge of the curriculum.

PRINCIPAL	RATING
PI	7
P2	6
P3	7
P4	7
P5	6
P6	7

The table above shows the rating of principals in the knowledge of the curriculum in general lies between 6 and 7. The principals indicated that they cannot fully understand the curriculum because there are on-going changes. We have to keep on learning to update ourselves

DISCUSSION

From these ratings one can conclude that the principals' knowledge of the curriculum is still at a low level given their role as curriculum leaders who are expected to guide and support

educators. Principals' knowledge (see paragraph 2.6.2) in curriculum management is very critical because teachers need to be assisted and given support in problematic curriculum areas. The position held by the respondents is a cornerstone for what happens in the school as a whole. Therefore their knowledge of the curriculum should be higher than above average. All the principals associated their rating with the lack of proper training given by the department. The respondents revealed a dire need for better training because they understand the value attached to it. The researcher is of the view that the department has a role to play in this regard.

One thing the department can do is partnering with higher institutions of learning and source for specialists in different fields. Unless the principals have thorough knowledge of the curriculum in order to lead the process in terms of planning, providing educators with guidance on the format and features of the lesson plans, work schedules and learning programmes, things are bound to go wrong. The researcher is confident that this problem can be addressed if the department is willing to source for better trainers in and outside the norm.

4.7.5 How do you plan for teaching and learning and how do you ensure that educator's perform their teaching duties effectively?

According to Principal 1 planning is done in advance, and then a timetable is drawn reflecting all subjects, activities, time and educators responsible for the jobs to be done. Educators are allocated duties according to their subject areas heads of departments are responsible for checking what goes on in the classroom. They also have regular discussions on classroom matters.

Principal 2 noted that timetabling is the first thing that is done. It includes scheduling and allocating the right teachers to their subject areas. Everyone is reminded to work according to polices provided by the education department. They also have regular meetings to monitor progress. Support is given to those educators that are struggling and necessary materials to support teaching are provided. However, resources are scarce and only the basics are provided.

According to Principal 3 the timetable is for all activities, indicating the time and educators allocated to different subject areas. Strength Weakness Opportunities and Threats (SWOT) analysis is employed in all the planning processes. Regular monitoring is done to ensure

educators are present and in time to teach. The heads of departments do class visits and discussions are engaged in to communicate what was observed.

Principal 4 mentioned that a year term plan which includes time tabling, and allocation of teachers to their learning area is used. Each educator is responsible for two to three learning areas. Time management is crucial; educators have to follow the time table and also plan their lessons in time. They have to work according to their job description. Heads of departments are responsible for what happens in the classroom; generally the school has good committed staff.

Principal 5 mentioned that a term plan for the year is used for scheduling activities. The school management team (SMT) and grade leaders meet and plan for respective activities for each area. Educators work according to their allocated area using the books sent by the department. The heads of departments are responsible for making sure that educators are teaching what is recommended and that they have everything they need to do their job.

According to Principal 6 a year plan is drawn up in September for the following year by the SMT and the plans focus on teaching and learning. They show all activities to be done, teachers' subject allocations, and time and resources needed. HoDS constantly check on what educators are doing through book control. A register for educator's time of arrival and departure is kept for monitoring and control purposes. It helps to keep record on those who are present, and the time they arrive and leave.

DISCUSSION

From the responses given on how planning of teaching and learning is done and how they ensure that educators perform their teaching duties effectively, there is an indication that principals do plan for teaching and learning and measures are in place to make sure that educators perform their duties effectively. However, the researcher felt that the respondents did not highlight the important part of planning for teaching and learning. They did not mention the establishment of goals, developing objectives, and selection of learning outcomes, strategies for teaching, assessment and reporting, and evaluating the effectiveness (see paragraph 2.4.1.1). This should be part of planning for teaching and learning. They concentrated more on timetabling, placing educators in their subject areas and resource allocation which is important but leaving out the other part may be seen as lack of proper planning strategies at school level.

The respondents monitor the arrival and departure of educators at the school through an attendance register which educators sign in and out. This helps to know who is present and who is not. However this does not guarantee that effective teaching is taking place. The principal should use every opportunity to encourage, motivate, give clarity of content, and support educators all the way. Clarke (2007:120) argues that normally educators will fulfil the expectations that the principal around them communicates. The principal should also point out to them areas in which progress and improvement is attained. For areas in which educators struggle, the principal should try to portray a picture of what success looks like.

From the responses given, heads of departments are responsible for what happens in the classroom. In other wards they do class visits. The researcher is of the view that the principals should also take part in monitoring, because if they lose attention to the reality on the ground, it may result in danger of undermining the very standards and goals set in the planning stage.

4.7.6 How often do you supervise teaching and what are the educators' attitudes towards it?

According to Principal 1 supervising of teaching is done twice year. "Teachers are not comfortable, especially when the visit is unscheduled. Trade unions are also against this excise and therefore it is not done the way it should be. Book controls and feedback from heads of departments (HoD) are the basis of measuring what is going on in the classroom."

According to Principal 2 supervision is still a serious problem as he supervises twice a year and gives feedback but feels it is not effective because teachers have to be given notice so that they prepare and you may not find any problem. "Walk in would have been the best but teachers don't like it and they have backing from trade unions." He mentioned that HoDS brief him regularly on what is happening in the classroom.

Principal 3 stated that in normal circumstances class visits should be an ongoing activity but he only does it twice a year. It requires giving notice to teachers before you supervise them. "When they know you are coming they prepare so it becomes just a routine not developmental. However the HoD does supervise and give feedback."

Principal 4 asserted that it was a problem at first; "Teachers did not want my style of walking in at any time." The respondent told educators the intention was not fault finding but good for

them and the school academic progress. Now the majority of the teachers don't mind about it, however there are a few who still don't like it.

Principal 5 argues that this is one of the important exercises that educators are still struggling with. The respondent made the educators aware that she could walk in any time, though they don't approve of it. She gives constructive feedback and hopes that with time they will accept it. "I try to create good relationships with my staff so that they buy in with my way of doing things".

Principal 6 mentioned that he does class visits twice a year. In his opinion it's not worth it because teachers have to be give notice in advance so they prepare. HoDS do class visits and they keep the respondent informed of what goes on in the classroom. "Walk in would have been the best but teachers don't like it and unions are against it."

DISCUSSION

One of the most important roles of the school principal is instructional leadership. Instructional leadership is all about (see paragraph 2.4.5) the actions taken by the principal to promote growth in students learning and this includes supervision of educators. Four of the six participants do supervision only twice a year while the rest is done by the heads of departments and they give feedback to the principal. However they mentioned that educators don't like it and whenever they have to visit educators they have to inform them in advance. Respondents also mentioned that unions support educators against principals entering their classrooms without giving notice. These principals feel that this arranged visit does not yield results because educators are always prepared. The researcher is of the view that those who formulate policy have to make sure that at implementation level people understand and buy in with the idea. In this regard there is confusion about whether or not principals should do classroom supervision. Principals are given responsibility without authority, which unions and teachers are taking advantage of.

On the other hand, a substantial body of research indicates that educators do not view supervision or class visits as the primary responsibility of principals, and are reluctant to accept principals to supervise them. This calls for principals to work with educators to develop a common understanding of what it means to be an instructional leader. Glickman et al. (2007:45) argue that one of the most important functions of a school principal in any school is that of being an instructional leader. The school principal oversees teaching and

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learning in the school to ensure that quality teaching and learning takes place. This function cannot be effective unless principals feel free to supervise educators without compromising their position.

4.7.8 What do you think could be done to assist principals to become more effective in their role as curriculum managers?

Principal 1 argued that the principals' workload should be reduced, especially paper work from the head office, so that they can concentrate on the school. Principals should have at least one subject to teach otherwise they lose touch. They need to have resources e.g. good teachers and funds to facilitate curriculum. They should have knowledge of the curriculum and new methods of teaching.

According to Principal 2 there should be ongoing development from the department to keep up to date with changes in curriculum. They also need to have enough resources to meet the required standard of the curriculum and effective training workshops.

Principal 3 stated that financial support to meet the school budget is needed and support groups for best practices from the best principals who have a record of good performance in their schools. Ongoing and productive workshops are needed, "Not what we are getting now". The facilitators are not conversant with the content they deliver to us.

Principal 4 had this to say, "The head office should reduce paper work so that we get enough time to attend to school demands". It is important to have effective training programs and workshops for both teachers and principals.

According to Principal 5 there should be mentorship, where principals with a good record of effective curriculum management practices help others. There is a need for good and well trained teachers and more funds to be allocated to schools.

Principal 6 mentioned that having effective workshops would help improve on the knowledge base so that a better job can be done. "Workshops currently offered are not adequate, as we barely learn anything. We need better trained teachers and more funds to be allocated to these schools."

DISCUSSION

In response to this question respondents raised a number of suggestions on what they think can be done to assist principals become more effective in their role as curriculum managers. Among the suggestions are the issues of effective training programs and workshops, plus increase in allocation of financial resources cut across. Knowledge base for principal in curriculum management is crucial if they have to excel at competencies related to curriculum management. According to Bush and west-Burnham (1994:156) principals must understand the various aspects of curriculum and implementation, be informed of current trends in instruction, understand the relationship between curriculum and assessment, and provide appropriate educator support regarding the curriculum. They have to be able to provide adequate resources to teachers for curriculum implementation and must be able to communicate effectively. This responsibility is huge and as suggested, proper and continuous training is of paramount importance, not forgetting the need for more resources and reduced workload. One has to acknowledge that efforts are being made in regard to these issues but more needs to be done.

4.7.9   What are the skills necessary for the principal for effective and sustainable curriculum management?

Principal 1 stated that every principal needs to have good people skills to keep people focused. They also need to have knowledge and keep updating themselves on new trends in education.

According to Principal 2, the principal has to be a democratic leader who involves staff in the planning of school activities and encourages an open door policy where educators are free to discuss their concerns. Principals should also be highly knowledgeable in curriculum matters.

Principal 3 argues that the principal should be a role model or set an example for the team on best practices like time management and professionalism, so that he/she can manage others well. The principal needs interpersonal skills because they deal with human beings, and to keep an open mind to learn even from their staff.

Principal 4 maintains that the principal needs to get first-hand information and pass it onto the staff. They also need to treat educators with respect otherwise they won't manage them. They need to be a good example to their staff and have the spirit of long life learning

According to Principal 5 the principal should have the knowledge of the curriculum and understand the policy and the process. They need to keep up to date with technology and give fair judgment to the staff.

Principal 6 affirms that the principal has to have people skills, otherwise he/she will fail. School success depends on team work and good teachers who can do the job well. The principal should have a love for education, which is not easy these days, while remaining open to criticism and continuing to learn.

DISCUSSION

The responses given to this question indicated that the respondents do understand the value of having certain skills in order for them to effectively manage the curriculum and the need to sustain them**.** They asserted that the principal has to have enough knowledge of the curriculum so that he/she is able to give proper guidance to educators; they also mentioned the need for people skills**.** This is yet another important skill because being a school principal is about working with people. Bush and Middlewood (1997:130) argue that for principals to effectively work with individuals associated with a school, the principal must demonstrate highly refined people skills. Good principals understand that greeting educators, recognizing the efforts and treating everyone equally creates a positive attitude towards work and school climate. Without a network of positive relationships, the work of the school cannot be accomplished. It is through the principal's leadership and interpersonal skills that excellent schools are created. Skills like being democratic, having an open door policy and setting a good example all are in the category of people skills when practiced.

The researcher agrees with Principal 4, who mentioned that principals should have the skill of long life learning. This skill helps the principals to improve on their knowledge, skills and competence throughout life. If principals by the nature of their job are trying to instill lifelong skills in learners, they need to be lifelong learners as well. The researcher is of the opinion that someone who has devoted their life to instilling a love of learning in others should be expected to be a lifelong learner themselves.

4.7.9 What support structures are needed for curriculum management?

Table 4.4 Support structures needed for curriculum management

PRINCIPALS	SUPPORT STRUCTURES
Principal 1	• resources • knowledge • information
Principal 2	• human and financial resources • planning • induction • HOD support
Principal 3	• teams in the school • meetings • resources
Principal 4	• cluster meetings • ongoing training • resources
Principal 5	• knowledge • well trained teachers • more Resources
Principal 6	• training and workshops • information • resources

DISCUSSION:

From the responses given, principals indicated that resources needed for implementation are financial, human, knowledge and physical resources. They affirmed that no effective implementation can take place without these resources in place. It is apparent that respondents regard support structures as an important instrument to curriculum success. Given the responses previously given, there is still uncertainty and confusion because of the many changes that are taking place. Principals know it's crucial to have the knowledge but help is still lacking, so their knowledge is limited. The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise, and knowledge of the curriculum. The other mentioned structures needed are: information, HOD support, teams in schools, meetings, time, induction, panning, support from parents,

and support from the department. Participants are convinced that once these structures are in place there is no doubt that managing the curriculum would be much easier, better and effective (see paragraph 2.5).

4.8   Resource management

4.8.1   Where does your school source its funding for curriculum support and in your opinion is the funding adequate?

According to Principal 1 funds come from school fees. Parents pay fees, however the schools are expressing a problem with parents who do not commit to their pledge. The department also allocates money to the school but it is very little. It is the principal's wish that the department could do more to meet the needs of the school.

Principal 2 stated that his school is a fee paying school; parents are expected to pay school fees and the department allocates some money to the school. "All in all the funds we get are not adequate at all. There are some parents who don't keep their commitment to pay in time and some don't pay at all. It is difficult to deal with defaulters."

Principal 3 mentioned that there are financial struggles, especially with the department which allocates very small amount to the school. "We rely on our parents to pay school fees, most of them are trying to pay in time but some of them are failing."

According to Principal 4, most of the funds come from school fees paid by parents. The department also apportions a small amount. The budget has to be within limit otherwise it's not sufficient. "Some parents take long to pay which affects our budget. It would be appropriate if the department could increase on the amount they allocate the school."

Principal 5 stated that parents pay school fees and they get some funds from the department, however more funds are needed to meet all school needs. What the department is providing at the moment is very little. The parents are trying to pay and SGB tries hard not to raise fees all the time because many parents can't afford.

According to Principal 6 the funds come from school fees and the department allocates some. They hold fundraising campaigns once a year. "Generally the money received is not enough we try as much as possible to keep our budget law. It is hoped that the department will look into this matter."

DISCUSSION

In response to the question all the respondents indicated that their main source of funding comes from school fees and a small allocation from the department. Schools can't function well without financial support (see paragraph 2.5.4). Respondents in this study strongly feel that the allocation of school funds from the department is simply not sufficient. They are also experiencing problems with parents who, for some reason or the other, default on payment. Even though there are forms of punishment used by schools for learners who don't pay fees – for instance by preventing learners from writing exams, threatening them with expulsion, refusing to provide them with textbooks, taking legal action and singling them out in class - these punishments are both illegal and cause severe strain to learners and parents. It is illegal to deny children any educational rights such as admission or receipt of their report cards because of their inability to pay fees. What is happening on the ground is worrying and should be rectified as soon as possible. What used to be good standard and quality in these schools is deteriorating.

The respondents also mentioned that the increase in defaulting parents is made worse by incorrect messages pronounced by the media and politicians that "education is free", hence contributing to the already poor fee paying behaviour in these schools. The researcher is concerned that the situation in these schools is potentially devastating and unsustainable. Even though the underlying assumption of the Amended National Norms and Standards for School Funding 2006 (ANNSSF) was that quintile 3 to 5 schools will be able to subsidise their norms and standards funding with income from school fees and fundraising, in reality, this does not appear to be the case. According to the participants, fee paying behaviour within these schools has declined significantly.

4.8.2   What steps do you take in drafting the budget and how does it support teaching and learning?

According **to** Principal 1, budgeting is done every year and what is needed to run the school is determined for the whole year. All staff members submit lists of their requirements and the school governing body draws the final budget.

Principal 2 mentioned that he plays the advisory role; he is not involved in the budget process. The Heads of Departments and the School Government Body draw up the budget, which is presented every year.

Principal 3 stated that a needs analysis is done, whereby all teachers write out their wish lists for everything they must have. The wish lists are submitted to the HODS, then SMTs go through the wish list and priorities are set. Three quotations from three different suppliers are sourced, and then the treasurer compiles the needs of the school.

According to Principal 4, teachers submit their wish lists and funds are allocated according to their importance. "In the budgeting and allocation process, most of our school funds go to classroom needs."

Principal 5 mentioned that each grade presents its wish list, which is against the stock held by HoDs for every department. Needs are prioritised then the list is submitted to the School Governing Body. Three quotations are sourced and sent to the SGB to make a final decision.

According to Principal 6 every educator puts in their budget, which is sent to the financial committee, and the committee sends it to the SGB. The SGB presents the budget to the AGM, which sits every November to make changes, and when the budget is passed, purchasing starts.

DISCUSSION

A budget can be difficult to compile, especially with the number of things that must be factored in and considered. In simple terms, compiling a school budget can be done by making a complete list of supplies, such as textbooks, paper, pens etc. This means that someone must know how much money is needed in order to keep the school running. From the responses, the participants are part of drafting the budget of the school, with the exception of one principal who only takes on an advisory role. The process starts with educators submitting their wish lists, and then the financial committee, which includes HoDs, prioritise the needs, source three quotations, and then present the budget to the school governing body and then to the AGM. This is done every end of the year and most funds go to classroom needs. Generally, principals showed a good understanding of the process involved in school budgeting. The fact that everyone is involved means that the funds of these schools are well managed. One important thing to note is that most of the money is channelled to classroom needs. This is an indication that the priority of these schools is learner achievement.

Everard and Morris (1990:68) mentioned that the process of creating a budget takes management away from its short-term, day-to-day management of the school and forces it to think longer-term. This is the main goal of budgeting, even if management does not succeed

in meeting its goals as outlined in the budget, but at least it is thinking about the school's financial position and how to improve it. As noticed from the responses, there are limited financial resources in these schools, therefore the budgeting process forces management to prioritise on important needs of the school. In other-worlds, through the budgetary process, schools can plan for money they have and where it will be spent.

4.8.2 How is parental involvement experienced in your school?

Principal 1 mentioned that parental involvement varies. There are some parents who are active and contribute to all school activities. They attend meetings and help their children with homework, but there are not many like this. Some parents don't care even to help their children, or are unaware that the school and children need them.

Principal 2 stated that it's not easy to get all the parents to support the school. They are informed through circulars on every activity that takes place in the school and they are invited to participate. Meetings, fundraising concerts and open days are communicated, but the attendance is normally average to low. Some support their children with homework and others don't.

According to Principal 3 parental involvement is a personal thing. There are parents who would do anything to help their children with homework and getting involved in school activities. We know others are too busy while others are not interested. They are invited but they don't turn up even on issues relating to their childrens' performance.

Principal 4 said that however much they try to encourage parents to get involved in school activities, they always get those few parents who will always come and help their children with homework, but the majority don't. Some parents call to ask or complain about issues relating to their children, while some don't check their childrens' homework books they just sign.

According to Principal 5 some parents are just not interested in school activities. There are activities throughout the year but the attendance varies from average to poor depending on the activity. The school is very strict with homework but still some children will come to school with undone or unfinished work. There is a need for more parents to come on board, but there is no way to persuade them.

Principal 6 noted that they have seen an increase in parental involvement during open days and when a parent is invited on a one on one meeting with the educators. General meetings and other school activities are poorly attended. "With regards to homework, we notice parents help their children but of course there are those few parents who do not bother. It is understood that parents are busy but we wish they could get more involved."

DISCUSSION

Parental involvement incorporates many different activities including good parenting, helping with homework, talking to teachers, attending school functions and taking part in school governance (Mill 2003:99). The responses given on the question of parental involvement and learner support by parents varied from average to poor. The indication is that some parents are very active, willing and able to participate and help their children with homework. And there is another set of parents who do the opposite. Parental involvement in school activities and learner support shouldn't be an option but a must. Some parents don't understand the value attached to getting involved. Research consistently demonstrates that where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better, healthy relationships, and improved employment prospects.

The respondents indicated that some parents show interest in getting involved but are genuinely busy at work; the need for every person to work has created a barrier between parents and the school system. This is quite understandable – the pressure to provide for one's family's needs is increasing. However parents need to know that there is only one chance for one to raise a child; the things parents do or don't do may affect the children for the rest of their lives. The more parents get involved in their children's schoolwork and activities, the better the grades and this shows the child that the parent cares for him/her and about the school itself. Parents can do little things to be a part of what is going on in their child's school life; attending meetings or even going to the school concert can be some great way to show your support for the school (see paragraph 2.5.3).

4.9   Empowerment and support for educators

4.9.1   What formal/informal actions do you take with regard to educators' personal and professional development?

Principal 1 encourages educators to keep reading and to attend outside workshops so that they can improve on their knowledge. He also mentioned that it is expensive to organise in-service training as the school has no budget for training staff, outside support is relied on.

Principal 2 mentioned that educators do attend workshops organised by the department. They are also involved in planning and decision-making activities, especially those that relate to classroom matters.

According to Principal 3 there is a budget for staff development. "In-service training for our staff is usually organised. The focus of in-service training is normally on an identified area of concern. When HoDs identify a need or when teachers raise a concern, we bring a facilitator or we do it our self to help the teachers depending on the need."

Principal 4 affirms that when an educator wants to go for a workshop or training, they are allowed to do so. The department arranges for all educators to attend workshops and all educators in the school have to attend.

Principal 5 does one on one support after class visits and encourages educators to find new information to better themselves. "In staff meetings we discuss issues related to concerns raised by staff are discussed and ideas are exchanged on the best way to deal with them."

Principal 6 keeps a lookout for any opportunities outside school that the staff can get involved in and passes information to them. He also encourages educators to do short courses with different universities, especially Unisa.

DISCUSSION

From the responses given by the participants on what formal/informal actions they take with regard to educators' personal and professional development, it seems that they mostly rely on workshops and trainings offered by the department of education, which is formal in nature. Professional development should be standards based, results driven, and job embedded. It should extend beyond traditional workshops. It is good that principals are encouraging educators to participate in these programs. Creating a school culture conducive for educators

to learn is important because the knowledge enquired is of great help for both the educator and the learner. However, professional development programs that are imposed by the department have little regard for the individual needs and goals of the schools; they also lack consistent follow-up and coaching.

It is therefore advisable that school principals embark on site-based personal and professional development to help their staff. Workplace learning is possible if the principal is proactive and their work should begin with spending time with teachers, in and out of classrooms. This provides an opportunity for principals to engage in dialogue with educators about teaching and learning (West-Bumham 1992:56). Principals should encourage educators to do things such as reading professional literature, mentoring, peer observation and coaching, networking with teachers from other schools, participation in individual or collaborative research, and shared analysis of student work and lesson study. In other words, the principals should do everything in their power to ensure that educators embrace the concept of long life learning.

4.9.2   Do you encourage educators to be involved and participate in planning and decision making? If yes, how? If no, why?

Principal 1 mentioned that staff involvement is important because they are the implementers. Bringing them on board is his way of getting them to work with him. He believes in taking the best idea no matter where it comes from.

According to Principal 2 the educators are involved, especially in matters related to classroom activities. They also have good ideas that could help the school in other areas, so when the need arises they are invited or consulted.

Principal 3 stated that normally educators play a big role in issues that relate to classroom activities, but the level of involvement depends on the kind of decision that has to be made.

Principal 4 argues that if educators are not involved they will not be committed to the decisions that will be made. They buy-in on the decisions made through regular meetings and the decisions made are all inclusive.

Principal 5 stated that educators are involved in decision making. They make suggestions in all activities concerning the classroom in particular and the school at large.

According Principal 6, educators are involved in all planning processes, especially in their learning areas; ideas are put together and teachers are good at making workable decisions because they have experience. It's good for buying in the decisions made.

DISCUSSION

All the respondents involve their educators in planning and decision making, especially in classroom matters. They also know that when educators are involved, the decisions made are more acceptable to all. When educators are involved in making decisions, they gain a professional and personal stake in the school and its overall success. This commitment leads to increased productivity as educators are actively participating in various aspects of the school and wish to see their efforts succeed. It also increases overall school morale and opens the lines of communication between principal and educators, saves time, and offers the school long-term reliable assistance from those who know it well. This improves the relationship between principal and educators, it also encourages a strong sense of teamwork among educators. It is also a good way to gather information about the educators on how they work in a team environment, and where training may be necessary, all of which lead to an increase in effectiveness, and ultimately an increase in teamwork and performance.

4.10   Observation data collection

Introduction

In order to better understand what challenges the principals face in curriculum management, a non-participant observation data collection was employed to capture how the day of the school principal starts, what time they arrive at school in the morning and what they do when they arrive. Observation started at 7:00 AM and ended at 8:00 AM. The researcher also looked at the environment, mainly the administration block and the relationship between principal and educators. This information contributed to the general understanding of the principals' challenges in managing the curriculum.

School A

The principal arrived at 7:05AM and went straight to his office. Educators and learners arrived one by one until 7:45AM. The principal came out of his office and started moving around. As educators arrived they greeted each other and signed in the register book at reception and then proceeded to the staff room. The principal joined and greeted them, and

they had a conversation about registration of new learners and how parents are reacting to the fact that the places were full for 2013. The principal shared jokes with teachers, they laughed. After prayer, the principal went back to his office and educators went to their classrooms one by one. Ten minutes after the bell had rang for classes to begin, some educators and learners were still arriving. The office block was well maintained and security was tight for anybody coming in. On display inside the reception area of the administration block was the school's vision and mission, the national anthem and the national flag. Also on display were medals won by the school from the previous years. The principal's office was clean, with the timetable, certificates and school calendar hanging on the walls.

School B

The principal arrived at 8:00AM when most of the learners and educators had arrived. He went to his office and never came out. Every educator coming in registered at the security office and then moved to the staffroom as they greeted and some hugged each other. They then left to their respective classes, some even before the bell had rang. The environment around the office was clean and quiet. There were displays on the wall; the vision and mission, as well as the photos of top achieving learners. As I was reading through the mission statement, a parent near me commented "They can write all these good missions, but it's not what our children are getting". Eight to ten minutes after classes had started, learners were still arriving; they were late and were required to register in the office. At 8:30AM I was called to the principal's office to do the observation and proceed with the interview as was arranged. The office was large and clean, with a timetable, calendar and certificates hanging on the walls.

School C

Upon my arrival the secretary opened the office and started getting ready for the day. As I moved around the office there were displays, e.g. vision and mission, artwork, photos of learners, and medals – the environment was generally in good condition. The principal came in at 7:05AM, at the same time the teachers were arriving one by one. They chatted as they came in and the principal started moving around, talking to and greeting everyone around, including me. The principal and educators went to the staffroom; I was invited to join them for tea. They went on talking, cracking jokes and discussing the activities of the day while having tea which took around 15min. After a short prayer the principal went to his office, which was clean and well organised. There were family pictures, certificates, a timetable, a clock and other artwork displays.

School D

The school opens 15 minutes before 7:00AM because some parents drop off their children to go to work. On my arrival the learners and the administration staff were already present. The school environment was quiet and well maintained; again the displays on the wall included the mission and vision, learners' photos, medals, certificates and part of the constitution. The principal arrived at 7:10AM, greeted every one and stopped at the security office to ask a few questions before going to his office. After 10 minutes he come out and moved around inside and outside the office. He attended to a parent who wanted an exemption form for the school fees. The principal joined the educators in the staffroom where they greeted each other; the register book for teachers was brought into the staffroom by the receptionist and passed around as teachers signed. Teachers left for their classrooms but learners kept arriving even after classes had started. The principal's office looked comfortable and spacious with maps, pictures and a calendar on the wall.

School E

The school gates opened at 7:00AM, the class bell rung at 7:45AM, the lessons began at 8:00AM and the school principal arrived at 8:10AM. I noticed that learners and educators were still coming after 7:45AM when the class bell had rung. As the principal arrived she greeted me and some parents in the reception area who were waiting for her. She asked them to follow her into her office. Just like other schools, there was the vision and mission, as well as some medals displayed in the reception area. The meeting with the parent took round 30 minutes and I was called in shortly thereafter. The office was spacious with comfortable furniture and certificates, a calendar, a clock and other pictures and artwork were hung on the walls. During my stay in the office the phones were ringing and the principal looked quite busy. After the office observation I went out and came back 30 minutes later for the interview.

School F

According to the secretary the principal arrives at around 6:30AM to avoid traffic because he comes from far. When I arrived at 6:45AM he was already in the office. The school is very well maintained; there were flower gardens around the school and flower pots inside the office. I moved around at the reception area, like other schools a lot of displays are hanging on the walls. In addition to what I saw in other schools, in this school, the students' work was displayed. The previous week had been a reading week, so children had summarised what

they had read, the topic of the book, the author and the interesting part of the story. As soon as the learners and educators started arriving, the principal came out of the office, moved around talking and asking questions on different things. He attended to a parent who came to ask about the registration and had brief conversations with educators as they came in and out. He was interactive with almost everyone around, including learners.

DISCUSSION

The observation made by the researcher in regard to arrival of the principals at the school varied from one principal to another. Four of the six principals arrived earlier than the educators and most of the learners. A principal reporting on time sets a good example for educators and learners to observe time because it is a finite resource. Schools want educators to work as efficiently as possible to increase learner performance. Observation made in school B and E was quite different; the principals arrived late at school. The researcher wants to believe that this was not the common practice otherwise it's nothing to be commended, especially in a school, because everything in a school works on time and every minute counts. Just because nobody confronts the principal about tardiness, doesn't mean no one's watching the clock and forming an opinion about him/her or their work ethic. In these same schools, learners and educators came late as well and one could sense some tension. One can conclude that time management is not well observed in these schools and this issue can affect the learning process.

The general environment of these schools is still good; the principals' offices were furnished, well located and clean, which signifies comfort and good work conditions for the principals. In the offices, displays like timetables, calendars and a clock are important to keep the principal aware of who is doing what and at what time. The other important display was that of a vision and mission in all the schools. The vision recognizes a common direction of growth, something that inspires people to do better. It also announces to parents and learners where the school aims to be in the future. The mission provides an overview of the steps planned to achieve that future. Without a vision, the school lacks direction. However, displaying these vision and mission does not guarantee good academic performance of the school, just as one parent commented in school B when they said "They can write all these good missions but it's not what our children are getting." There is a danger in having all these outward facing things in schools which are not being reflected in the learners' achievements.

The researcher was also interested in interactions or relationships between the principal, educators and learners. The researcher noticed that four of the principals were interacting,

greeting, cracking jokes with educators and learners who were moving around. This gave the impression that the relationship between the principal and educators is good, helpful, and cooperative. Consciously or unconsciously, these qualities have a greater influence on the character and quality of the school because they do disseminate throughout the school community, hence improving professional practice and learners' performance.

The next and final chapter will focus on conclusions, limitations and recommendations for further studies.

CHAPTER FIVE

A SYNTHESIS OF SIGNIFICANT FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a summary of the main findings of the research, which will be followed by a discussion on the challenges faced by principals in managing the curriculum. The chapter concludes with recommendations as well as a discussion of the shortcomings of the research project. An overview of the data analysis and interpretations of chapter four is provided. This serves to reconcile the data analysis process with the conclusions provided in this chapter.

The main aim of the research that served as a focal point of the study was to explore the challenges faced by primary school principals in curriculum management, and the impact it had on them as school leaders. The researcher used a recorder to capture the exact words used for better interpretation. The researcher's intention was to obtain a rich, in-depth description of the experiences and perceptions of individual principals in their day to day management of the curriculum.

5.2 OVERVIEW OF THE STUDY

In chapter one the study was placed in the context of the curriculum in South Africa, with the emphasis on curriculum management. The focus of the study was narrowed down to one aspect of the primary school as a learning organisation, with specific attention to the challenges faced by school principals in curriculum management. The research aim, objectives, research design and methodology, as well as the structure of the detailed report of the research, were fully discussed.

Chapter two consisted of the outline of the conceptual framework by providing an exploration of the literature with regard to information on curriculum management and challenges the principals generally faced as school leaders and curriculum managers. The rationale for curriculum management and the challenges of curriculum management are discussed. The literature relating to roles of school principals in curriculum management, support structures, and empowerment of educators was described. The nature and extent of the curriculum roles of the principals as curriculum leaders were also discussed, and supplemented by a brief enquiry into leadership styles and curriculum management theoretical frameworks.

In chapter three the implementation of the research was introduced. The researcher used a qualitative research study approach within the interpretive research paradigm. Data was generated by means of open-ended interview questions and non-participant observation, and measures were taken to support the validity and credibility of the data.

In chapter four the raw data that was generated through interviews and observations were presented and analysed according to the categories in which the questions were grouped and analysed. A synthesis of significant findings and recommendations is discussed below.

5.3   A synthesis of significant findings and recommendation.

5.3.1   School leadership

The study shows that principals lack leadership skills and find it difficult to keep educators motivated and focused on teaching and learning. Rewards and acknowledgement are given to educators who put more effort in their work to keep them motivated. An open door policy is practiced by some principals to send a message that the principal is approachable at all times. The leadership role of the principal is the most crucial indicator of the success and failure of curriculum management. Success in the school depends on educators, and in order to achieve success, educators depend on leaders. The principal's positive attitude and willingness to work as a team and inspire educators would eventually determine the degree of educators' success in the classroom.

Recommendation

Leadership qualities and expertise need to be developed. There is a need for a strong training intervention in school leadership and governance to enhance the capacity of principals. Principals should embark on life-long learning and register for courses in leadership that include staff motivation and appraisal practices. By furthering their studies they will empower themselves to fulfil their duties with excellence.

The selection criteria for school principals should be based on the critical domains of leadership that the Department of Education believes capture the essential work of school principals. The minimum requirement of having a diploma in education to be appointed as a school principal has to change. With the changing and demanding job of a school principal, not everybody with an education qualification or many years of experience in teaching can lead a school.

The education department must consider preparing and training the next generation of school leaders. At a time of high demographic turnover in leadership, thinking about and caring for the future is an essential aspect of education leadership.

Opportunities for peer mentoring and support amongst principals could also be explored at a more official level, to build on the informal networks of support that have been established between schools.

5.3.2   Curriculum management

The study revealed that principals are experiencing a number of challenges in managing the curriculum in light of the fact that their roles and responsibilities keep changing and increasing all the time. Some of the principals were confused about their roles as curriculum leaders, and they indicated the role to be problematic, unclear, and demanding, and that they struggle with too much administrative work. The study revealed that principals have an enormous administrative workload that prevents them from paying attention to their core responsibilities as school leaders and curriculum managers. It also shows that the instructional leadership role of the principal is left in the hands of head of departments. They visit classrooms only twice a year and have to give notice to educator's in advance, which they feel is not helpful. Generally, educators do not support the principals' class visits. The study also shows that workshops and training for curriculum management are not effective because facilitators are not well conversant with the content, therefore respondents do not get the knowledge required to lead others. The rating of the principal's knowledge of the curriculum was low; an indication of poor training. Lack of resources, heavy workload, low motivation of educator's, and language barriers are some of the challenges they face.

Recommendation

Effective training for curriculum management should be implemented. Research participants described training workshops as poor and facilitators lack the capacity to effectively facilitate. The department should partner with higher institutions of learning and experts in different fields to improve the quality of workshops and training offered to school principals.

Follow-up and ongoing support should be reinforced. Principals emphasized that it is essential that curriculum advisors have a program of ongoing support to ensure that principals do not feel left out in facilitating the curriculum. Without this type of programme, it is unlikely that principals would not be able to facilitate the new curriculum effectively.

Principals need to be assertive on serious practices such as instructional leadership. Class visits should be a must, not a choice where educators can deny the principals to visit classes. The purpose of classroom visits should be well outlined to reduce the fear of victimisation. Educators should be sensitised that the aim is not fault finding but positive feedback for improvement.

More simply, clear guidelines on managing and knowledge about the curriculum, process and practice should be provided to the principals. Even though the Department of Education provides guidelines and polices, uncertainty and confusion is still regarded as an obstruction that hampers effective execution of principal's management and educational responsibilities

More effort is needed from the department to reduce work load, and provide more resources to enable principals to perform their roles and fulfil their duties well. The study indicated that while the department has made some progress in attending to these concerns, more effort should be dedicated to addressing this shortfall.

5.3.3 Resource management.

The study shows that the main source of funding in these schools comes from school fees and a small allocation from the department. Respondents strongly feel that the allocation of funds from the department is simply not sufficient. The study revealed that default on payment by the parents is on the increase and forms of punishments for defaulters cause severe strain to learners and parents, and are also illegal. Respondents narrated that it is illegal to deny children any educational rights such as admission to exams/tests or receipt of their report cards because of their inability to pay. It is evident that the standards and quality in these schools is deteriorating, because the budget has to be cut to accommodate the many needs that the schools encounter on a daily basis. The study shows that the participants take part in drafting the school budget and most of the money is channelled to classroom needs. Parental involvement and learner support by parents varied from average to poor.

Recommendations

The allocation of funds by the Department of Education should be reviewed. The study shows that these schools are simply struggling to survive financially. There is also a need for clear intervention from the top to tackle the issue of defaulting parents. In the absence of a

clear message and intervention by government, the standard in these schools will continue to decline.

Public education on fee paying and non-paying schools is needed. Schools reported that premature or inaccurate announcements by government officials about 'free education' created enormous challenges for them and confusion amongst parents. These confusing public messages contribute to the lack of commitment to pay school fees among some parents.

Encourage volunteerism by adopting good volunteer management practices. The study shows that parental involvement in these schools ranges from average to poor. School principals, need to consider embracing good management techniques for creating a welcoming and productive environment for volunteers.

The need to understand and recognize different ways that parents prefer to be involved in their child's education is crucial. Parents are different; therefore schools have to attract them by establishing programs that demonstrate higher rates of participation in a wide range of activities so that they can be involved.

Encourage and support parents who prefer to help at home – principals need to stimulate parental involvement and acknowledge and demonstrate respect for parents who prefer to help their children at home by helping these parents with the information that they need to provide good, quality support for children at home.

5.3.4   Empowerment and support of educators

The study shows that little is done by principals at school level with regards to formal/informal actions they take on educators' personal and professional development. They mostly rely on workshops and training offered by the Department of Education. Principals do encourage educators to participate in programs offered by the department. However, professional development programs that are imposed by the department have little regard for the individual needs and goals of the schools, and also lack consistent follow-up and coaching.

Recommendations

School principals have to embark on site-based personal and professional development to help their staff. Workplace learning is possible if the principal is proactive. In today's fast-

paced world, creativity is essential. Principals need to focus on the strengths of the educators and help them manage their weaknesses, while also helping them discover their talents and how those talents relate to the job at hand.

Principals need to create the environment for educators to experiment, take risks and fulfil their creative potential through on job training because it addresses individual problems and follow-up, and coaching can be effectively done. The secret is to discover what educators do well and ask them to do more.

5.4   Nonparticipant Observation

The study revealed that time management is not well observed by some school principals. The same can be said about educators and learners in these schools. The researcher observed the frustration by the parents who were waiting for the principal. Tension was observed in some schools, created by the presence of the researcher. The general environment of these schools is still good, however in one of the schools a parent commented about the displays of vision, mission by saying that "They can write all these good missions but it's not what our children are getting." This means that the outward look of some of these schools does not translate into good achievements of learners. Relationships between principals, educators and learners varied from one principal to another.

Recommendations

Principals should develop a habit of authenticity, honesty and integrity. The study revealed that some principals come late to school, ethics must be followed by all school principals. Principals lead by example, and leaders must never sacrifice their long-term benefit for some immediate short-term gain by compromising their ethics. Principals with ethical reputations attract the best followers and retain loyal parents.

Schools must be inspected regularly; it is important for a qualified and appointed inspector of schools to know what is happening is these schools. Principals should not be left to run schools as they see fit. School inspectors should arrive in a school any time and be given access; this will help keep principals on the alert.

5.5   Recommendations to the Department of Education

Design and implement a plan to identify and develop a larger and more diverse pool of prospective school leaders

Design and implement professional development that supports the changing role and responsibilities of school leaders

Create a tiered system of induction and professional development for school leaders

Design assessment and valuation procedures to identify areas where principals need continued professional development

5.6   Recommendation for further research

A more comprehensive study in curriculum management and leadership in primary schools should be done.

The relationship between school leadership and curriculum management should be explored.

How effective schools lead and manage the curriculum should be investigated.

5.7   LIMITATIONS OF THE STUDY

This research represents only a small scale study that cannot be generalised to the larger education population in Region C Rooderport. The involvement of Heads of Departments could have added a broader perspective on the outcome of the research.

5.8   Conclusion

It is clear that there are major curriculum challenges facing principals in managing the curriculum in these schools. However the attitude that principals project towards curriculum management will determine how they deal with it. As school leaders, principals must act as agents for good curriculum management practices and they should be empowered with the necessary skills, knowledge and values to better their understanding of curriculum management practices. If not, their schools will decline and there will be no direction or vision that the school will follow.

The leadership roles and responsibilities of the principals as curriculum managers in these schools are filled with tremendous responsibilities. Principals experience the nature and extent of their curriculum duties as a very complex and demanding situation. Apart from the curriculum management roles and responsibilities, they are also responsible for managing, monitoring and evaluating the curriculum as an ongoing process. Principals as instructional leaders should contribute to generating a creative climate where effective curriculum delivery

can flourish. The ideal management style displayed by school leaders will contribute to strong teamwork amongst educators, to solve problems experienced around curriculum management.

The researcher is optimistic that although people are different and despite the negativity and inadequacies surrounding the curriculum, there is hope that with time and effort and given the total commitment of all stakeholders to implement the curriculum, success can be attained. Therefore it can be concluded that the aim of the study and primary research questions which are explored, namely the challenges faced by school principals in curriculum management, were adequately addressed and answered.

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Appendix 1. Interview Questions

1.1 School Leadership

1.1.1How do you keep staff motivated and focused on teaching and learning?

1.1.2How can leadership be executed to embrace and support educators in accepting the curriculum demands?

1.1.3What is your understanding of transformation and democratic leadership style and what is your leadership style?

1.2 Curriculum management

1.2.1 As the principal of the school, what are your roles in managing the curriculum?

1.2.3 What kind of support do you get from Department of Education to assist you in executing your roles?

1.2.4 What would you consider as challenges in curriculum management?

1.2.5 On the scale of 1-10, how would you rate your knowledge of curriculum in general?

1.2.6 What mechanisms do you have to address curriculum management challenges?

1.2.7 How do you plan for teaching and learning, and how do you ensure that teachers perform their teaching duties effectively?

1.2.8 How often do you supervise teaching and what is the attitude of educators towards it?

1.2.9 What do you think could be done to assist principals to become more effective in their role as curriculum managers?

1.2.10 what are the skills necessary for effective and sustainable curriculum management?

1.2.11What support structures are needed for curriculum management?

1.3 Resource management

13.1 Where does your school source its funding for curriculum support and in your opinion is the funding adequate?

1.3.2 What steps do you take in drafting the budget and how does it support teaching and learning?

1.3.3 How is parental involvement experienced in your school?

1.4 Empowerment and support for educators

1.4.1 What formal/informal actions do you take with regard to educator's personal and professional development?

1.4.2 Do you encourage staff members to be involved and participate in planning and decision making processes in your school? If yes, how do you do that? If no why?

Appendix 2. GDE Research Approval Letter

education

Department: Education
GAUTENG PROVINCE

GDE RESEARCH APPROVAL LETTER

Date:	13 August 2012
Validity of Research Approval:	13 August 2012 to 30 September 2012
Name of Researcher:	Kyahurwa O.
Address of Researcher:	13 Sierra Montego
	Constantia Drive
	Constantia Kloof
	1709
Telephone Number:	011 475 8537 / 076 925 5459
Email address:	kyahurwao@yahoo.com
Research Topic:	The challenges faced by primary school principals in curriculum management: A case study of Region C in Gauteng Province
Number and type of schools:	SEVEN Primary Schools
District/s/HO	Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Makhado

Dr David Makhado

Director: Knowledge Management and Research

DATE: 2012 / 03 / 13

Making education a societal priority

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Appendix 3 Research Approval Letter from Johannesburg West D12

GAUTENG PROVINCE
Department:Education
REPUBLIC OF SOUTH AFRICA

Enq. Rachel Molale
Tel. 011 831 5525
Email: Rachel.Molale@gauteng.gov.za

To: **Ms. Oliva Kyahurwa**

From: **Dennis Macuacua**
District Director: JW

Date: **20th August 2012**

Subject: **Approval in Respect to Conduct Research**

Dear Ms. Kyahurwa

The District Director has granted you approval to conduct research in the Johannesburg West District subject to the following:

1. Your research will not impact on contact time in the schools in any way.
2. The principal has the right to make necessary arrangements for the research.
3. No cost will accrue to the department for your research, i.e. no photo copies.

Yours in Tirisano

D N Macuacua
District Director: JW

Date: 20/08/12

GAUTENG PROVINCE
Department Education
REPUBLIC OF SOUTH AFRICA

Enq. Rachel Molale
Tel. 011 831 5525
Email: Rachel.Molale@gauteng.gov.za

To: **The Principal**
Chairperson: School Governing Body
Florida Primary School

From: **Dennis Macuacua**
District Director: JW

Date: **20th August 2012**

Subject: **Permission to Conduct Research**

Dear Sir/Madam

Ms. Oliva Kyahurwa has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials costs will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school

Yours in Tirisano

D N Macuacua
District Director: JW

Date: 20/08/12

Making education a societal priority

Johannesburg West D12- Office of the District Director
20 Madeline Street Florida
P.O. Box 1995, Florida, 1710 Tel: 831-5300 Fax: (011) 472-1410
E-mail: Dennis.Macuacua@gauteng.gov.za
Website:www.education.gpg.gov.za

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Kyahurwa Oliva
13 Sierra Montego
Constantia Drive
Tel 0114758537
Cell 0769255459
kyahurwao@yahoo.com
19th August 2012

The Principal

Dear sir/madam

Request for your participation in my study

My name is Oliva Kyahurwa. I am a student of University of South Africa. I am currently doing a Master's Degree in Education Management by dissertation. The topic of my study is:

Challenges Faced by Primary School Principals in Curriculum Management. A case of Region C in Gauteng Province.

Purpose of the study

- ✓ To investigate the challenges faced by primary school principals in curriculum management.
- ✓ To identify and describe the role of the school principal in managing the curriculum
- ✓ To identify the roles and responsibilities of primary school principals in curriculum management.
- ✓ To identify the support structures needed for curriculum management
- ✓ To determine effective leadership styles needed for curriculum
- ✓ To determine the skills needed for successful curriculum management

This letter serves to request you, in your capacity as the school principal, to participate in my study.

Your involvement will be an individual interview for one hour, at a day and time convenient for you and one hour non participant observation from 7AM to 8 AM . The information gathered will be used only for this study and will be treated with confidentiality. Your name and the name of the school will not be mentioned. You may withdraw from the study if you wish to do so and information can be made available to you on request.

Your positive response in this regard will be highly appreciated.

Thanking you in advance.

Yours sincerely

Kyahurwa Oliva (Mrs)

Promoter: Professor M.W. Lumadi at: (0124298747)

Declaration

I the principal, give consent/do not give consent to Kyahurwa Oliva as a participant in her research.

Signature …………………………………………Date……………………………………..