CHAPTER 1

ORIENTATION TO THE STUDY

1.1   INTRODUCTION

Challenges regarding the impact of school managers on curriculum supervision have been a focal point in innumerable debates about supervision of teachers in several countries, including South Africa (Daresh, 2000:3).

The emergence of the education system in South Africa in the seventeenth century occurred simultaneously with issues regarding supervision task by school principals (Ruperti, 2000:17).   The existence of a system of education necessitated the establishment of a strong curriculum supervision structure (Mtetwa & Thompson, 2000:15).

It is the establishment of an effective curriculum supervision task that prompted the policy makers to entertain a paradigm shift from external curriculum supervision to internal curriculum supervision where school principals play a major role in monitoring and assessing teachers (Department of Education, 2007:6).

Supervision task and monitoring of teachers by school principals still needs to be determined in order to examine its effectiveness pertaining to teaching and learning in the classrooms. The quality of education depends, to a large extent, on the strategies employed in curriculum supervision by school managers (Walton, 2006:14). Issues regarding the introduction of quality education, to a large extent, can be addressed by scrutinising the realities of curriculum supervision as conducted in primary schools in this Province.

The abrupt change in the school curriculum in South Africa is also attributed to a lack of strong supervision task developed for such curricula. Lack of curriculum pacing experienced in between Curriculum 2005 (C5), Revised National Curriculum Statement (RNCS) and National Curriculum Statement (NCS) contributes in the apparent confusion regarding curriculum implementation in schools. Both principals and teachers are not given enough time to train and prepare the implementation of the new curriculum. The abrupt transformation in curriculum therefore, causes confusion in schools in this country. Currently, the success of NCS is also determined by the extent of supervisory powers vested on the school managers (Department of Education, 2006:48).

It is, therefore, crucial for this study to investigate the impact of the principal's curriculum supervision on teaching and learning in primary schools in the Limpopo Province. For this to be realized, the researcher will focus on practical realities regarding curriculum supervision in selected primary schools in the Vhembe District of the Limpopo Province.

1.2 BACKGROUND TO THE RESEARCH

There are nine provinces in South Africa, namely, Gauteng, Kwazulu-Natal, Mpumalanga, Northern Cape, Limpopo, North West, Eastern Cape, Free State and Western Cape. This research focuses on the Limpopo Province which is popularly known as the gateway to Africa. It shares borders with Mozambique in the east, Botswana in the west and Zimbabwe in the northern (Bisschoff, 2004:27).

For the purpose of educational administration, Limpopo is divided into six regions. This research is to be conducted specifically in the Vhembe District of the Limpopo Province. Limpopo Province is estimated to be 123 900 square kilometers in area with a population of about 5 460 000 (Ibid. 23).

Historically, curriculum supervision in South Africa had no independent thought of its own or a unique origin. Prominent scholars such as Brandford (2000:4) and Mtetwa & Thompson (2000:16) emphasize the view that curriculum supervision originated in school inspection. The replacement of the concept school inspection by 'curriculum supervision' entailed a paradigm shift regarding the roles and impact of school managers with regards to supervisory duties and responsibilities.

Curriculum supervision had been the sole responsibility of circuit inspectors who conducted school inspections throughout the ages in this country. School managers were subservient to external school inspectors and their roles in monitoring and evaluating teachers were minimal, if not non-existent (Caldwell, 2006:28).

Nevertheless, school inspection had its pitfalls and as such, was ineffective as a means of enhancing teacher performance in the classroom situation. It was considered a fault-finding exercise based on the desire to witch-hunt. School inspection was viewed as lacking transparency, time-consuming and irregular as far as the monitoring and evaluation of teachers was considered. Hence, it was viewed and considered as ineffective (Phalanndwa, 2002:34).

The Ministry of Education advocated for a move from external curriculum supervision towards an internally arranged mode of supervising teachers. The result is that strong support emerged for school managers to conduct curriculum supervision in their schools (Morgan, 2005:3).

The introduction of the now defunct Curriculum 2005 known as Outcomes-Based Education (OBE) was geared towards addressing the past anomalies attached to apartheid education. Curriculum 2005 instituted the enhancement and

entrenchment of duties and responsibilities of School Managers regarding supervision of quality education (Ibid. 4).

The enhancement of supervisory powers in schools was further advocated for in the Revised National Curriculum Statement and presently in the National Curriculum Statement. The Integrated Quality Management System (IQMS) encourages the development of a school-based curriculum supervision model led by school managers (Department of Education, 2003:12).

In theory, school managers are supposed to be conducting curriculum supervision in their schools. However, it seems school managers face challenges pertaining to the implementation of curriculum supervision as suggested in policy documents. This researcher, therefore, sets out to investigate the extent of the impact of curriculum supervision conducted by school principals on teaching and learning. The theoretical view would, therefore, be compared to the practical reality pertaining to curriculum supervision in schools.

1.3 RESEARCH QUESTIONS

The above discourse leads us to the following main problem statement:

What is the impact of the principal's supervision task on teaching and learning in primary schools in the Vhembe District of Limpopo?

This problem can now be divided into the following three sub-problems:

- What are some of the scholarly views on the impact of supervision task of the principal on teaching and learning?

- What is the extent to which principals in this district are conversant with the latest skills and knowledge of supervision and their influence on teaching and learning?

- What are the constraints experienced by school principals in the Limpopo Province while conducting curriculum supervision?

1.4   AIMS OF THE STUDY

The main aim of this study is to investigate the impact of the school principals′ supervision task on teaching and learning in primary schools in the Vhembe District of Limpopo. This can be achieved by addressing the following objectives:

- To establish through literature review, scholarly views on the impact of principals′ supervision on teaching and learning in primary schools.

- To examine the extent to which school principals in the Vhembe District are conversant with the latest skills and knowledge to supervise and their influence on teaching and learning.

- To investigate through fieldwork, the constraints experienced by school principals in the Limpopo Province while conducting curriculum supervision.

1.5   RELEVANCE AND SIGNIFICANCE OF THE STUDY

The study on the impact of principals′ curriculum supervision on teaching and learning in primary schools is relevant and the topic addresses issues experienced in curriculum supervision in schools today. In emphasising this view, Robertson & Briggs (1998:17) state that school-based management by

school managers has come to be regarded as one of the most prominent and popular expressions for the current wave of decentralisation of reforms in schools throughout the USA and in many other Western democracies around the world. School-based curriculum supervision is emphasized by Nir (2003:51).

Zuber-Skerrit & Roche (2004:83) express lack of holistic approaches involving both supervisors and supervisees regarding the development of theories of effective supervision and communication in schools. The relevance of this study is promoted by a strong advocacy for an increase in the school managers' decision-making power that enables them to design and implement school-focused supervision instruction (Scholtes, 2005:48).

Curriculum policies in South Africa, namely the Revised National Statement (RNCS), the National Curriculum Statement (NCS) and the Integrated Quality Management System (IQMS) (Morgan, 2005:22) advocate for the creation and establishment of school-based curriculum supervision spearheaded by school managers. The role of school principals as an integral part of the curriculum supervision structure in schools makes this study essential for effective curriculum supervision on teaching and learning to exist.

Any study worth spending time and resources on should make a useful contribution both theoretically and practically in the specific field of study (Nicholls, 2005:22). The proposed study involves and endeavours to influence several stakeholders such as the Ministry of Education, the Province, the supervisory units, the district support services as well as the schools.

1.5.1 The Ministry

The study on the impact of school managers on curriculum supervision in Limpopo Province would be informative to the Ministry of Education in South Africa. The findings and recommendations thereof would be utilised by the ministry and would enable it to assess the effectiveness of policy with regards to curriculum supervision.

1.5.2 Province

Practical situations regarding curriculum supervision at school level would become known to the provincial Department of Education. This will enable the provincial MEC's of education to rectify the situations depending on the findings and recommendations of this study.

1.5.3 The Supervisory Units

These are full-time evaluators assigned the task of supervising curriculum in schools. These units would be informed by the findings and recommendations of this study regarding the extent of locally based curriculum supervision. This will give them the basis for making follow-up operations.

1.5.4 District Support Service

The district support service, made up of team members responsible for curriculum supervision implementation in the district, would utilise this study as it will inform them about the status quo of curriculum supervision in the whole district.

1.5.5 The Schools

Educators in schools in South Africa will employ the knowledge and skills conveyed to them through this study to conduct curriculum supervision. School principals would, through this study, therefore, be equipped with skills of conducting school-based curriculum supervision.

1.6 RESEARCH DESIGN AND METHODS

1.6.1 Introduction

The main aim of this study is to investigate the impact of school principal's supervision on teaching and learning in primary schools in the Vhembe District of the Limpopo. To achieve this aim, the attitudes and perceptions of school principals and teachers should be considered.

The method of research chosen for this study is qualitative in nature. In single terms, qualitative research is the gathering and analysis of extensive narrative data so as to obtain insights into a situation of interest not possible if using other types of research (Gay, 1996:208).

Neumann (1997:330) defines qualitative research as "... an enquiry process of understanding, a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed news of informants and conducted in a natural setting". According to Gay (1996:208) qualitative research occurs in naturalistic situations. Variables under study are examined as they naturally occur, not in an environment controlled by the researcher.

Qualitative research obtains an overview of the situation as mentioned by Miles & Huberman (1994:162). This type of research also deals with an immense

amount of data. Creswell (1994:162) emphasises the view that the researcher should collect data personally in qualitative research.

The fieldwork will be limited to Vhembe District of Limpopo Province as the whole Province would be too vast for fieldwork due to financial constraints.

Results obtained would then be interpreted and the findings be given. These findings would lead to the conclusions and recommendations of the study and new strategies for conducting the curriculum supervision task will be generated.

1.6.2 Research Method

This study will be conducted in primary schools in Limpopo Province. The target groups of this study are primary school principals and teachers. In total, five primary schools will be randomly selected from five circuits in the Province.

One primary school will be targeted in each circuit and the population of this study will be comprised of a school principal and two educators per school. Therefore, a total population of five primary school principals and ten educators will be involved in this study.

Two types of instrumentation will be used for the purpose of data collection, namely, interview schedules for primary school principals and questionnaires for primary school teachers. Both types of instruments will be specifically designed for the purpose of this study. A pilot study will be carried out in one primary school to test the suitability of the instruments. The result will be analysed in order to refine instruments.

The analysis of data from the field will be mostly qualitative in nature. As such the presentation will mainly be descriptive, supported by frequency distribution

and percentages where necessary. Results will be presented first, mostly in the form of tables, followed by the researcher's interpretations.

1.6.3 Population

The population of this study consitituting of school principals and teachers from primary schools in Vhembe District. Primary school principals were involved in this study because of their direct role in supervision of teachers. Primary school teachers were included in the study due to their role in curriculum implementation process at classroom level.

Primary school consisting the population are from the following five circuits of Vhembe District; Sibasa, Mutshundudi, Tshinane, Luvuvhu and Mutale.

1.6.4 Sample and Sampling Procedure

A sample of five primary schools will be randomly selected, each from one of the five circuits in the Vhembe District of the Limpopo Province using random tables. Specifically, one school per circuit will be included in the sample. The school manager and two educators per school would be interviewed. This means a total of fifteen primary school educators would be included in the sample.

Interview schedules would be designed and conducted with school principals whereas questionnaire will be administered on teachers. Interview schedules and questionnaires would be prepared before hand with items designed to solicit information from school managers and educators respectively pertaining to curriculum supervision.

1.7   ABBREVIATIONS

The following acronyms are applied in this study and should be considered as referring to their actual intended meanings:

C5   -   Curriculum 2005
OBE   -   Outcomes-Based Education
RNCS -   Revised National Curriculum Statement
NCS   -   National Curriculum Statement
PAM   -   Personnel Administration Measures.
SASA -   South African Schools Act
IQMS -   Integrated Quality Management System.

1.8   DEFINITION OF CONCEPTS

School Principal :   According to Pam (3C-58) a school principal "is a leader who shows well-developed qualities in an education environment, and is able to influence colleagues in achieving organizational objectives".   Understanding the South African Schools Act (1997:11) describes the school principal as a professional manager responsible for "a day-to-day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law".   In my view, a school principal refers to the head of the school who supervises and monitors all school activities with a view of achieving the organisational objectives.

Curriculum Supervision :   Musaazi (1982:223) views curriculum supervision as "a consciously planned programme for the improvement and consolidation of instruction".   Zuker-Skerrif & Roche (2004:46) see it as "that phase of school administration that deals primarily with the achievement of the appropriately selected instructional expectations of educational practice".

Based on the above views, curriculum supervision could be defined as the process of monitoring and evaluating teachers when conducting curriculum instruction in their classrooms mostly by their seniors. The main objective is to improve the quality of instruction on the part of the supervisees.

Teaching and Learning : According to Pajak (2000:204) teaching involves "communication of a set of specific information, ideas and skills to learners". In teaching, the teacher performs the task so that learners can observe and build a conceptual model of the processes. He provides hints, feedback and models for learning to occur.

Glatthorn (1997:6) defines learning as "an active meaning – making process by learners". In learning, learners are active makers or constructers of meaning and places contextualised problem solving at the center of all learning. Teaching and learning can thus be viewed as an activity taking place in the classroom situation whereby the teacher gives instruction and learners actively participate in the process in order to receive such information, ideas and skills.

Limpopo Province : It is a province situated on the northern part of South Africa, bordering Mozambique on the east, Zimbabwe on the north and Botswana on the west. It is known as the gateway to Africa. It is about 123 900 square kms and has a population of about 5 460 000.

1.9   DERMACATION OF STUDY

The practical field of this study would be confined to primary schools in Vhembe District of the Limpopo Province. Results would then be inferred to the whole Limpopo Province since conducting research in the whole Limpopo Province would be time consuming and not economically viable.

This study would target five primary schools, each from one circuit in Vhembe District, for the purpose of collecting data. The targeted primary schools would be randomly selected from the following five circuits: Tshinanne, Tshilamba, Mutshundudi, Mvudi and Sibasa.

1.10 CHAPTER DIVISIONS

Chapter one deals with the orientation and background of the problem regarding curriculum supervision by school managers. It focuses on the statement of the problem, aim of the study, motivation for research, research questions, delimitation and limitation of the study and definition of concepts.

Chapter two deals with the review of literature by prominent scholars in the field of curriculum supervision on teaching and learning. The researcher reviews literature and gives conclusions regarding the perceptions and attitudes of various authors on the subject under discussion.

Chapter three deals with the method of research used in the study. A detailed discussion is given on the qualitative approach, data collection procedures and interpretations.

Chapter four is concerned with the interpretation of results collected. Frequency distribution and percentages would be interpreted and results presented.

Chapter five: In this chapter the summary of the study, findings and recommendations will be given.

1.11 SUMMARY

Various challenges such as, lack of common curriculum supervisory models employed in schools, curriculum supervision conducted after a long period by supervisors, lack of transparency in the process, unannounced curriculum supervision sessions, to name but a few, are currently experienced in curriculum supervision in schools in South Africa. The quality of education in schools is greatly determined by, inter alia, supervision structures existing in schools. Efforts by school managers to establish effective curriculum supervision in their schools should, therefore, be brought to the lime light.

Prominent scholars such as Mtetwa & Thompson (2000), Nir (2003), Nicholls (2005), Walton (2006), to name but a few, suggested that management of schools in general, curriculum supervision included, should be the responsibility of school managers. The move towards the decentralisation of school authorities can only be realised when school managers spearhead curriculum supervision in their respective institutions.

The study of the impact of school managers on curriculum supervision would address the disparity between theory and practice since the departmental policy documents such as Curriculum 2005 in a Nutshell (2003), Curriculum Management Framework (2007), School Transformation Programme (2006) and others advocate for school-based curriculum supervision yet, practically, another picture seems to be portrayed.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the researcher embarks on the review of literature relevant to the principal's supervisory task of teaching and learning. The review will expose the manner in which supervision of curriculum is being conducted in school in South Africa. Literature review is therefore of coordinal importance for the in-depth investigation of matters pertaining to curriculum supervision and for the provision of insight to the background of the problem. The researcher also gains assistance with regard to planning of this study from the review of literature. As a result the literature review helps in scaffolding and supporting this research.

This chapter includes; conceptualization of curriculum supervision; the principal as a curriculum supervisor; the evolution of curriculum supervision in European countries, United States of America, and in South Africa; the principal's basic supervisory tasks for effective teaching and learning; the essence of communication in curriculum supervision; and motivation as the principal's supervisory task.

2.2 CONCEPTUALIZATION OF CURRICULUM SUPERVISION

Although curriculum supervision has been a normal school-based activity throughout the ages, no real consensus has ever been reached concerning specific definition of curriculum supervision and what school principals as supervisors should do. Different approaches to supervisory practice have paralleled changing perceptions of public education. Some of the basic

assumptions, definitions and characteristics are typical of specific historical periods resulting in the transitory nature of definitions (Pojak, 1980, Xii).

Supervision simply means making certain that another person does a good job. According to Daresh (2001:25) "Supervision is a process of overseeing the ability of people to meet the goals of the organization in which they work". This definition of supervision suffices as its key feature suggests that supervision is a process, not a specific professional role. Supervision should therefore not emphasize reactive performance of doing things as a result of a crisis situation, but rather be a process based on careful, logical planning and preparation.

It however, becomes complicated when one refers to supervision of curriculum. The reason behind is that in some cases objectives of teaching are less explicit and skills less precisely measurable. The complicated nature of conceptualizing supervision in relation to the curriculum is aggravated by lack of consensus among scholars regarding theorizing in teaching, learning and about knowledge (Glatthorn, 1997:3).

Despite lack of consensus regarding meaning of supervision, there is a considerable support for it to be considered as mainly focused on improvement of instruction. Cotzee (2001:49), Phalanndwa (2002:17) and Morgan (2004:12) concur that curriculum supervision is concerned with the improvement of quality of teaching and learning.

It is apparent from the views expressed by most scholars that curriculum supervision is mainly concerned with improvement of instruction. All definitions given revolves around improvement of instruction. This suggests that curriculum supervision by school principals should be done to enhance teaching and learning in the classroom situation. This view is shared by the researcher in this study.

2.3   THE PRINCIPAL AS A CURRICULUM SUPERVISOR

The principal is a person who is formally designated by the Department of Education as curriculum supervisor. The principal as a curriculum supervisor is focused on the improvement of curriculum and instruction so as to enhance the quality of teaching and learning. Leadership role of principal embraces development of a deep and broad knowledge base with respect to curriculum (Glatthorn, 1997:3).

Mbatha (2004:24) concludes the following regarding the principal's curriculum supervisory tasks:

- The promotion of effective teaching and learning as the principal's central concern.

- The principal's actions to promote growth in student learning.

- The principal's action to develop a desirable learning conditions for learners.

- The principal's role in providing direction, resources and support to teachers and learners.

- The principal's various ways of facilitating academic achievement in school and classrooms.

- The principal's involvement in the monitoring of the actual teaching and learning programmes.

Glatthorn (1997:21) defines curriculum supervisory task of the principal as the exercise of those functions that enable school systems and their schools to achieve their goal of ensuring quality in what learners learn. The supervisory task of the principal is therefore goal-orientated rather than being a mindless routine action.

Establishment and development of goals in curriculum supervision is supplemented by the need of well-established vision and mission in the principal's curriculum supervisory tasks. Curriculum supervisory tasks conducted by principals should not be formulated haphazardly. Regarding the importance of goals, Lussier (2000:123) maintains that goals are need to serve as a base of development and to indicate if the end result is achieved.

The curriculum supervision programme developed by the principal should have a clearly defined mission statement. Smith, et al. (2001:10) accentuates the need for the development of a well-defined mission statement stating the purpose for conducting monitoring and supervision tasks in the school.

It is crucial for principals as curriculum supervisors to have goals and mission as they influence the direction of teaching and learning of the curriculum. The principal should as a result embark on the process of assisting and training educators pertaining to the objectives of curriculum supervision conducted within the school.

The supervisory task of the principal embraces monitoring academic progress by teachers and learners. It is through the monitoring process that the principal can assess the effectiveness of teaching and learning in the classroom. The information collected enables the principal to make judgment about the way in which things are done in the classroom (DoE : 2006:9).

Caldwell and Spinks (1993:39) support the supervisory tasks of the teaching and learning by the principal as they mention four aspects to be achieved in such monitoring process, namely;

- Determine the extent of progress toward academic goals.
- Determine whether academic needs have been satisfied.
- Determine whether the academic priorities of the school have been met, like completion of syllabus.
- Determine whether academic school policies have been implemented.

The essence of monitoring teaching and learning by the principal is emphasized by Van der Westhuizen (1996:221) when he states that principal should monitor and evaluate the work of teachers and learners so as to determine progress made towards the school's academic goals and to make corrective actions timeously against deviation from the school goals.

The Limpopo Province Department of Education (2007:14) document argue in favour of the principal as a curriculum supervisor of teaching and learning in his or her school. Thus the National Curriculum Statement makes it imperative for principals to conduct in loco curriculum supervision in schools.

The ELRC Collective Agreement No. 8 of 2003:6 gives a clear view on how principals could conduct curriculum supervision. The following ways are indicated as crucial in supervision of teaching and learning:

- Conducting classroom observations.
- Holding formal and informal interviews with educators.
- Conducting staff meetings in which academic progress is discussed.
- Compiling monthly and quarterly schedules and forward them to circuit office.

2.4 PERSPECTIVES ON TEACHING AND LEARNING

Different perspectives and beliefs held by people about teaching and learning have bearing on the supervisory tasks conducted by principals.

According to Pajak (1989:204) teaching is viewed as character-driven social interaction and it involves "a set of specific information, ideas and skills communicated to students in a certain length of time. Oliva (1992:412) defines teaching as involving; a plan or pattern that can be used to shape curricula, to design instructional material and to guide instruction in the classroom and other settings. The above definitions of teaching do not hold water as they do not state how teaching occurs.

Daresh (2001:246) gives a more vivid definition of teaching as he states that teaching is an art. "More artistry – it is a practical as teachers struggle to adjust and readjust to make routines, and established patterns, only to recast what has been done in a new form to meet a new need or a new vision".

According to Nolan & Francis (1992:44) there is traditional view of teaching and learning that involves the following beliefs;

- Learning is the process of accumulating bits of information and isolated skills.
- The teacher's primary responsibility is to transfer his knowledge directly to students.
- Changing students behaviour is the teacher's primary goal.
- The process of learning and teaching focuses primarily on the interactions between the teacher and individual students.
- Thinking and learning skills are viewed as transferable across all content areas.

The above traditional views influence teaching to be characterized by Oliva, (1992:409-410) as follows:

- Organizing and structuring the learning material in the most appropriate sequence.
- Explaining concepts clearly and unambiguously.
- Using examples and illustrations that can be understood by parents.
- Modeling appropriate application of the desired skills.
- Checking whether student comprehend presented materials.
- Assessing students by requiring them to reproduce the desired knowledge and skills on paper-and-pencil tests.

The traditional views expressed above do not represent the current thoughts about teaching and learning as presented in the National Curriculum Statement (NCS) policy document (2006:8).

The Norms and Standard for Educator Policy (Department of Education, 2000:56-57) describes teaching and learning as involving the following roles;

- Learning mediator; the educator mediates learning in a manner which is sensitive to the diverse need of learners.
- Teaching involves interpretation and designing of learning programmes and materials.
- Teaching includes leading, administering and managing learning in the classroom, carry out classroom administrative duties and participate in school decision-making process.
- The teacher plays community, citizenship and pastoral role.
- Teaching involves assessment, the education understand the purposes, methods and effects of assessment and be able to give help feedback.

According to Ramparsad (2001:15) teaching and learning is focused on the development of the whole learner through the choice of desirable outcomes, which facilitates lifelong learning.

This view is in contrast with the traditional belief that teaching and learning should aim at reproducing learnt materials by students, and that rote learning was important.

In the document Life-long Learning for the 21st Century (Department of Education, 1997:11) teaching is qualified as aiming at equipping learners with the knowledge, competence and orientations needed for success after they leave schools or have completed training.

The current approach to teaching and learning is further described by Ramparsad (2001:16) as having the following qualities;

- Learners will be actively involved in the classroom, where the curriculum is relevant and learner-centred.
- Learners' needs, learning styles and the different pace at which learners learn will be accommodated and acknowledged.
- Learners will be trained and encouraged to work actively in groups. They will learn how to be responsible for their own learning.
- Learners will become analytical and creative thinkers, problem solvers and effective communicators. They will know how to gather and organize information and conduct research.
- Teachers will not merely implement curricula but would design their own learning programmes.
- Teachers will be proactive, interactive and share ideas with others.

In contrast with the traditional view emphasizing the pen-and-pencil tests, learner assessment currently employed in teaching and learning focuses on Continuous Assessment (CASS). The Continuous Assessment stresses the assessment and evaluation of knowledge, skills and values by learners. A variety of skills are assessed namely; project, design, assignment, practical demonstration, oral presentation and writing (National Curriculum Statement Assessment Guidelines : Foundation Phase, 2002:17).

2.5 THE EVOLUTION OF CURRICULUM SUPERVISION

2.5.1 European Background

The need for curriculum supervision was first felt in Greece simultaneously with the emergence of education during the Homeric era. Even though there was no complete system of education at the time, those who controlled education felt the need to provide time for supervision. Education in Sparta stressed physical education and military training service. However, the youths undergoing such physical and military training had to be supervised. The introduction of reading and writing in Aeolian and Dorian schools between 400 B.C and 350 B.C necessitated the establishment of a large scale supervision (Steyn, et al., 1995:17-21).

The main objective of education in Sparta was to enhance, develop, maintain and protect the state. The aim was to promote the continued domination of the indigenous inhabitants by the Ephors. The paidonomous was chosen to be students supervisor. It is interesting to note that in this system of education the supervisor was aided by a whip bearer called Bidioi (Farrant, 1980:16).

Education in later Greece shifted its purpose from physical and military training. It was greatly influenced by the teachings of Socrates (469-399 B.C), Plato (427-

346 B.C), and Aristotle (384-322 B.C). the curriculum in Athens included Gymnastics, Music, Mathematics, Reading, Poetry, Law, Science, Philosophy and Morals. The curriculum in Athens was diverse and teachers were curriculum supervisors (Ornstein and Levine, 1993:22-23).

During the Greece-Roman period, the Romans took over the education system of the Greeks. However, in reality the conquered captured the minds of the conquerors as the Greek education dominated. There was a sudden need for the improvement of instruction and curriculum in Latin Grammar schools. Such improvement of instruction and curriculum necessitated the appointments of supervisors on a large scale (Ibid. 1993:25).

The middle ages saw a considerable development in the field of curriculum supervision. The rebirth of learning, the 'renaissance', gave education much impetus and with it the expansion of supervisory of headmasters (Steyn, et al., 1995:31).

In England, supervision of schools and teachers by headmasters began in the sixteenth century. Prior to this period, education was solely an ecclesiastical matter. The British government became concerned with the standard of education. The headmaster as a supervisor was mainly concerned with the quality of instruction in his or her school (Lovell, and Wiles, 1983:41).

Currently, the trend throughout Europe is the development and entrenchment of school-based curriculum supervision spearheaded by principals. In emphasizing this view, Vashist (1993:25) states, "supervision is to play the decisive role of improving education. School boards and superintendents should not select as principals people who are sort of glorified clerks or who are merely popular with parents, but those individuals with potentialities for exerting the kind of professional leadership necessary in evaluating and monitoring teachers".

2.5.2 The Emergence of Curriculum Supervision in The United States of America.

Curriculum supervision emerged in the United States of America in 1654. the court of Massachusetts wanted to ensure that teachers who were hired had sound faith and was not scandalous in their lives. As a result, it passed a declaration regarding supervision of teachers. Subsequently, committees were appointed in the eighteenth century to inspect improve teachers, courses of study and instruction techniques in the classroom Dekker & Van Schalkwyk, (1989:16).

The seventeenth century was characterized by a slow acquisition of supervisory authority by principals in the United States of America. The nineteenth century saw the removal of all supervisory responsibilities from the laymen, namely; clergy, school wardens, trustees and citizens' committees to professional school administrators – principals Lovell & Wiles, 1983:144).

According to Ornstein and Levine (1993:17), supervision of classroom instruction between 1910 and 1935 was mainly the responsibility of principals assisted by teachers and special supervisors or helping teachers. The main aim of supervision was to improve instruction through direct classroom observation and demonstration.

The concept cooperative educational leadership was used in the United States of America to denote the field of curriculum supervision between 1935 and 1953. During this period curriculum supervision in schools was the responsibility of principals, special supervisors, coordinators, curriculum directors and consultants. (Ibid. 1993:26).

From 1964 to the present time, curriculum supervision in the United States of America was seen as a cooperative effort between supervisors and the supervisees. According to this view school principals should involve teachers as supervisees in decision-making and implementation of curriculum supervision process in schools. This view is stimulated by democratic leadership propagated in that country.

2.5.3 The South African Background

The concept curriculum supervision in South African education system never had an independent thought of its own or a unique origin. Rabothata (1989:23) and Phalanndwa (2002:17) emphasize the idea that supervision originated from inspection. It should however be noted that the replacement of the concept inspection by supervision also entails on paradigm shift regarding the duties performed. The following are the highlights of inspection and supervision in this country.

- The discourse on curriculum supervision in South Africa cannot be complete without review of the past educational practices and policies in the Cape that emerged at the installation of the Dutch East Indian Company rule in 1652.

- The main purpose of the establishment of the Dutch rule in the Cape was to develop an economic enterprise. The Dutch people never envisaged the promotion of a particular culture. As a result, education was in the beginning, of less concern. The church had the responsibility of overseeing education of the time. However, as time went by, the public demanded an independent means of assessing White and Coloured schools (Rabothata, 1989:29).

- The first people to be appointed to assess school progress by Commissioner Van Rheede were clergymen. The clergymen were later replaced by scholarchs as supervisors. It is interesting to note that the main objective of supervision at the time was to prevent the dissemination of false doctrines (Phalanndwa, 2002:23).

- The dramatic change in the field of supervision occurred in 1912 when an inspector was appointed and expected to examine each pupil orally for him or her to succeed to the next standard. Class inspection was the first instituted in 1920. the 1930's saw an increase in the number of inspectors. Learning areas such as physical education, handwork, religious instruction and commercial subjects were assigned specific inspectors in the 1950's (Ibid. 2002:25).

- Schools for Whites in the former Transvaal had subject advisors as early as 1959. The concept 'subject advisor' was used for the first time in Black education in the early 1990's. This situation indicates the slow development of Black education that was due to racial segregation in this country (Limpopo Province DoE, 2005:36).

Currently, the concept 'inspection' has completely been wiped out form all policy documents. The focus is now placed on curriculum supervision spearheaded by principals, emphasizing the offering of guidance and assistance and support to educators.

2.6   THE PRINCIPALS' BASIC SUPERVISORY TASKS FOR EFFECTIVE TEACHING AND LEARNING

All numerous activities the principals perform as part of the supervisory tasks are directly linked to the general management of the school.   Dinmock & O'Donoghne (1997:17) argue that principals create conditions that facilitate effective teaching and learning with performing the general management tasks. The following core management functions are identified; planning, organizing, leading, control, delegation, coordination, disciplining, decision-making and conflict management.

2.6.1 Strategic Planning as a Basic Supervisory Task

According to the Limpopo Province Department of Education (2006:17) strategic planning of the process of deciding in advance on everything needed in an organization in order to achieve its mission.   This policy document goes on to clarify that strategic planning should begin with scanning future circumstances and formulation of goals – long term, and short term.   In a school situation all teachers should be involved in planning by the principal.

The Limpopo Province Department of Education (2003:36) asserts that strategic planning includes policy formulation and the establishment of programmes, budgets, procedures, standards and rules and regulations.   The school principal initiates planning at the whole school level, yet teachers initiate planning at classroom level.   A very important role of the principal is to coordinate planning at classroom level and at the whole school level.   Supervision of teaching and learning in schools cannot be effective without proper planning.

2.6.2 Organizing as a Basic Supervisory Task

The salient point of the school as an organization is to have effective teaching and learning. For the school to achieve its goals, resources are needed and duties aught to be carried out. The process of acquisition of resources and allocation and assigning duties to individual teachers in order to achieve school goals is called organizing (Kroon, 1996:10).

The principal as a curriculum supervisor has a crucial role to play in order to organize resources essential for effective teaching and learning to take place at school (Ibid. 11).

2.6.3 Leading as a Supervisory Task

According to Limpopo Province Department of Education (2006:32) leading at school as organization involves "influencing educators and learners to move towards the achievement of school goals". In this document it is further explained that the principal is the one who is entrusted with the task of influencing educators and learners to work towards the achievement of the school goals. Leading is therefore, one of the principal's supervisory task on teaching and learning as it gives direction to the whole process towards the specified set of goals.

Kroon (1996:10) suggests that leading is a supervisory task that has many challenges since people who are led are unique and have different attitudes, personalities, perceptions and frames of reference. However, it is essential for the principal as a leader to be able to bring about uniformity and commonality of goals on people who have different dispositions and outlook of life. The success of a supervisory leader, is seen when he or she utilizes these differences in order to establish common goals.

I therefore, argue that school principals who are successful in their supervisory tasks are those who can lead effectively and able to steer the whole process of teaching and learning towards the achievement of common goals.

2.6.4 Controlling as a Supervisory Task

According to Glatthorn (1997:25) asserts that school principal should have an effective control of all activities going on in the school. Ramparsad (2001:22) stress the importance of control in curriculum supervision. Controlling is therefore, a process of monitoring the execution of the teaching and learning in a school in order to see if the plans and objectives of the school are achieved. Control aims at checking that performance and action of teachers and learners are in line with the predetermined school goals.

It should however, be noted that even though principals control execution of a variety of activities in the school, the most important one is the monitoring of the academic process. Hence supervision of curriculum forms an integral part of the supervisory task of the principal.

2.6.5 Delegation as a Supervisory Task

The principal's core functions embrace delegation of duties to his or her subordinates. A good supervisor delegates some of the responsibilities as it is impossible for him or her to perform all tasks alone (Limpopo Province Department of Education, 2006:14).

Quality management and effective curriculum supervision can only be judged according to the way delegation of duties is executed in the school. It should however, be noted that a school principal is always accountable for the

successful performance of the duties delegated (Kroon, 1996:12). However, if well done, delegation of responsibilities to subordinates can give the principal ample opportunities to devote time doing those duties that are crucial for the running of the school.

2.6.6 Co-ordination as Supervisory Task

Co-ordination of various activities in the school is one of the essential supervisory task of the school principal. The Department of Education (2005:27) emphasizes the importance of co-ordination of different activities by the principal in a school. According to this policy document co-ordination is viewed as the supervisor's purposeful efforts to establish harmony and co-operation where work is done by different people and departments in order to achieve predetermined goals.

In my opinion, co-ordination is essential aspect in curriculum supervision since for teaching and learning to occur co-operation is needed between different departments, e.g. Maths and Science, Languages, Humanities and Commerce.

2.6.7 Conflict Management

Conflict occurs in schools when the goals of two or more parties are in opposition. Phalanndwa (2002:36) maintains that conflict in schools may arise from conflicting interests or value systems, misunderstandings, incorrect perceptions, ineffective communication and differences of opinion amongst the participants. Conflict can have destructive or constructive implications. As a result the way in which conflict is handled is very crucial for the life of the whole institution.

Based on the above analogy, it is therefore importance for the principal to prioritize when dealing with conflicts. Those conflicts that may have destructive implications for the school must be dealt with immediately as they may affect learners' performance. Therefore, any conflict that have a bearing on the teaching and learning process should be considered crucial. Effective curriculum supervisors do not allow conflicts to be rooted in the institution, but they are resolved timeously.

2.6.8 Decision-Making as a Supervisory Task

Kroon (1995:11) and Phalanndwa (2002:33) assert that decision-making process involves purposeful consideration of alternative solutions to a problem and choosing the best alternative after carefully consideration of the consequences, advantages and disadvantages. These authors further suggest that before an attempt is made to solve a problem, proper assessment of all facts and identification of the real problem should be made.

A school principal as a curriculum supervisor encounter a variety of problems that hamper the effective teaching and learning to take place. Successful principal do not leave problems unsolved. It is the supervisory task of the principal to see to it that educators attend to their lessons timeously and that there are no banking of lessons. The tendency of staying away from school by educators without valid reasons is a problem that needs urgent attention by the principal (Dipada & Hoy, 2008:34).

It is also essential for the principal to be transparent and involve educators in decision-making for the whole teaching staff to develop collective ownership of the vision and mission of the school.

2.7 THE ESSENCE OF COMMUNICATION IN CURRICULUM SUPERVISION

Communication has great significance for school as a human organization. The degree of coordination, ability to use expertise of members, and degree of unity of the group are mostly a function of communication (Lovell & Wiles, 1983:89). The quality of the principal's communication determines cooperative effort, interpersonal influence, goal determination, and achievement of human and organizational growth. A school principal should as a result be a person who can communicate effectively.

Fawler (1988:141) and Dipada & Hoy (2008:35) view communication as more than a mere talk. They emphasize the exchange of ideas, feelings, and beliefs among individuals-receivers and senders. Phalanndwa (2002:35) asserts that if the supervisor wishes to influence or be influenced by teachers, communication should take place. The following models of communication have been researched and developed.

2.7.1 Linear Model

This model of communication is in a linear form and there is one channel of information. Bayona (1990:36) and Steinberg (1995:43) maintain that this model is common in top-down communication channel

Fig. 2.1   Linear Model

information   transmitter   receiver   destination

channel
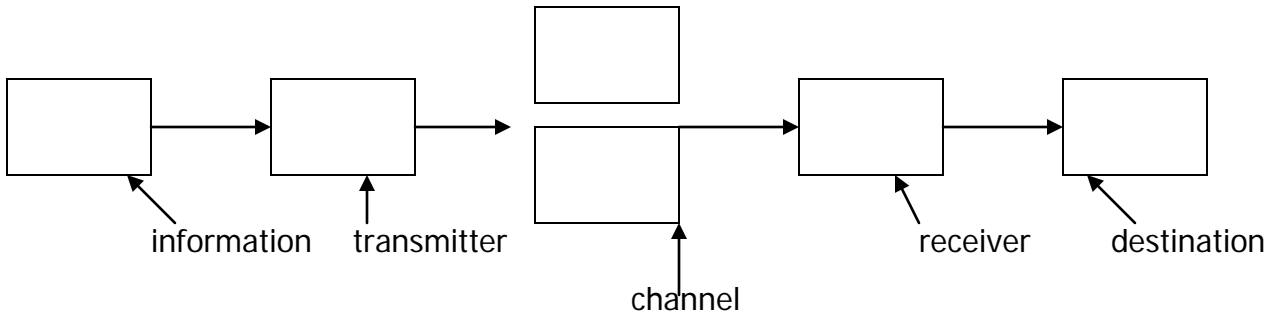
Fig. 2.1 (adapted from Steinberg, 1995:44)

According to my view, this model is unacceptable in curriculum supervision, since communication flows in a single direction, from the top to the bottom.   In a school situation there must be an exchange of ideas between the supervisor and teachers.   The principals as a curriculum supervisor should give feedback to teachers and that is not possible in this model.

2.7.2 The Osgood and Schramms' Model

The Osgood and Schramm's Model is an improvement of the linear model. Van der Westhuizen (1991:389) states that in this type of communication there is an exchange of ideas as communication occurs in circular form.   This Dipada and Hoy (2008:36) who maintain that communication is dynamic and both supervisor and teachers are active participants in the communication process.

Fig. 2.2   Osgood and Schramm's Model

Message

Encoder
Decoder
Interpreter

Communicator

Decoder
Interpreter
Recipient

Message
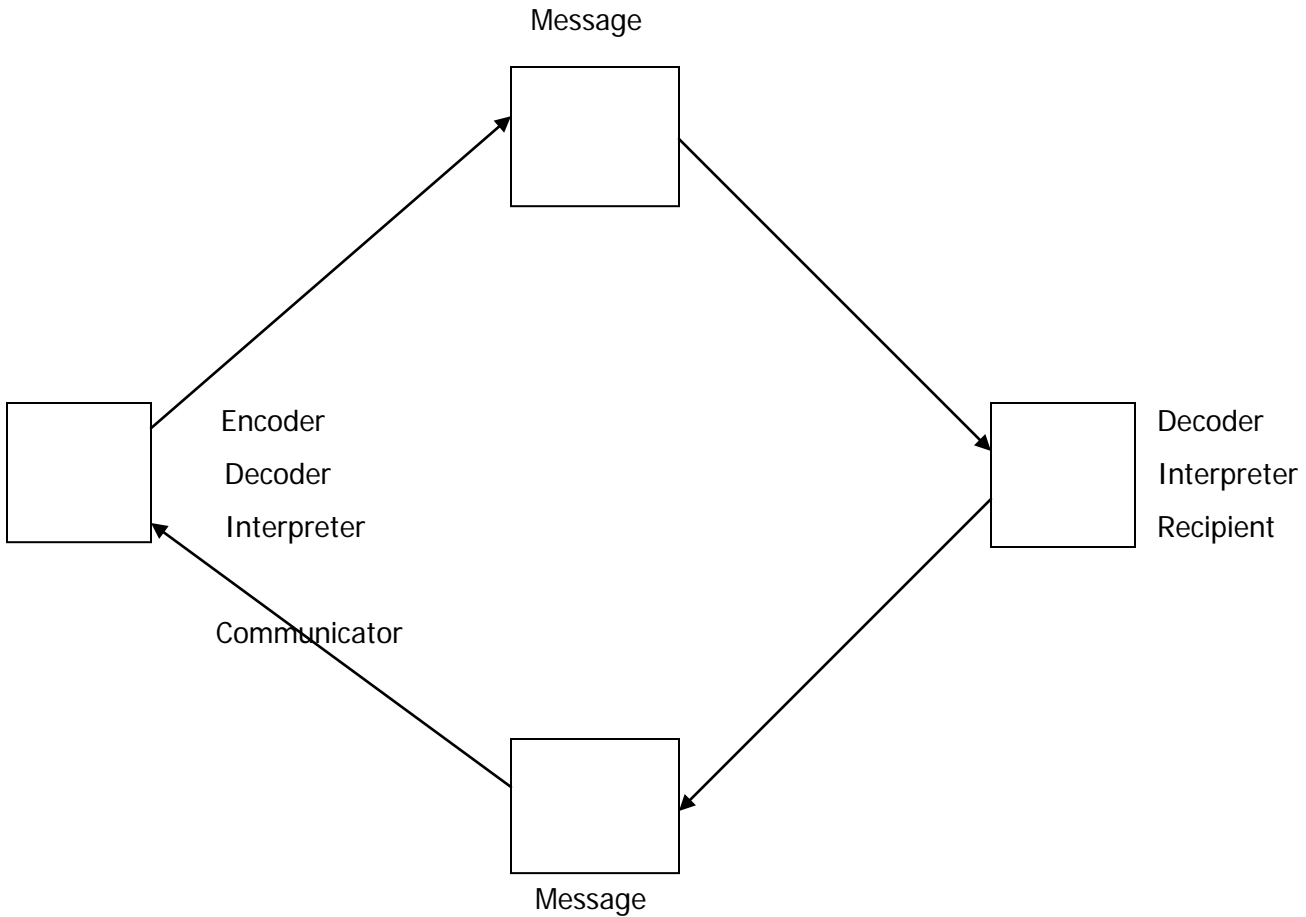
Fig. 2.2 (adapted from Van der Westhuizen, 1991).

Lovell & Wiles (1983:91) states the necessary ingredients of communication in educational organization as:

- Communication source : Which is the origin of ideas, feelings, directions, suggestions and descriptions.
- The encoder : The way of arranging the message to be transmitted.
- The messages, are ideas, feelings and beliefs.
- The channel : The way of transmitting the message.

- The decoder : An act of down loading the message.
- The communicator receiver : The person's receiving the message.

2.7.3 The Transactional Model

According to this model communication is depicted as a dynamic process in which both participants are actively involved in encoding, transmitting, receiving and decoding messages (Van der Westhuizen, 1991:389). The essence of this model is that both the principal and educators have to negotiate meaning. No one imposes his or her views upon the other.

The transactional model is based upon the close relationship that exists between the supervisor and teachers. Accordingly any decision emanating from communication should be based on mutual consensus. Meaning in curriculum supervision is influenced by participants' culture, values, background, occupation, sex, feelings, knowledge and attitudes. These factors determine how educators and learners perceive supervision (Ibid, 1991:390).

The importance of communication is mentioned in the Limpopo Province Department of Education (2006:249) when states, "the purpose, criteria, and process of staff evaluation need to be clearly communicated periodically to all staff members". This statement implies that the school principal as a curriculum supervisor should be a good communicator.

In my opinion, communication is necessary for principals to be able to carry out their supervisory tasks in schools. Supervisors should motivate their subordinates to carry out their duties diligently. There is therefore, no other effective means of providing guidance and transferring ideas from supervisors to educators other than communication.

2.8   MOTIVATION AS A SUPERVISORY TASK

Motivation is a crucial element of curriculum supervisory duties. It is the spark which ignites and influences the course of human action. Lovell and Wiles (1989:49) define motivation as, "the level of effort an individual is willing to apply toward the achievement of a particular goal or motive". According to Phalanndwa (2002:54) motivation is seen as the preparedness to expend energy to achieve a certain goal. As a result of the above definitions motivation can be viewed as all efforts used by an educational leader to encourage staff and colleagues to willingly achieve to the best of their abilities.

According to Armstrong (2000:106) and Schermerhorn, Hunt & Osborn (2000:102) motivation is defined as the forces of factors that account for direction, level and persistence of an individual's effort expended at work. These authors further assert that motivation consists of three factors namely;

- direction – referring to choice made by a person when given several alternatives.
- level – indicating amount of efforts put into work.
- persistence – referring to the length of time devoted to work.

According to the above arguments, the principal as a curriculum supervisor must set the direction for the school towards specific academic goals to be achieved by the whole institution. The school principal should provide means and techniques for attaining higher academic achievement. Lastly the principal as a curriculum supervisor ensures that ample time- on task takes place in school for effective teaching and learning to occur. Armstrong (2000:102) and Mullins (1999:407) illustrate motivation model as follows:

Fig. 2.3   Motivation Process Model

Needs or expectations	→ to achieve →	desired goals

result in

| goals attainment | ← leads to ← | behaviour/action |
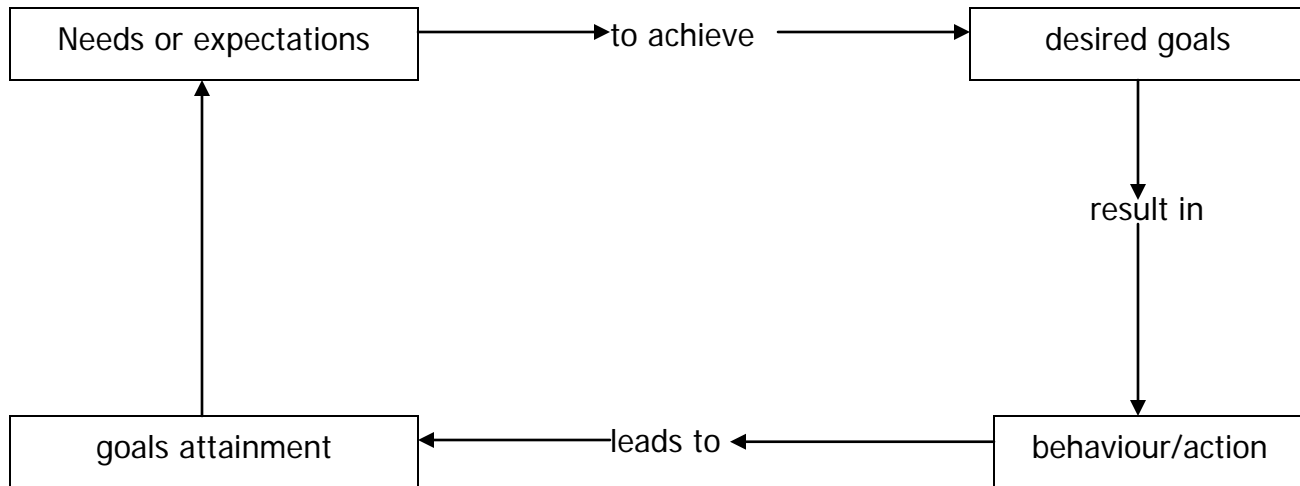
Fig. 2.3 (adapted from Armstrong (2000:107) and Mullins (1999:407)

According to this model motivation by school principal should be initiated by a recognition of needs on the part of educators and learners that should be gratified or satisfied. In this instance expectations of educators and learners are effective teaching and learning. The school principal should therefore, as a curriculum supervisor realize the existence specific goals to be achieved by the school. The existence of the desired goals in an institution of learning would determine the behaviour and action of the principal as well as educators regarding what to do in order to achieve the stated goals. Armstrong (2000:107) states the importance of joint decision-making by the principal and all educators in establishing strategies, policies and procedures for achieving the stated goals.

The school principal should motivate teachers and learners towards higher academic performance. The principal should formulate strategies in order to

activate the subordinates to engage themselves in the desired behaviour.   When all and the sundry in the school are engaged in desired behaviour effective teaching and learning takes place.   Schermerhorn (1996:145) stresses the importance of developing intrinsic motivation of educators for them to be able to teach effectively.   Intrinsic motivation is as a result of satisfaction, achievement and pride in work developed when people perform work.

Daresh (2001:135) and Phalanndwa (2002:36) maintain that in order to understand motivation in curriculum supervision, the needs which initiate behaviour and actions in people should be understood.   Naturally, some goals are more important to certain individuals than others.   Thus individuals tend to behave toward goals that will meet their need.

From the discussion above, it can be concluded that a person does something because he or she has a particular reason of doing so.   It can be the need which that individual wishes to satisfy.   For the purpose of this study Maslow's hierarchy of needs and Herzberg's hygiene theory are dealt with so as to indicate the essence of these theories in curriculum supervision.

2.8.1 Maslow's Hierarchy of Needs

Abraham Maslow formulated one of the most useful classification of needs.   He classified human needs in a hierarchy or ladder-like structure in order of their importance to their individual (Lovell and Wiles, 1983:50).

Fig. 2.4   Moslow's Hierarchy of Need

Self-actualization

Autonomy

Esteem

Social

Security

Physiological needs
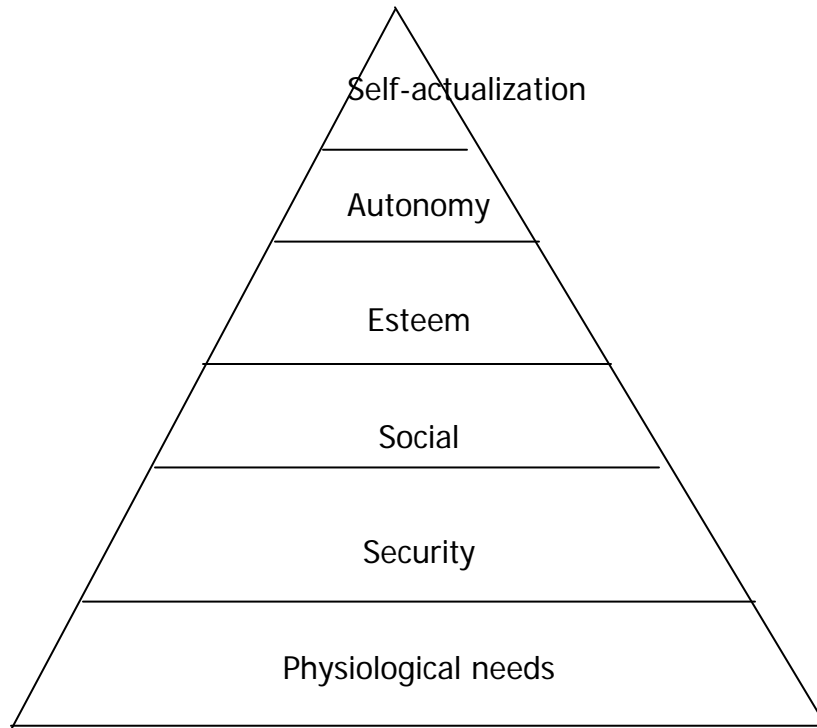
Fig. 2.4 Maslow's Needs Hierarch (adapted from Daresh, 2001:137).

- Physiological needs; food, water, shelter, rest and others have to be satisfied first in order to maintain life.
- Security needs; the child should be secured from physical danger.
- Social needs; the need to belong to be accepted and to be loved.
- Esteem and status needs; the child needs to be respected, to be somebody, to gain recognition, prestige, status and others.
- Self-actualization needs; the need to realize one's full potential.

People ascend up the ladder in their satisfaction of needs. Needs on the high level in the hierarchy can only be satisfied when those in the lower order have been fulfilled. According to Van der Westhuizen (1991:195) some authors

disregard physiological needs as they are perceived to be lacking the potency to motivate behaviour of most people in the Western societies. However, the physiological needs are playing a major role among Africans.

In a school situation the lower needs are represented by salary, benefits such as medical aid and pension. these are exchanged in return of satisfactory performance by teachers. However, for the principal as a curriculum supervisor to address these needs when motivating teachers does not yield great success as teachers already expect satisfaction of these needs (Ibid. 1991:196).

Gratification of the lower needs is essential since it is only when the lower needs are met that teachers will be motivated by high-order needs which are fulfilled by excellence of performance. Principals as effective curriculum supervisor should resort to servicing the higher-order needs of teachers so that they can become what they aught to become.

2.8.2 Herzberg's Hygiene Theory

Herzberg made an intensive study of motivation in industrial organizations. According to this theory people are motivated by factors which are embodied in the work itself. There are also factors which are situated outside the work called hygiene factors. Both groups of factors exert important influence on the achievement of workers (Lovell & Wiles, 1983:54).

Fig. 2.5   Herzberg's Hygiene Theory

SATISFIERS Found in the work itself	DISSATISFIERS Found in the environment of work
Achievement Recognition Work itself Responsibility Advancement	Salary Possibility of growth Interpersonal relationships Administration School policy Work conditions Personal life Status Job satisfaction
Higher-order needs	Lower-order needs

Fig. 2.5 (adapted from Daresh, 2001:138).

According to this theory, achievement, recognition, and the work itself were found to be factors that lead to satisfaction of teachers. It should be noted that factors which satisfy are related to work itself while factors which satisfy are related to the environment of work. A person should have hygiene commitment to meet lower-order needs and a motivational commitment to that seeks fulfillment of higher-order needs (Daresh, 2001:135).

The implication of Herzberg's hygiene theory in curriculum supervision is that since human relations is stressed, teachers are made to feel being part of the school as important individuals. It is assumed that teachers who are treated well will show appreciation, by responding to the direction and lead given by the principal.

Herzberg suggests that meaningful satisfaction comes from the work itself that teachers do and that compliance should be sought to by improving morale. The principal should therefore, create a climate in which he or she becomes a catalyst or facilitator in staff professional development program. It should not be the principal who identifies and addresses the staff developmental needs, but the whole group.

2.9   CONCLUSION

In conclusion of this chapter the researcher remarks that the review of literature successfully provided insight into issues regarding the supervisory tasks of teaching and learning by school principals. The review exposed some challenges facing principals as curriculum supervisors in their schools. Hence the necessity of this investigation into the impact of supervisory tasks of the principals on teaching and learning.

An attempt was made in this chapter to review materials and documents available on curriculum supervision, evolution of curriculum supervision in different countries including South Africa, basic supervisory tasks, communication and motivation as essential ingredients in the principals' tasks of monitoring teaching and learning in schools. Further investigation of literature is espoused in the following chapter.

CHAPTER THREE : METHODOLOGY

3.1   INTRODUCTION

This Chapter focuses on research methodology and includes two sections. The first section deals with an explanation of literature review related to the topic "The Impact of the Principal's Task of curriculum Supervision on Teaching and Learning". This is considered to be the first method of research to be applied.

The second section deals with the empirical study where a qualitative approach will be explained in detail as a means of data collection.   Interviews and observations will be used as data collecting instruments.

This chapter is arranged as follows: introduction, research approach, population and sampling, instrumentation, data collection procedures, data analysis, validity and reliability of research, and lastly, conclusion.

3.2   RESEARCH APPROACH

The research approach undertaken in this study includes literature review and the empirical research mainly based on qualitative approach.

3.2.1 Literature Review

Literature review is the first method of research to be applied in this study. In this section an explanation of aspects of educational management that are related to the topic under study will be given.   As a result, the researcher mentions the books, articles, documents and others, that will be studied.

3.2.1.1   The Principal

A variety of documents, books and articles are written about the principal as a school head or school manager. Van der Westhuizen, in his book "Effective Educational Management" writes extensively about the school principal as a leader. The Department of Education (2000) in the document called "School Management Teams" gives a vivid explanation of the roles of school principals.

Further documents issued by Limpopo Department of Education called "Educational Management Policy (2006) and National Curriculum Statement Review (2007)" will be reviewed. The current perception in this document is that of a principal as a proactive leader. Mbatha (2004) in her thesis "The Principal's Instructional Leadership Role as a Factor Influencing Academic Performance, A case Study" gives substantial information on the principal and as a result this thesis will be reviewed.

3.2.1.2   The Task of Curriculum Supervision

In order to acquire understanding and insight on the task of principals, I will review Ramparsad's (2001) "The Leadership Role of the Principal in Managing and Supporting Curriculum Change in South African Schools". This thesis gives an exposition of the basic tasks of the school principal. Phalanndwa (2002) in his thesis "The Role of Educators in the Implementation and Evaluation of Curriculum 2005 in Region 3 – Limpopo", explains the tasks of the school manager.

The thesis which is more focused on the principal's task of curriculum supervision is that of Rabothata called "Supervision in the Education Systems of Selected Countries (PhD Thesis, University of Free State) "Education Law and Policy Handbook" in the section Personnel Administration and Management (1994) gives a clear route which principals should follow in curriculum leadership.

Daresh (2001) accentuates the task of curriculum supervision of the school principal.

Basic supervisory tasks of the principals such as planning, organising, controlling, leading, coordinating, decision-making, delegation and conflict-management will be studied in the following books, Thesis and Documents" Principals Improving Instruction: Supervision, Evaluation and Professional Development (Dipoda & Hoy, 2008); Limpopo Department of Education (2006); "The Leadership Role of the Principal in Managing and Supporting Curriculum Change in South African Change in South African School", an M.Ed thesis presented to Unisa in 2001 by Rampard.

3.2.1.3   Teaching and Learning as Aspects of Educational Management.

Teaching and learning is well exposed in the Journal Quality Assurance in Education, where Zuber-Skerrit and Roche explain teaching and learning in the topic : "A Constructivist Model for Evaluating Postgraduate Supervision (Zuber-Skerrit and Roche, 2004:82-93).

The Limpopo Province Department of Education issued the document "Education Management Policy" (2006) in which the current perceptions of teaching and learning are given.   The PhD Thesis by Phalanndwa (2004) "The Role of Educators in the Implementation and Evaluation of Curriculum (2005), Elaborates on the effectiveness of teaching and learning in the Limpopo Province.

The following books are essential sources for information on the nature and factors for effective teaching and learning: Principals Improving Instruction : Supervision, Evaluation and Professional Development (Dipada and Hoy, 2008); Balanced Leadership, Mid-Continent Research for Education and Learning (Waters, Marzano and McNulty, 2003; Effective Teaching and Learning (Glickman, 2002);   Classroom Questioning :   School Improvement Research

Series (Cotton, 2001); The Central Office Supervisor of Curriculum and Instruction.

The journals, books and articles mentioned above have valuable information of teaching and learning and ways of making it more effective. The researcher will therefore, make use of these sources in this study. The following section deals with the qualitative research approach.

3.2.2 Empirical Research

The researcher has found that the method best suited for this study is the qualitative research paradigm. According to Gay (1996:208) qualitative research is defined as the gathering and analysis of extensive narrative data so as to obtain insights into a situation of interest not possible if using other types of research.

Creswell (1994:2) views qualitative research as "an enquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". According to Krathworl (1993:29) qualitative research provides ".... descriptions of a case, a group, a situation or an event".

Qualitative research can either be exploratory or fully interpretative in nature and offers insights into reasons behind events. Development of insight is necessary for understanding the motives behind the prevailence of certain behavioural patterns amongst human beings. The following are basic assumptions that can shed more light on the nature of qualitative research:

- Qualitative research occurs in naturalistic situations. According to Miles and Huberman (1994:7) the qualitative researcher explains ways in which

people being studied understand, account for, take action and manage their everyday life situations. If people being studied are removed from their life situations, the information is distorted. Hence Gay (1996:208) maintains that variables under study are examined where they naturally occur. The variables should never be controlled by the researcher.

- Bogdan and Biklen (1992:2) state that qualitative research hypothesis and questions should not be established before hand, but develop as the researcher gather information.

According to Miles and Huberman (1994:92) the core features of qualitative research are:

- Qualitative research obtains an overview of the situation.

- It is conducted through an intense or prolonged contact with a field or life situation.

- The researcher attempts to capture data on the perceptions of local actors.

- Reading through the materials, the researcher isolates certain themes that can be reviewed with informants.

- The main objective is to explicate the ways people in particular settings come to understand their day to day situations.

- Most analysis is done with words. The words used can be organised to allow the researcher to compare, analyse, contrast and bestow patterns upon them. Words are essential for descriptive analysis of events

experienced by phenomenon under investigation, in this case educators in teaching and learning situations.

Due to facts in support of qualitative research, the researcher is prompted to state that qualitative research paradigm is the approach that leads to great understanding of the phenomenon in their day to day activities. The educators are not manipulated but behave as they normally do. This view is accentuated by Gay (1996:246) who maintains that qualitative approach yields an abundance of potentially useful data that would not have been possible using other methods. The hypothesis generated in qualitative research are more valid than those based on theory alone.

The researcher selected the qualitative research paradigm for this study due to the following reasons:

- For the qualitative researcher to gain in-depth understanding of the phenomenon under investigation, qualitative research makes use of a variety of methods and data collection strategies. This often characterises it as being multimethod. This helps in making results credible or valid (Punch, 2000:56).

- The researcher wanted to observe and study primary school principals and educators in their day-to-day situations. The interaction of principals and educators was regarded as crucial as curriculum supervision tasks of principals unfolded. Data gathered from the observation of subjects in their day-to-day situations is reliable and informative to the researcher. This aspect can serve as the rationale for the selection of a qualitative approach.

- It was necessary for the researcher to develop a holistic view of teaching and learning situation so as to observe the supervisory task of principals and how educators respond to it. As a result, the researcher needed to have an overview of the primary school setting, the arrangement of materials, and rules governing activities pertaining to curriculum supervision by principals. This view is stressed by Punch (2000:46) who states that qualitative research provides a holistic analysis of the teaching and learning situation.

- The researcher will interact personally with the principals and educators since the interview and observation schedule will be done personally by the researcher and interpretations will emanate from the researcher's point of view.

- The research is supposed to have generative qualities. Data gathered in a qualitative research paradigm will generate views on issues pertaining to the supervision of educators by principals.

3.3   POPULATION AND SAMPLING

This study will be conducted in selected primary schools in Limpopo Province. Random sampling will be used to ensure that there is no other factor determining the inclusion of the individuals in the sample except by chance alone. Limpopo Province is divided into districts namely: Vhembe, Mopani, Waterberg, Capricorn, and Sekhukhune. The field of study will be confined to primary schools located in five circuits of the Vhembe District (see Appendix C). The target groups of this study are primary school principals and educators. The five circuits were selected, using random sampling. All 27 circuits would be allocated numbers put in cards. All cards would be put in a basket and only five cards picked up from the basket with numbers representing the circuits. This

exercise has already been done and five circuits were targeted, namely Dzindi, Tshinane, Luvuvhu, Mutshundudi and Mvudi. The field study will be conducted during March 2009. In total, five primary schools will be randomly selected from five circuits in the Vhembe District.

One primary school will be specifically targeted in each circuit. The population of this study will comprise of a school principal and two educators per school. Therefore, a total population of five primary school principals and ten educators will be involved in this study.   The five primary school principals would be referred to as P1, P2, P3, P4 and P5. Ten primary school teachers would also be called T1 up to T10.

Schumacher and McMillan (1993:382) suggest that the size of the sample should be directly related to the purpose of the study, the research problem, the major data collection procedure and the availability of information – rich respondents.

According to Stoker (1989:100) and Turney and Robb (1989:107) a sample for a study is a selected finite set of persons, objects or things that the researcher employs in his/her study. As such the sample forms a subset of elements of the population.   Stoker (1989:100) further asserts that the sample is essential because it is not feasible to study the whole population directly because of size, cost, time and lack of accessibility of the whole target population.

A list of primary school names that are alphabetically arranged will be drawn in the five circuits.   Schools numbered 12 will be selected and included in the sample. Random sampling will be employed in this study.   The idea behind the introduction of the random sampling procedure in this study is to speed up randomization of the sampling.   Hence only schools numbered 12 are selected per circuit.   Random selection of schools is done in order to give all schools in five circuits an equal chances of being included in the sample.   Each school will

be selected randomly from five circuits in Vhembe District of the Limpopo Province.

As a result, one school per circuit will be included in the sample. This exercise has already been done and the targeted schools are; Pfano Primary School from Tshinane Circuit, Tshivhale Primary School from Dzindi Circuit, Tshiseluselu Primary School from Mutshundudi Circuit, Mvudi Primary School from Luvuvhu Circuit and Pile Primary School from Tshilamba Circuit. The school principal and two educators per school would be interviewed and observed. The one on one interviews will be conducted with school principals. Each interview will last about one hour.

In total, there will be five primary school principals and ten primary school educators in the sample. A total of 15 respondents will form the sample of this study to make it more representative of the stakeholders concerned with curriculum supervision in schools.

3.4   INSTRUMENTATION

According to Wilkson (2000:42) questionnaires are effective instruments for gathering data from participants. In this study, an interview will be used to solicit information from school principals. The interview conducted will be supplemented by the study of relevant books and documents on curriculum supervision as practiced by school principals in primary schools in the Vhembe District of Limpopo Province. Questionnaires with items intended for primary school educators will also be employed. The idea is to gather as much data as possible pertaining to the impact of the principal's task of curriculum supervision on teaching and learning in primary schools.

The researcher will use interviews (see Appendix A) and questionnaires (see Appendix B) as qualitative methodologies of gathering data. In this study the interviews will be conducted with school principals and questionnaires administered to primary school educators. The interview and questionnaires are effective means of gathering data that are valid, reliable and can provide an in-depth analysis of the situation within a holistic context (Van der Westhuizen, 1995:89). Interviews will be conducted in natural settings of teaching and learning that reflect the participants' reality.

According to Schumacher and McMillan (1993:372) qualitative research is based on a naturalistic phenomenological view that regards reality as multi-layered and intertwined. As a result, the researcher will use multi-method strategies such as structured and semi-structured open-ended interviews and questionnaires.

Interviews in a qualitative research are characterised by an informal style, a thematic centred, biographical or narrative approach (Wilkson, 2000:43). The interaction and the interviewee become the source of data. One to one interaction will be important and as such, this study will focus on individual interviews. The following items will be included in the interview and questionnaires:

- The fixed alternative items which allow the respondents to choose between alternatives given.

- Open-ended items with a minimum restraint on answers but no restrictions on the content and the way of responding to the questions.

The primary school principals will be interviewed individually. The researcher considers the principals as reliable sources of information pertaining to how they execute their tasks of curriculum supervision on teaching and learning.

Principals monitor teaching and learning on a daily basis. Questionnaires will be administered to primary school educators as they are continuously supervised by principals and are the ones in charge of teaching and learning in the classroom situations. The educators' knowledge and experience regarding curriculum supervision is crucial in this study.

The advantage of interviews includes adaptability. The interviewer can change the interviewing session in order to solicit more information from the respondents (Pavleniko, 2002:214). In this study, the researcher will follow up on clues and by so doing, get more data.

The researcher will do everything possible to make the interviewees comfortable and to ensure their anonymity. Creating such an environment is necessary for generating more useful data from interviewees.

3.5   DATA COLLECTION PROCEDURES

3.5.1 School Accessing Procedure

The researcher will first seek permission from the Head of Department for Department of Education in Limpopo Province to conduct the study (see Appendix C) permission will also be sought from the District Senior Manager in Vhembe District (see Appendix D). After obtaining permission, the researcher will make appointments for field visits with targeted institutions and respondents.

After acceptance of appointments, principals of the primary schools will be visited in their schools for the purpose of conducting interviews for a period of $\pm$ 1 hour each. These will be principals of those schools selected from five circuits in the Vhembe District.

Appointments will be done with two teachers in each of the five schools. Only the first and the last teachers on the drawn list in each school will be selected and included in the sample. The targeted teachers will be informed of the visits. Observation schedules will be completed during these visits. The duration of such visits will be ± an hour.

3.5.2 Ethical Consideration

The interview guide and observation schedules to be administered to the primary school principals and educators respectively will have covering letters (See Appendix E) assuring the respondents about confidentiality of the information given. The letters will assure respondents that their opinions would be used strictly for the purpose of this study and the anonymity of respondents will be preserved.

Interviews will be conducted with principals on a one-to-one basis. The school principals will be informed before hand that the interview session will take approximately one hour. The researcher will inform both principal and educators that the findings and recommendations of the study will be made available to them, if required.

3.6 DATA ANALYSIS

According to Merriam (1998:178) data analysis is the process of making sense out of the data collected. During data analysis in this study, data will be organised categorically and chronologically.

The analysis of the data from the field will be mostly qualitative in nature. As such the presentation in Chapter Four will be mainly descriptive supported by frequency distribution tables and percentages where necessary. Results will be

presented first, mostly in the form of tables, followed by the researcher's interpretation.

3.7   VALIDITY AND RELIABILITY

According to Henning (2004:147) validity in qualitative terms refers to "Whether, by using certain methods, we are investigating what we say we are investigating". That is, whether the items used are measuring what we are supposed to be measuring. Merriam (1998:198) asserts that validity is the degree to which findings of a research study present a true and accurate picture of what is claimed to be described.

3.7.1 Face Validity

According to Dempsey and Dempsey (1996:61) face validity is determined by inspecting the research instrument in order to see if it contains items on the important themes, variables and processes relating to the subject of study. In this study, face validity will be ensured by including items on important topics, variables and processes relating to the principals' task of curriculum supervision of teaching and learning.

3.7.2 Content Validity

Content validity in a research instrument is the representativeness of the topics, variable and processes making up the subject of study in the research instruments (Henning, 2004:147).

In this study, content validity will be considered as the researcher will ensure that items pertaining to important topics, and variables will be included.

Suggestions from the supervisor and advice from other experts in education will be incorporated into the questionnaire.

3.7.3 Reliability

Reliability of research is defined by Henning (2004:146) and Stake (2002:63) as the consistency of data obtained by different researchers from the administration of the same research instruments to the respondents who are in comparable setting. Merriam (1998:205) defines reliability as "the extent to which research findings are replicated".

In the current study, the researcher will ensure the reliability of the instruments as items to be generated will focus on investigating information pertaining to the impact of the principals' curriculum supervision task of teaching and learning in primary schools.

3.7.4 Pilot Study

To enhance internal validity and reliability of items to be used in this study, the researcher will submit the interview guide and observation schedules to the senior lecturer in the Department of Teacher Education at the University of Venda for expert advice. Peer member checking will be done by the researcher's colleague who is in possession of PhD in Curriculum Studies from the University of Cape Town.

The instruments will be pre-tested so as to check if the items will convey the same meaning to all respondents as the meaning intended by the researcher. The pre-test will be done with a smaller sample within the same population. For this purpose, interviews will be conducted with the principals of Matshele Primary School and Pfano Primary School. Two teachers from each of the above

mentioned schools would be included in the sample for the purpose of administering observation schedules. In total, six educators will be included in the sample of the pilot study.

3.8 CONCLUSION

The first section of this chapter focused on related literature. Literature study is, therefore, considered as a method of research.

The second section focused on the empirical method. The qualitative research approach was described and the reason for employing this methodology was given. Interviews and observation schedules will be used in this study. Population and sampling, data collection procedures, validity and reliability of instruments as well as data analysis procedures were addressed. Chapter Four will focus on the analysis of data and interpretation of results.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION OF RESEARCH RESULTS

4.1   INTRODUCTION

In this chapter, the analysis of data and the interpretation of results are presented. According to Kerlinger (1989:125 – 126), the analysis of data means categorizing, ordering, manipulating and summarizing data in order to obtain answers to a research problem. Kerlinger further defines the interpretation of results as taking the results of data analysis and making inferences pertinent to the research relations studied in order to draw conclusions about these relations.

Henning (2004:101) defines data analysis as a process that requires analytical craftsmanship and the ability to capture understanding of the data in writing. From the analysis of data and the interpretation of results, the researcher obtains more meaningful implications that the studied variables have for the research problem and sub-problems.

The qualitative research approach was chosen in this study to address responses from interviews conducted with school principals and observation schedules with teachers.   Quantitative research approach is ideal for unstructured in-depth interviews with respondents. Since it seeks to describe, decode, and translate information in order to come to terms with the meaning of naturally occurring phenomena in the social world. It is therefore a descriptive form of research (Wengraf, 2001:18).

The interviews with school principals were conducted at their schools, as this was their natural setting, and formed part of their daily lives. The interviews

were conducted after school hours to minimize disruption of teaching and learning in the schools. School principals were requested to spend at least 1½ hour with the interviewer. The interviewer made participant to fee comfortable and relaxed.

Observation schedules were also completed with primary school teachers. This exercise was also done after school hours to minimize disruption of teaching and learning process in schools. The interviewer had to seek permission from the school principals for the meetings with individual teachers to proceed.

In this study, the researcher conducted interviews with five (5) primary school principals addressed as Pito P5 and completed observation schedules with ten (10) primary school teachers addressed as Tito T10 in this study. In total, the study targeted fifteen (15) primary school respondents. The analysis and interpretation of data collected is presented according to the main three sections.

In this study, the researcher conducted interviews with five (5) primary school principals and completed observation schedules with ten (10) primary school teachers. In total, the study targeted fifteen (15) primary school respondents. The analysis and interpretation of data collected is presented according to the main three sections as follows:

4.1.1 Analysis, discussion and interpretation of research results with regard to the personal background of respondents. Section A embraces analysis and interpretation of data pertaining the personal background of primary school teachers and principals. The implications on supervision of teaching and learning are elucidated in this section.

4.1.2 Analysis, discussion and interpretation of research results with regard to experiences of curriculum supervision by respondents. Section B focuses

on the experiences and views of teachers and principals pertaining to the task of curriculum supervision and primary schools. The section is divided into the following subheadings: Knowledge of curriculum supervision, availability of curriculum supervision in schools; necessity of curriculum supervision; effectiveness of curriculum supervision; strategies of curriculum supervision; checking of educators' portfolios; and supervision of learners' work books by principals.

4.1.3 Analysis, discussion and interpretation of research results with regard to respondents views on the impact of principal's curriculum supervision on teaching and learning. Section C deals with the analysis and interpretation of responses and views of primary school teachers and principals on the impact of curriculum supervision on teaching and learning. This section consists of the following subheadings: Rate of performance in schools; availability of school-based workshops; principals' priorities when conducting curriculum supervision; availability of time for curriculum supervision; constraints in curriculum supervision; and recommendations with regard to the improvement of curriculum supervision.

The presentation in this chapter is mainly descriptive and is supported by quotes frequency distribution tables (FD) and percentages (%). In all items, the results are presented first, followed by the researcher's interpretations. The researcher also resorted to the use of abbreviations YC (Yes Completely, YM (Yes Mostly), NNQ (No Not Quite) and NNA (No Not at All) in the interpretation of results in this study.

4.2. PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION OF RESEARCH RESULTS

4.2.1 Presentation, Analysis, Discussion and Interpretation of Research Results with Regard to the Personal Background of Respondents (Section A)

Primary school teachers and principals were requested to give information pertaining to gender, age, qualifications, teaching experience, positions held, grades taught, learning are as, and the geographical location of the schools. This exercise was done in order to establish the extent of presentation across the sample. Results on these items are reflected in Table 1 below:

a) Information with regard to Gender of Respondents

ITEM	PRINCIPALS		TEACHERS	
GENDER	FD	%	FD	%
Males	3	60	5	50
Females	2	40	5	50
TOTAL	5		N = 10	

Table 1 : Gender of Respondents

Information gathered with regard to gender representation in the sample indicates that male principals made up 60% of the sample, while female principals were 40%. However, the above scenario could not be taken as rendering the study to be sex biased as the opinions of both female and male principals were considered. Principals are included in the sample as P2, P3 and P5 shared the view that, "principals occupy positions of authority pertaining to curriculum supervision in schools". School principals are therefore expected to

conduct curriculum supervision in their schools and that its success or failure rest upon their shoulders.

Gender equality represented by primary school teachers (50% males and 50% females) indicates that both male and female teachers are equally considered in the study.   Opinions of both male and female teachers were regarded as important for the success of this study.

b)   Information with Regard to Age of Respondents

ITEM	PRINCIPALS		TEACHERS	
AGE IN YEARS	FD	%	FD	%
Below 30	-	-	-	-
31 – 35	-	-	2	20
36 – 40	2	40	2	20
41 – 45	1	20	3	30
46 – 50	1	20	2	20
51 – 55	1	20	1	10
56 and above	-	-	-	-
TOTAL	N=5		N=10	

Table 2 : Age of Respondents

Primary school principals of different age groups are represented in the sample. The difference in age groups of the respondents was ideal to the success of this study as data gathered was from people who differed in age and" possibly, in the way they perceived certain aspects of life, including curriculum supervision".

Distribution of ages into different age groups was also reflected in the case of teacher respondents. Teachers of different ages were, therefore, included in the

sample. However, scarcity of teachers below the age of 30 is conspicuous (0%). This situation could be attributed to lack of new teachers entering the system in Vhembe district as students in institutions of higher learning seem to be unwilling to follow a teaching career.

c)   Information with Regard to Qualification of Respondents

ITEM	PRINCIPALS		TEACHERS	
QUALIFICATIONS	FD	%	FD	%
Diploma (JPTD or SPTD)	-	-	3	30
Honours Degree + Diploma	1	20	4	40
Masters Degree + Diploma	4	80	3	30
PhD	-	-	-	-
Others, please specify	-	-	-	-
TOTAL	N=5		N=10	

Table 3 : Qualifications of Respondents

Primary school principals in the region are well qualified with honours degree and diplomas (80%) and have vast experiences that range from 11 – 25 years. It could, therefore, be insinuated that primary school principals are in a better position to conduct curriculum supervision in their schools due to their qualifications and experiences. The response from P3 was: "I am able to conduct curriculum supervision in my school". This view is in line with the recommendations tabled in Guidelines to School in Implementation of IQMS (DoE, 2009:14) which states it as an obligation that principals be able to conduct curriculum supervision in their schools.

Regarding the qualifications of primary school teachers, the results indicate that at the time of the study the majority of teachers had passed junior and senior degrees (50% and 30% respectively) and only a few of them (30%) still possessed diplomas. The situation above indicates that teachers in Vhembe District are well motivated to further their studies in different universities.

d)   Information with Regard to Experience of Respondents

ITEM	PRINCIPALS		TEACHERS	
EXPERIENCE	FD	%	FD	%
5 years and below	-	-	-	-
6 – 10 years	-	-	-	-
11 – 15 years	2	40	2	30
16 – 20 years	2	40	3	30
21 – 25 years	1	20	2	20
26 and above	-	-	2	20
TOTAL	N=5		N=10	

Table 4 : Experience of Respondents

Results on the teacher's experiences indicate that teachers in Vhembe District are very experienced with experiences ranging between 11 and 25 years and above. Lack of teachers falling in the categories 5 years and below, and between 6 and 10 years reflects the view that there are very few teachers currently entering the system in the district. Vast experiences shown by teachers suggest to the researcher that teachers in the district are capable of understanding and implementing curriculum supervision in schools.

e)   Information with Regard to Grades Taught of Respondents

ITEM	PRINCIPALS		TEACHERS	
GRADES TAUGHT	FD	%	FD	%
Grade 1 – 3	1	20	2	20
Grade 4 – 5	1	20	4	40
Grade 6 – 7	1	20	4	40
TOTAL	N=5		N=10	

Table 5 : Grades Taught by Respondents

The information provided by respondents were covered into Frequency Distribution (FD) and Percentages (%).

Results show that 60% of the primary school principals (P1, P3 and P5) have grades assigned to them. This means that 40% of primary school principals do not teach as they believe they should more be involved in managerial duties of the schools curriculum supervision. However, those principals (60%) who offer certain learning areas (P1, P2 and P5) are doing the proper thing as it is required by policy that principals should teach for certain percentages of the instructional period.

The above view given by principals is accentuated by The National Education Policy Act 27 of 1996 which states that school principals are required to teach certain subjects according to guidelines given by the policy. The policy states; "principals in primary schools should teach between 10% and 92% depending on the level appointed to" (National Education Policy Act 27 of 1996:31). According to the provision of this policy, the higher the number of pupils enrolled in a school, the lesser the percentage of instructional time by the principal.

f) **Information with Regard to Learning Areas Taught by Respondents**

ITEM	PRINCIPALS		TEACHERS	
LEARNING AREAS TAUGHT	**FD**	**%**	**FD**	**%**
1 learning area	3	60	4	40
2 – 4 learning areas	-	-	1	10
5 – 7 learning areas	-	-	1	10
All learning areas in class	-	-	4	40
TOTAL	**N=5**		**N=10**	

Table 6 : Learning Areas Taught by Respondents

Primary school principals (60%) who indicated that they teach certain grades, stated that they teach only one learning area. The reason advanced for offering one learning area by P3 was that, I have other commitments pertaining to the management of the schools". However, P1 and P5 stated some other reasons for offering one learning area different from the one given above.

The majority of the teacher respondents (20%) who indicated that they teach in foundation phases (grade 1 – 3) teach all learning areas since there are only three learning areas offered and no specialisation required.

However, those teachers responsible for offering lessons at the intermediate phase grade 4 – 5 (40%) and grade 6 – 7 (40%) indicated that they offer certain learning areas in a grade. This situation is prompted by the fact that specialisation is required at the intermediate phase, hence teachers are given one or two learning areas which they specialised in.

g)   Information with Regard to Position Held by Respondents

ITEM	PRINCIPALS		TEACHERS	
POSITION HELD	**FD**	**%**	**FD**	**%**
Principals	5	100	-	-
Deputy Principals	-	-	-	-
HOD	-	-	-	-
CSI teacher	-	-	10	100
TOTAL	**N=5**		**N=10**	

Table 7 : Position Held by Respondents

Results indicate that all primary school teachers (100%) were targeted in this study.   Similarly, 100% of the targeted primary school personnel are primary school principals as reflected by the results.

h)   Information with Regard to Geographical Area of Respondents

ITEM	PRINCIPALS		TEACHERS	
GEOGRAPHICAL AREA	**FD**	**%**	**FD**	**%**
Urban				
Semi-Urban	-	-	-	-
Rural	2	40	4	40
	3	60	5	60
TOTAL	**N=5**		**N=10**	

Table 8 : Geographical Area of Respondents

Results on the geographical location of schools indicate that 60% of the schools are in a rural environment whereas 40% are in a semi-urban environment. This is a reflection of Vhembe District as it is mostly rural in nature with the exception of a few schools in the outskirts of towns such as Musina, Thohoyandou, Makhado and Malamulele. These towns have a semi-urban and urban environment.

4.2.2 Analysis, Discussion and Interpretation of Research Results with Regard to Experiences of Curriculum Supervision by Respondents (Section B)

This section was intended to solicit information from the primary school teachers and principals regarding their experience of curriculum supervision in schools. The main objectives of this section were to determine the respondents' knowledge of curriculum supervision, availability, necessity and effectiveness of curriculum supervision, strategies of monitoring curriculum, and how principals supervise educators' portfolios and learners' work books.

a)   Information with Regard to Knowledge of Curriculum Supervision

Teachers and principals of primary schools were requested to give the meaning of curriculum supervision. The researcher wanted to establish if the meanings given would be similar to that given in chapter two of this study. The responses are given in Table 9 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Meaning of Curriculum Supervision:				
Correct	4	80	4	40
Incorrect	1	20	6	60
Relationship between curriculum supervision and inspection:				
Y	2	40	4	40
N	3	60	4	40
U	-	-	2	20
Whether they have done curriculum studies in their training:				
Y				
N	2	40	4	40
U	3	60	4	40
	-	-	2	20
Whether the course done included curriculum supervision:				
Y	1	20	5	50
N	4	80	5	50
U	-	-	-	-
TOTAL	N=5		N=10	

Table 9 :   Knowledge of Curriculum Supervision

Regarding meaning of curriculum supervision, the results indicate that the majority of primary school principals (80%) know the meaning of curriculum supervision. This could be attributed to the fact that school principals attend workshops on curriculum supervision as one of them (P2) mentioned that, "they are well qualified and they attend workshops and seminars on curriculum supervision frequently". Curriculum supervision is also an integral part of the principals' managerial duties. This view is in harmony with messages conveyed

by circulars to schools stating that principals ought to attend all workshops conducted by the department on curriculum supervision (LDoE, 2003:19).

Results pertaining to primary school teachers indicate that a large number of teachers (60%) do not know the meaning of curriculum supervision. This situation could be attributed to a lack of knowledge about curriculum supervision and the view held by some teachers that curriculum supervision is the preserved role of circuit managers and school inspectors. However, only 40% of school teachers know the meaning of curriculum supervision. Responses given pertaining to meaning of curriculum supervision indicate that there is a lack of knowledge about curriculum supervision in the district under study.

Concerning the relationship between curriculum supervision and curriculum inspection, primary school principals (P3 and P4) constituting (40%) concurred that, "the two concepts are similar. However, 60% of the primary school principals (P1, P2 and P5) stated that curriculum supervision and inspection are not the same". This view is supported in the literature reviewed in chapter two in this study where curriculum supervision and inspection are defined differently. A considerable number of school principals P1, P3 and P5 (60%), therefore, understand the importance of both curriculum supervision and curriculum inspection.

Primary school teachers are equally divided pertaining to the relationship between curriculum supervision and curriculum inspection (Yes = 40% and No = 40% respectively). The situation reflected above indicates that much needs to be done regarding the cascading of information on curriculum supervision to teachers since those teachers who do not know the distinction between the two concepts (40%) and those who are uncertain (20%) together constitute a large number (60%) of teachers who lack knowledge in this regard.

Results on whether respondents did curriculum studies in their training as teachers show that 60% of the school principals did not suggest that they might have come into contact with curriculum studies during their teaching careers. This situation could emanate from the fact that curriculum studies were recently introduced in some universities and colleges, yet school principals trained long ago.

Responses regarding the issue of having studied curriculum studies when training as teachers indicate that teachers are equally divided on the matter (Yes = 50% and No = 50%). This could be attributed to the fact that the respondents differ in age. Those who are old never studied curriculum studies as it was not yet introduced when they were trained as teachers. However, those who are young (50%) got the opportunity to study curriculum studies.

Results on whether the course done by respondents included curriculum supervision show that 80% of the primary school principals (P2, P3, P4 and P5) disagreed and only 20% of them (P1) agreed that the curriculum studies they did in their training as teachers included curriculum supervision. P2 and P3 concurred that; "information about curriculum supervision could have been acquired from seminars, workshops and conferences conducted for school principals in the province".

The responses of primary school teachers on whether the course they did included curriculum supervision indicate that they share divergent views on the matter (Yes = 50% and No = 50%). The divergent views of teachers reflected above show that there is no common approach about teacher involvement in curriculum supervision in the district being studied.

The reasons given by primary school principals to support their responses pertaining to the relationship between curriculum supervision and inspection

indicates that 60% of the school principals clearly understand the two concepts. These principals (P1, P3 and P4) agreed that, "curriculum supervision and inspection are not the same and that they differ in their main concerns". Musaazi (2005:234) also view curriculum supervision and inspection as not the same and emphasizes the idea that they differ in their main functions. He, however, attach much importance to the role of school head in curriculum supervision.

Curriculum supervision is mainly concerned with the improvement of instruction. The above definition given by respondents is in line with that given by Dipaola & Hoy (2008:82) who maintain that; "supervision can be broadly conceived as any set of activities planned to improve the teaching-learning process".

Inspection was defined by primary school principal respondents (P3 and P4) as "a plan based on a narrow concept of supervision, usually limited to the rating of teachers and teaching on the basis of classroom visitation". This definition of inspection is related to that of Daresh (2001:4) who states: "an approach based on the assumption that an educational supervisor's job was to find out all the wrong things that teachers were doing in their classrooms".

Results from primary school teachers regarding their conceptualisation of curriculum supervision and inspection indicate divergent views as teachers are equally divided on the matter with 40% of them agreeing that curriculum supervision and inspection are related and 40% disagreeing and the remaining 20% unsure. The situation above shows that a lot needs to be done in the district in order to convey information to teachers regarding curriculum supervision.

b) Information with Regard to the Adequacy and Qualification of Principals to Conduct Curriculum Supervision.

Primary school principals were requested to furnish information as to whether they consider themselves to be adequately qualified to conduct curriculum supervision. Their responses are reflected in Table 10 below:

RESPONSES	FD	%
YC	4	80
YM	1	20
NNQ	-	-
NNA	-	-
TOTAL	N=5	

Table 10: Whether Principals are Adequately Qualified to Conduct Curriculum Supervision

Results on the qualification of school principals to conduct curriculum supervision indicate that the majority of them (Yes Completely = 80% and Yes Mostly = 20%) consider themselves to be adequately qualified to conduct curriculum supervision.   The view expressed by principals above is in line with their qualifications reflected in Table 1 and as such the view that principals are capable of conducting curriculum supervision can not be disputed.

c) Information with Regard to Availability, Necessity, Duration and Time Available for Conducting Curriculum Supervision by Respondents

Data was solicited from primary school principals and teacher respondents pertaining to the availability of curriculum supervision, its necessity, duration,

and time available for conducting curriculum supervision. Responses on the above items are shown in Table 11 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Availability of Curriculum Supervision:				
Y	5	100	7	70
N	-	-	3	30
Necessity of Curriculum Supervision:				
YC	3	60	3	30
YM	2	40	4	40
NNQ	-	-	2	20
NNA	-	-	1	10
How often do they have classroom observation in a year:				
None	-	-	1	10
Once a year	3	60	6	60
Twice a year	1	20	2	20
Three times a year	1	20	1	10
Four times and above	-	-	-	-
Whether they do have enough time for curriculum supervision:				
Y	3	60	7	70
N	2	40	3	30
TOTAL	N=5		N=10	

Table 11 :   Availability, Necessity, Duration and Time Available for Curriculum Supervision

Regarding the availability of curriculum supervision in schools, both primary school principals (100%) and teachers (70%) indicated that it is conducted in their schools. The availability of curriculum supervision in schools could be augmented by the Department of Education departmental policy that requires schools to establish Integrated Quality Management Systems (IQMS) that make it obligatory for schools to conduct classroom observations for teacher appraisals (LDoE, 2009:6). Observation of teachers in schools is therefore in line with the departmental regulation and should as a result be conducted in all schools in the province under study.

Results on the necessity of curriculum supervision show that all primary school principals (YC 60% and YM 40%) support it strongly. Similarly, a considerable number of teachers (YC 30% and YM 40%) share the sentiments reflected by principals above. Accordingly, there is a great need for curriculum supervision structures to be put in place in all schools in the Limpopo Province.

Regarding the duration of classroom observation, almost 60% of the school principals (P1, P3 and P4) indicated that, "it should be conducted once a year". The results above suggest that classroom observation as a form of curriculum supervision is not adequately done in the Limpopo Province. According to the Limpopo Department of Education departmental policy (LDoE, 2003:16) classroom observation should be done at least once per quarter suggesting that it should be done four or more times per year. Classroom observation sessions should be enhanced so as to be in accordance with the requirements of policy on curriculum supervision in Limpopo Province.

On the issue of the availability of enough time for conducting curriculum supervision, results from the primary school principals and teachers indicate that both principals (60%) and teachers (70%) share the same view that curriculum supervision is time-consuming. The view above could be attributed to the fact

that principals have numerous administrative duties other than classroom observations. Principals (P4) stated that; "as a result, we have insufficient time for curriculum supervision at our disposal". The same view is upheld by teachers who cited tight teaching schedules as their reason. Teachers (T3, T6 and T8) shared the view that; "curriculum supervision is time wasting as teachers are supposed to cover the syllabus on time".

Curriculum supervisors should as a result of the above mentioned view, utilize the time allocated for curriculum supervision effectively. Effective utilization of time for curriculum supervision could alleviate the perception by principals that the process is wasting time.

d) Information with Regard to Mentoring Teachers Assessment Records, Learner's Work Books and its Effectiveness

Primary school principals and teachers were requested to furnish information pertaining to the effectiveness of monitoring teachers' assessment records by principals, monitoring of learners' work books by principals, and their effectiveness. Responses on the items above are shown in Table 12 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Monitoring teacher's assessment records:				
YC	4	80	4	40
YM	1	20	3	30
NNQ	-	-	3	30
NNA	-	-	-	-
Monitoring of learners' work books:				
SA	3	60	5	50
A	2	40	2	20
SD	-	-	2	20
DA	-	-	1	10
Effective of monitoring strategy:				
YC	3	60	5	50
YM	2	40	3	30
NNQ	-	-	1	10
NNA	-	-	1	10
TOTAL	**N=5**		**N=10**	

Table 12 :   Monitoring Teacher's Assessment Records, Learner's Work Books and its Effectiveness

Results on monitoring of teacher's assessment records by principals indicate that almost all primary school principals (Y Completely = 80% and Yes Mostly = 20%) agree with the idea of monitoring of teacher's assessment records by principals.   A strong support for monitoring teachers' assessment records by principals is also shown by teachers (YC = 50% and YM = 30%).   The situation above reflects the view that currently, teachers are no longer resistant to being

monitored by principals and school principals themselves are positive towards curriculum supervision.

Regarding the monitoring of learners' work books, both primary school principals (Strongly Agree = 60% and Agree – 40%) and teachers (Strongly Agree = 50% and Agree = 20%) believe in the monitoring of learners' work books by principals. Strong support for monitoring of learners' work books suggests that there is transparency in the manner in which teachers conduct themselves in the classrooms.

On the effectiveness of monitoring strategies applied by school principals, almost all principals P1 – P5 (YC = 60% and YM = 40%) and the majority of teachers (YC = 50% and YM8 = 30%) share the view that monitoring strategies applied by primary school principals are effective. The shared opinion of both principals and teachers on the matter above, suggests that principals have a crucial role to play in the development of curriculum supervision in schools in the Limpopo Province.

e)   Information with Regard to Conduction School-Based Workshops on Staff Development by Principals

Primary school principals and teachers were requested to give their opinions with regard to the way in which school-based workshops on staff development are conducted in their schools. Results on the item above are reflected in Table 13 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Whether school-based workshops on staff development are conducted regularly:				
HR	2	40	3	30
MR	2	40	4	40
LR	1	20	2	20
NR	-	-	1	10
TOTAL	N=5		N=10	

Table 13 :   Conducting of School-Based Workshops on Staff Development by Principals

Responses on the item above indicate that primary school principals (Highly Rated = 40% and Mostly Rated = 40%) are of the opinion that school-based workshops on staff development are regularly conducted in primary schools in Vhembe district. This is emphasized by the principal (P3) who stated that; "I conduct school-based workshops in my school". Since conducting of school-based workshops on staff development is largely the responsibility of school principals, the situation above could be interpreted to mean that principals are effectively involved in teacher development in their schools.

The majority of primary school teacher respondents (Highly Rated = 30% and Mostly Rated = 40%) agree with the school principals that school-based workshops on staff development are regularly conducted. It could, therefore, be inferred from the results above that there are monitoring systems put in place in primary schools in the Limpopo Province.

f) **Information with Regard to Opinions of Principals on the Attitudes of Teachers Towards Curriculum Supervision**

Primary school principal's respondents were requested to give their views on how teachers view their curriculum supervision strategies. Results on the item are reflected on Table 14 below

ITEM	PRINCIPALS	
	FD	%
Teachers views of curriculum supervision:		
Positive	3	60
Negative	1	20
Neutral	1	20
TOTAL	**N=5**	

Table 14 : **Opinion of Principals on the Attitudes of Teachers Towards Curriculum Supervision**

Results on how teachers view curriculum supervision strategies employed by teachers reflect that a considerable number of school principals (60%) cherish the idea that teachers are positive regarding the forms of curriculum supervision portrayed by principals. The conclusion from this could be that school principals are knowledgeable regarding curriculum supervision skills.

g) **Information with Regard to Persons Responsible for Conducting Curriculum Supervision, Peer Supervision and Knowledge of Evaluating Instruction**

Primary school teacher respondents alone were requested to furnish information regarding the following items: the person responsible for conducting curriculum

supervision in their schools; whether peer supervision is allowed; whether they do agree with it; knowledge about evaluative criteria; and whether they are able to evaluate their instruction.

Primary school teacher respondents (T1 – T10) were requested to give information with regard to the person responsible for conducting curriculum supervision as a way of determining who actually conduct curriculum supervision in schools and whether teachers are allowed to supervise each other. What is their views toward peer supervision and respondents were asked as to whether they could carry it out properly.

Results on the above items are reflected in Table 15 below:

ITEM	TEACHERS	
	FD	%
Whether the principals if for conducting curriculum supervision:		
Y	7	70
N	3	30
Whether peer supervision is allowed:		
Y	6	60
N	2	20
U	2	20
Whether they agree with it:		
HR	1	10
MR	2	20
LR	3	30
NR	4	40
Knowledge about evaluative criteria:		
Y	3	30
N	7	70
Ability to evaluate own instruction:		
Y	4	40
N	6	60
TOTAL	N=10	

Table 15 : Responses on Persons Responsible for Conducting Curriculum Supervision, Views on Peer Supervision, and Knowledge of Evaluating Instruction

Results on who should be responsible for conducting curriculum supervision in schools reflects that the majority of primary school teachers (70%) believe that principals are responsible for conducting curriculum supervision in their schools.

The fact that 30% of the teachers (T3, T7 and T10) do not support the view that principals should be the only personnel's responsible for curriculum supervision shows that in a few schools, "the activities of principals in curriculum supervision are overshadowed by those of certain structures or individuals delegated to oversee the smooth running of the curriculum supervision process," the view shard by T3, T7 and T10 above.

On the issue of peer supervision, primary school teachers (60%) concur that it is allowed. The results are in line with the requirements stipulated in the LDoE (2003:17) which states that peer supervision is obligatory in Integrated Quality Management System held yearly in schools in the Limpopo Province. As a result of the above, peer supervision should be encouraged in all primary schools in the province under study.

Regarding agreement with peer supervision by teachers, the majority of teachers (Lowly Rated = 30% and Not Rated = 40%) do not support the existence of peer supervision in schools. This situation could be attributed to their detest of being supervised by colleagues.

Responses by primary school teachers on knowledge about evaluative criteria used during evaluation, show that the majority of them (70%) lack such knowledge and as a result 60% of these teachers stated that they are unable to evaluate their instructions. The unavailability of knowledge on evaluative criteria, implies that more information pertaining to curriculum supervision needs to be conveyed to teachers in the district under study.

4.2.3 ANALYSIS, DISCUSSION AND INTERPRETATION OF RESEARCH RESULTS WITH REGARD TO RESPONDENTS' VIEWS ON THE IMPACT OF PRINCIPAL'S CURRICULUM SUPERVISION ON TEACHING AND LEARNING

a) Information with Regard to Respondents' Views on School Performance, Impact of School-Based Workshops on Teaching and Learning and Improvement after Class Visitation

Primary school principals and teachers were requested to give information concerning the following items; performance of their schools; whether school-based workshops impact on teaching and learning; and whether there is remarkable improvement after class visitations by the principal. Responses on the items mentioned above are reflected in Table 16 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
How the school is rated in performance in the circuit:				
Highly Rated	3	60	5	50
Moderately	2	40	4	40
Lowly Rated	-	-	1	10
Impact of school-based workshops on teaching and learning:				
HR	2	40	1	10
MR	2	40	2	20
LR	1	20	6	60
NR	-	-	1	10
Whether there is remarkable improvement in teaching and learning after classroom visitation by principals:				
YC	3	60	2	20
YM	2	40	2	20
NNQ	-	-	5	50
NNA	-	-	1	10
TOTAL	**N=5**		**N=10**	

Table 16 : Respondents' Views on the Performance of Schools, Impact of School-Based Workshops on Teaching and Learning, and Improvement after Class Visitation

Results on the item related to the rating of schools concerning performance in the circuit show that primary school principals believe that their schools are doing well as 60% and 40% of them indicated highly rated and moderately rated respectively. The situation depicted above could be attributed to the fact that in the year in which the study was conducted, the district was the best in the Limpopo Province despite it being largely rural in nature.

Their rating of the primary schools by teachers regarding performance reflects the same picture shown by principals on the issue. The majority of the teachers (Highly Rated = 50% and Moderately Rated = 40%) consider their schools to be performing well academically. The fact that both teachers and principals share the same opinion on the issue stresses the view that there is effective teaching and learning in schools in the district under study.

On the impact of school-based workshops and seminars conducted by school principals, primary school principals indicated that such workshops and seminars impact positively on teaching and learning in the classrooms (Highly Rated = 40% and Moderately Rated = 40%). Some principals (P1, P3 and P4) concurred on the view that; "without workshops and seminars there would be no effective teaching and learning in schools".

The view expressed by principals above is in line with the Limpopo Department of Education policy (LDoE, 2002:15) which states that principals should be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and that they should assist teachers in developing and achieving educational objectives with the aim of improving teaching and learning.

On the contrary, primary school teachers (Lowly Rated = 60% and Not Rated = 10%) do not support the view that school-based workshops and seminars impact

positively on the teaching and learning in the classrooms. Since teachers are the ones who are involved in the teaching and learning activities in the classrooms, their views cannot be overlooked. As a result school-based workshops and seminars need to be revisited as they appear not to be effective. The way in which the seminars and workshops are conducted could be the cause of ineffectiveness.

Results with regard to improvement in teaching and learning after classroom visitation by principals indicate that 60% and 40% of school principals agree that there is remarkable improvement after each and every classroom visit by them. These results strengthen the view that teachers work hard when being supervised as elaborated by the Education Labour Relations Council (2003:22-23).

Responses on the above item show that teachers have a different picture from that of the principals. A considerable number of teachers (Not Quite = 50% and No Not at All = 10%) are of the idea that there is no improvement emanating from classroom visits by school principals. Teachers are normally expected to benefit from classroom visits by principals. The scenario above could be attributed to lack of skills and criteria for evaluation employed by principals during such visits. Principals themselves need to be well informed as to how, where and what to do when conducting classroom observations.

b) **Information with Regard to Ranking of Activities Principals Spend More of their Time doing when Conducting Curriculum Supervision**

Data was solicited from primary school principals and teachers on the ranking of statements with regard to activities that school principals spend most of their time on in the school. Results are reflected in Table 17 below:

The most preferred activity is ranked 7 and the least preferred activity is ranked 1.

ACTIVITIES		RANKING	
		PRINCIPALS	TEACHERS
i)	Discussing school problems with the community	2	5
ii)	Helping individual teachers with curriculum problems	7	3
iii)	Going through school records in the office	5	7
iv)	Discussing issues with SGB members	6	6
v)	Observing teachers in the classrooms	4	2
vi)	Discussing issues with the circuit manager through the phone	1	4
vii)	Organising and running school-based workshops.	3	1
TOTAL		N=5	N=10

Table 17 : Ranking of Activities that Principals Spend most of their Time doing when Conducting Curriculum Supervision

Responses on the item above indicate that helping individual teachers with problems is the priority of school principals (P2, P3 and P5) as it is ranked 7. This view is emphasised by Dipaola & Hoy (2008:2) when they describe the role of the principal as "managing curriculum, monitoring lesson plans, and evaluating teachers. Essentially, principals give assistance to teachers concerning teaching and learning in the classroom situation". Primary school principals are therefore correct in prioritizing an aspect of giving assistance to teachers concerning teaching and learning in their classrooms. This view is also upheld and supported by the researcher.

However, what is surprising in their ranking is that many of them ranked discussing issues with SGB members as their second priority. This statement, according to the researcher does not deserve this status as there are other crucial supervisory duties like observation of teachers in the classrooms, organising and running school-based workshops and others. Even though discussing school issues with the School Governing Body members is important, it should not override the supervision of teachers in their teaching activities as the later forms an integral part of the school system.

Ranking of statements by primary school teacher respondents indicate that (T2, T3, T5, T6, T9 and T10) view principals as people who spend most of their time perusing school records as it is ranked 7. This view by teachers, implies that school principals, are not well versed with their duties. Going through school records should not consume most of their time as they have some other duties to perform, including supervising and monitoring teachers in the actual teaching and learning environment. Teacher (T6) went as far as to mention that; "Our principal does not even want anybody to enter his office when he is checking school records as he considers that to be disturbing". When school principals resort to going through school records most of time, they become ineffective in their task of curriculum supervision.

The issue of discussing school matters with the School Governing Body members seems to be a norm in primary schools in the district under study. Principal (P3) emphasizes this view when he states that: "I spend much time discussing issues with school governing body members in order to ensure the smooth running of the school". Teachers, like principals, ranked this statement 6 meaning that it seems to be the second most important activity to school principals. The researcher is of the opinion that school principals could only be enjoying the discussion with School Governing Body members with nothing of substance being

ironed out there.   Therefore, school principals have to revisit and refine their activities pertaining to monitoring of teachers in schools.

c)   Information with Regard to Discussion of Curriculum Issues by Respondents

Primary school principals and teachers were requested to give information on whether they have enough time to discuss curricula issues in schools and the hours spent discussing such issues in a week.   Results on the item above are shown in Table 18 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Whether they have enough time to discuss curricula issues with teachers or principals:				
Y	2	40	3	30
N	3	60	7	70
Number of hours spent in discussing curricula issues:				
Less than 1 hour	3	60	7	70
1 – 2 hours	1	20	2	20
3 – 4 hours	1	20	1	10
5 hours and above	-	-	-	-
TOTAL	**N=5**		**N=10**	

Table 18 :   Discussion of Curricula Issues by Respondents

Regarding availability of enough time to discuss curricular issues with teachers, 60% of primary school principals indicated that they do not have enough time at their disposal to conduct such discussions.   However, according to the Limpopo

Department of Education policy (LDoE, 2003:17) discussion about curricula issues between school principals and teachers is necessary for effective teaching and learning to take place in schools. This discussion of curricula issues should form an integral part of staff development meeting conducted by school principals with their teaching staff. However, despite the importance of curricula development, principal (P4) still mentions that, "I do not have enough time to engage teachers in curricular issues".

Similarly, the majority of primary school teachers (70%) were of the view that time for discussing curricula issues with principals is scarce. However, discussing curricula issues is central to teaching and learning activities. Advancing the statement above as a reason for lack of time, does not hold water.

Primary school principal and teacher respondents were also requested to furnish information with regard to curriculum supervisory strategies mostly preferred by teachers, and whether teachers show improvement after application of their preferred curriculum supervisory strategies. Responses on the item above are elaborated below.

Primary school principal indicated that teachers are in favour of the following strategies of supervision:

- Checking of teachers' assessment records (60%)
- Monitoring of learners' workbooks (20%)
- Classroom observation giving of feedback by principals (10%)
- Supervision and monitoring of teaching and learning by colleagues (10%)

According to the responses shown above, school principals suggest that teachers are in favour of, "having their portfolios and assessment records being submitted for check up and monitoring by principals". Results above indicate that teachers

are not comfortable with principals visiting them process in the classroom situation during the teaching.

The scenario above could be attributed to the fact that principals are in positions of authority. As a result, their presence in the classrooms causes anxiety among teachers. The researcher suggests that teachers be encouraged to welcome principals in their classrooms as the objective of the observation process is to give support and guidance as reflected in Daresh (2004:10). Human relations and cooperation are currently encouraged in curriculum supervision in schools.

Regarding the issue of supervisory strategies preferred by teachers, primary school teacher respondents indicated the following as their most preferred strategies:

- NCS   (60%)
- OBE   (30%)
- Visiting schools by circuit managers and subject advisors (10%)

Results shown above, primary school teachers (60% and 30%) indicate a serious lack of knowledge in the teaching fraternity. Since National Curriculum Statement and Outcome Based Education not supervisory strategy. Primary school teachers are ignorant of strategies applied in curriculum supervision. This state of affairs could be attributed to the fact that curriculum supervision initially solely belonged to circuit managers. As a result, school teachers were not involved in the field.

On the issue of improvement shown by teachers after being supervised using their most preferred supervisory strategies, both primary school principals (60%) and teachers (70%) indicated that there is no remarkable improvement in teaching and learning after the supervision process. This is reflected by teacher

(T6) who mentioned that, "I do not see any improvement in teaching due to the supervision process".

This opinion shared by principals and teachers could be due to the fact that primary school teachers show total ignorance with regard to curriculum supervisory strategies. As a result, they do not understand various forms of curriculum supervision used by school principals to improve teaching and learning in the classrooms. The researcher, therefore, suggests that more information pertaining to curriculum supervision and strategies to be employed in the process be cascaded to teachers.

d) **Information with Regard to Training on Curriculum Supervision Offered by Department of Education**

Information was also solicited from primary school principals and teachers to find out if the Department of Education in the district offered training on curriculum supervision, and whether they consider such training to be improving teaching and learning in the schools. Results on the item are indicated in Table 19 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	%	FD	%
Training on curriculum supervision by departmental officials:				
Y	1	20	1	20
N	3	60	6	60
U	1	20	3	30
Whether they do consider themselves to be improving as a result of such training:				
Y	-	-	2	20
N	3	60	4	40
U	2	40	4	40
TOTAL	N=5		N=10	

Table 19 : **Training on Curriculum Supervision offered by Department of Education**

On the issue of availability of training on curriculum supervision offered to primary school principals by the Department of Education officials in the district, the school principals indicated that such training is scarce (No = 60% and Uncertain = 10%). Training of school principals on curriculum supervision is, therefore, not done in the district under study. Principal (P3) expressed the following sentiment on the matter; "I do no longer recall when last we were as principals invited to meeting or workshop on curriculum supervision".

The implication of the above view is that principals do not consider themselves to be improving in curriculum supervisory duties due to lack of training. However, for primary school principals to improve in curriculum supervisory tasks and for the process to be effective, principal (P2) stated that: "principals should receive

thorough training in the matter". The issue of effective training to be offered to school principals is advocated for by Induction of Principals (LDoE, 2002:8).

Primary school teachers (N0 = 60% and Uncertain = 30%) emphasised that training of teachers on curriculum supervision does not exist in the Limpopo Province. The impression created here is that teachers as key stakeholders, are not thoroughly involved in the curriculum supervision process.

The result of the scarcity of training on curriculum supervision by Department of Education officials is that teachers (No = 40% and Uncertain = 40%) do not consider themselves to be improving in classroom instruction. This view is in contrast with the stipulations of policy on curriculum supervision which makes it imperative for training to be available to educators pertaining curriculum supervision.

However, Bayona (1995:52) in his Participatory Curriculum Decision-Making and Development Model, argues about the importance of the involvement of teachers in curriculum supervision and the essence of training offered by departmental subject advisors. As a result of the above view, teachers should not be excluded in decision-making process with regard to curriculum supervision since their exclusion could lead to resistance.

Regarding the positions of departmental officials who offer training on curriculum supervision, results painted a bleak picture. Almost all principal and teacher respondents (100% and 80% respectively) do not know the Department of Education officials' positions. However, this scenario is not surprising as it is in line with ideas espoused earlier that training on curriculum supervision by the Department of Education officials is non-existent in the district under study. Principal (P4) even indicated that; "sometimes the whole year elapse without holding any meeting where curriculum supervision matters are discussed".

e)   **Information with Regard to Current Supervisory Knowledge and Skills**

Primary school principals and teachers were requested to give information as to whether they are knowledgeable concerning the current supervisory knowledge and skills. Results are reflected on Table 20 below:

ITEM	PRINCIPALS		TEACHERS	
	FD	**%**	**FD**	**%**
Whether principals/teachers are knowledgeable concerning current supervisory knowledge and skills:				
Y	2	40	1	10
N	2	40	6	60
U	1	20	3	30
TOTAL	**N=5**		**N=10**	

Table 20 :   Current Supervisory Knowledge and Skills

Results on the current supervisory knowledge and skills by school principals indicate that school principals are equally divided on the matter with 40% saying Yes and 40% No. However, given the state of lack of training on curriculum supervision in the district (shown earlier) the balance in opinions reflected by these results can be interpreted to imply lack of supervisory knowledge and skills. In addition, 10% of the principals indicated uncertainty. For principals to be knowledgeable in current supervisory knowledge and skills, curriculum supervision workshops, seminars and conferences are necessary.

Results pertaining to primary school teachers on their knowledgeability with regard to current supervisory knowledge and skills show that a considerable

number of teachers T2,T4, T5, T6, and T8) which constitute (50%) are ignorant. Teachers, therefore, need to be equipped with knowledge pertaining to current supervisory knowledge and skills.

Primary school principals were requested to furnish information on whether they experience constraints in curriculum supervision in their schools. They were also requested to mention the constraints, if any. Results on the items are elaborated as follows:

On whether school principals experience constraints in curriculum supervision almost all school principals (100%) indicated that they do experience some constraints.

The following constraints were mentioned by principals:

- P3 give the constraint that; "resistance to supervision shown by some teachers";
- P5 mentioned that; "school principals overloaded with managerial duties";
- P4 mentioned that; "lack of resources in schools hampers the process";
- P3 stated that; "lack of knowledge and skills of supervising and monitoring teachers";
- P1 mentioned that; "too democratic education systems, principals to consult before conducting curriculum supervision"; and
- P2 stated that; "lack of incentives given to teachers as motivate and factor".

Primary school principals and teachers were requested to make some recommendations regarding curriculum supervision in primary schools in the Limpopo Province. The responses given by most of the school principals were as follows:

- "Regular workshops, seminars and conferences to be held on curriculum supervision to empower both principals and teachers with knowledge and skills;
- Follow-up sessions should be improved and done more regularly;
- Curriculum supervision should be a continuous process;
- Criteria for evaluation of teachers should be communicated to all schools so as to establish common monitoring instruments; and
- Provision of resources needed for curriculum supervision to be successful, like teaching and learning materials, infrastructure to mention but a few."

Primary school teachers were requested to provide some recommendations with regard to the improvement of curriculum supervision in the district under study. Their recommendations focused mainly on the following aspects:

- Teachers taking part in curriculum supervision programmes should be motivated by introducing incentives. For example giving teachers an extra notch above their salary scale;

- Provision of resources necessary for effective curriculum supervision like teacher's guides, learner's books, attendance of workshops, seminars and conferences on curriculum supervision in order to equip teachers with knowledge and skills;

- Teachers need to be informed about dates of class observation and types of instruments to be used during evaluation; and

- Curriculum supervision process should be transparent. Views of teachers should be listened to during the decision-making process.

Recommendations on curriculum supervision in schools given by school principals and teachers do overlap. The fact that the aspects mentioned for improvement are common suggests that these aspects are crucial for the development of an effective curriculum supervision system in the Limpopo Province. Primary school principals can, therefore, become effective curriculum supervisors in their schools if aspects mentioned above are taken care of and thoroughly addressed.

4.3   CONCLUSION

In the foregoing chapter, the researcher presented the results, analysed and interpreted them. Results were presented first in the form of tables, supported by Frequency Distribution (FD) and Percentages.

Results on the personal background of the respondents indicated that both male and female respondents are adults in the middle of their teaching careers. Almost all of them are well qualified with vast teaching experiences.

In a nutshell, the results indicated that primary school principals are knowledgeable regarding curriculum supervision and that they view the process as necessary. They also see themselves to be in a better position to conduct curriculum supervision. However, principals consider workshops and seminars on curriculum supervision to be lacking in the district under study. The principals' supervisory tasks can nevertheless be very effective in improving teaching and learning in schools.

Primary school teachers on the other hand, lack knowledge pertaining to curriculum supervision. However, they consider the curriculum supervision process to be necessary. They maintain that principals are effective as curriculum supervisors. Teachers consider workshops and seminars on curriculum supervision to be non-existent in the district under study.

Given the scenario created above, the researcher is prompted to remark that although primary school principals can be effective in their curriculum supervisory tasks in schools in the Limpopo Province, such a process is not as successful as it should due to the manner in which it is conducted. Summary, conclusions and recommendations of the study are elaborated upon in the following chapter.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS TO THE STUDY

5.1 INTRODUCTION

This study on the impact of the principal's task of curriculum supervision on teaching and learning focused on the curriculum supervisory activities of primary school principals in Vhembe District of the Limpopo Province.

A literature review was conducted to scrutinize the views of prominent scholars pertaining to the state of the impact of curriculum supervision on teaching and learning conducted by principals in schools in South Africa and abroad.

Data was collected from the field whereby five school principals and ten teachers were interviewed and results thereof analysed, discussed and interpreted in the previous chapter (Chapter 4).

The current chapter focuses on summary of the study, limitations to the study, findings, recommendations from the study, and recommendations for future research.

5.2 SUMMARY OF THE STUDY

The case study investigated the impact of the principal's supervision task on teaching and learning in five primary schools in Vhembe District, Limpopo Province. The investigation focused on five principals and ten teachers.

Literature reviewed indicated the importance of supervision of teachers by principals. However, ineffectiveness and inefficiency in the supervision practices were pointed out.

The qualitative approach was used to analyze and interpret data collected through interviews with principals and questionnaires administered to teachers.

Findings revealed that supervision of teachers conducted by principals was not impacting positively on teaching and learning. Supervision of teachers was ineffective due to certain factors such as lack of resources in schools, lack of departmental support to supervisors, to name but a few.

Recommendations advocated, among others, for a paradigm shift in supervision policies and practices in schools; supervision of teachers and monitoring strategies be overhauled; principals be empowered by being equipped with knowledge and skills; and that regular workshops be conducted for both teachers and principals.

KEY TERMS

Principal's impact; supervision task; teaching and learning; monitoring; evaluation; curriculum; school-based curriculum; supervision; teachers; Vhembe District and Limpopo Province.

5.3   LIMITATIONS OF THE STUDY

According to Henning (2004:26) limitations of the study are weaknesses noted in the entire study. Accordingly, the following limitations were identified in the current study:

- The number of school principals who served as respondents for the study was not large enough to make data collected from the interviews sufficient to be used to make conclusions that can be generalized about the principals' practice of curriculum supervision tasks in all primary schools of the Vhembe District of the Limpopo Province.

- There were some aspects o dimensions of curriculum supervisory tasks that were not included in the in-depth unstructured items of the interviews conducted with principals and observation schedules administered to primary school teachers.

- The study was carried out as a case study in one district of the five educational districts of Limpopo Province. This makes it difficult for the findings of the study to the inferred to the whole Limpopo Province.

5.4 FINDINGS FROM THE STUDY

5.4.1 Introduction

General findings were made during the course of this study regarding the principal's practice of curriculum supervision and its impact on teaching and learning in schools. However, this section deals with the findings that are deemed to be pertinent by the researcher.

5.4.2 Findings with Regard to Personal Background of the Respondents

5.4.2.1   Primary school principals in the district under study are well qualified and experienced and some of them teach certain grades according to stipulations of provincial policy of Department of Education. (See 4.2.1(c) Paragraph 2).

5.4.2.2   Teachers in primary schools are also well qualified and experienced. Lack of teachers below (10) ten years of teaching experience reflects few teachers who are currently entering the system in the district as the majority of them do no longer follow teaching career. (See 4.2.1(d) Paragraph 1).

5.4.3 Findings with Regard to Knowledge and Skills of Curriculum Supervision

5.4.3.1   Primary school principals are knowledgeable about curriculum supervision and what it entails and have the necessary skills to conduct the task of curriculum supervision in schools. (See 4.2.1(a) Paragraph 2 & 3).

5.4.3.2   Teachers in primary schools are not well informed about the task of curriculum supervision and all concepts associated with it. (See 4.2.1(a) Paragraph 5).

5.4.4 Findings with Regard to Adequacy, Availability, Necessity and Time for Conducting Curriculum Supervision.

5.4.4.1   Both primary school principals and teachers in the district under study consider the task curriculum supervision not to be adequately done in their schools. (See 4.2.2(b) Paragraph 2).

5.4.4.2   However, both primary school principals and teachers concur that curriculum supervision is conducted in their schools. (See 4.2.2(c) Paragraph 2).

5.4.4.3   The principal's task of curriculum supervision is regarded as necessary and supported by both principals and teachers in all schools in the district under study. (See 4.2.2(c) Paragraph 3).

5.4.4.4   Regarding the frequency of conducting classroom observation in schools, this aspect of curriculum supervision is not properly done as teachers spend long time without being observed teaching in the classrooms. (See 4.2.1(c) Paragraph 5).

5.4.4.5   However, both principals and teachers consider curriculum supervision to be time-consuming as they have other essential duties to deal with like teaching and administrative duties. (See 4.2.2(c) Paragraph 5).

5.4.5 Findings with Regard to Monitoring Strategies

5.4.5.1   Monitoring of teachers assessment records and learners' workbooks are strongly supported by both primary school principals and teachers. (See 4.2.2(d) Paragraph 2).

5.4.5.2   Monitoring strategies applied by principals are effective and teachers are not resistant to the process. (See 4.2.2(d) Paragraph 3).

5.4.5.3   Principals are considered to be the only suitable and responsible for conducting the task of curriculum supervision. (See 4.2.2(e) Paragraph 2).

5.4.5.4   Teachers are not able to evaluate their own instructions as they lack knowledge and skills of conducting curriculum supervision. (See 4.2.2(g) Paragraph 7).

5.4.5.5   Peer supervision is allowed and supported in the district under study despite lack of supervisory knowledge and skills shown by colleagues. (See 4.2.2(g) Paragraph 5).

5.4.5.6   School-based workshops with regard to the task of curriculum supervision are to the task of curriculum supervision are regularly conducted to empower teachers on curricular issues. (See 4.2.2(g) Paragraph 3).

5.4.6 Findings with Regard to the Impact of Curriculum Supervision on Teaching and Learning

5.4.6.1   Primary school principal upheld the view that school-based workshops and seminars conducted by principal's impact positively on teaching and learning but they are not conducted regularly. (See 4.2.3(a) Paragraph 4).

5.4.6.2   However, teachers cherish the contrary view that seminars and workshops conducted locally in schools do not impact positively on teaching and learning in the classrooms. (See 4.2.3(a) Paragraph 6).

5.4.6.3   Primary school teachers vehemently support the view that there is no improvement attributed to curriculum supervisory duties of school principals. (See 4.2.3(a) Paragraph 8).

5.4.6.4   There is little or no training of school principals and teachers on the task of curriculum supervision offered by the Department of Education in Limpopo Province. (See 4.2.3(d) Paragraph 2).

5.4.6.5   Both primary school principals and teachers do not consider themselves to be improving in classroom instruction due to training by the Limpopo Department of Education. (See 4.2.3(d) Paragraph 3).

5.4.7 Findings with Regard to Constraints Experienced by Principals in their Task of Curriculum Supervision

The following were found to be the most serious constraints that inhibit principals from carrying out their tasks of curriculum supervision; overloaded primary school principals with managerial duties, lack of resources like laboratories, libraries, decent classrooms and other in schools, lack of incentives to principals and teachers, too democratic system requiring principals to consult before acting, and others. (See 4.2.3(e) Paragraph 5).

5.4.8 Conclusions

Findings from this study prompt the researcher to make the concluding remarks that principals in the district under study do conduct task of curriculum supervision. Teachers are also comfortable with the fact that they are monitored and evaluated by their principals in their day to day activities with regard to curriculum instruction.

However, it is crucial to note that though curriculum supervision is done, it is not properly and effectively done. Both principals and teachers were not properly trained to equip them with knowledge and skills pertaining to the task of

curriculum supervision in schools. As a result of the above scenario, the researcher is accorded ample opportunity to redress the situation in order to enhance the process of curriculum supervision in the province.

5.5 RECOMMENDATIONS FROM THE STUDY

5.5.1 Introduction

As a result of the conclusions made in 5.4 above, several recommendations are made that involve major transformation in the operation of the principals' task of curriculum supervision practices. The recommendations stated are considered pertinent in the system of education in Limpopo Province and can positively impact curriculum supervision processes in schools.

5.5.2 Recommendation with Regard to Personal Background

5.5.2.1   Very low number of young teachers entering the teaching profession in Vhembe District could be improved. The Limpopo Provincial Department of Education and Tertiary Institution should be engaged in campaigns of recruiting learners to follow teaching career, offering free bursaries and introducing incrative salaries for teachers. (See Paragraph 5.4.2.2).

5.5.3 Recommendation with Regard to Knowledge and Skills of Curriculum Supervision

5.5.3.1   The serious void created by lack of knowledge and skills pertaining to curriculum supervision shown by teachers could be addressed by conducting school-based workshops and seminars on curriculum

supervision by the principals and their School Management Teams (SMT). (See Paragraph 5.4.3.2).

5.5.3.2   Cluster based workshops, conferences and seminars conducted by curriculum advisers could also be established to alleviate the state of ignorance reflected by teachers on curriculum supervision. Such force could also help in equipping both principals and teachers with skills and criteria expected in teacher evaluation. (See Paragraph 5.4.5.4).

5.5.3.3   District state library and school libraries should be introduced in the district. These libraries should be having recent books, journals and documents with current information on curriculum supervision. The availability of such information to all teachers would promote their understanding of the present debate on curricular issues. (See Paragraph 5.4.5.6).

5.5.3.4   Peer evaluation as advocated for by Integrated Quality Management System (IQMS) in schools should be encouraged and follow up measures be done by curriculum advisors to ensure that teachers are actually engaged in evaluation. Self evaluation should be a cultivate objective. (See Paragraph 5.4.5.5).

5.5.4 Recommendations with Regard to Adequacy, Availability, Necessity and Time for Conducting the Task of Curriculum Supervision

5.5.4.1   The principal's task of curriculum supervision could be adequately done by introducing a plan of action and designing strategies by principals that could help enhanced monitoring and evaluation

processes of teachers for effective teaching and learning to occur. (See Paragraph 5.4.6.1).

5.5.4.2   Principals should compile time tables for their daily activities.   This will help principals not to concentrate on certain aspects of school administration neglecting curriculum supervisory tasks, classroom observation included. (See Paragraph 5.4.4.5).

5.5.4.3   Discussion of curricular issues should be done after school to ensure that teaching time is utilized effectively for teaching and learning purpose. (See Paragraph 5.4.6.2).

5.5.5 Recommendations with Regard to Monitoring Strategies

5.5.5.1   Principals should inform teachers about criteria to be used in curriculum supervision well in advance. Teachers will know what is expected from them during monitoring and evaluation process conducted by school principals. (See Paragraph 5.4.5.4).

5.5.5.2   Teachers should be informed about the exact dates on which classroom observation would be conducted by the principal. (See Paragraph 5.4.5.6).

5.5.5.3   Monitoring and evaluation programme of the principal should be in-built in the school system to avoid unnecessary disturbance in the smooth running of the teaching and learning programme.   (See Paragraph 5.4.4.4).

5.5.5.4   Curriculum supervision programme should be developed at school level in order to alleviate tension and fear associated with class

visitation by unknown external curriculum supervisors. (See Paragraph 5.4.6.4).

5.5.5.5 All tertiary institution, including universities and colleges of education should have curriculum supervision as part of their curricular in order to give opportunities to all teacher trainees to acquire knowledge about current curriculum supervision strategies. (See Paragraph 5.4.6.5).

5.5.5.6 Decision-making processed about curriculum supervision should be made transparent. Views of teachers at local level should be considered to promote sharing of curriculum supervision responsibilities and to avoid polarization by teachers. (See Paragraph 5.4.271).

5.5.5.7 Curriculum supervision tasks carried out in a school should be determined by the teachers' needs. Situational analysis should therefore be done before development and adoption of certain monitoring and evaluation strategies. (See Paragraph 5.4.6.1).

5.5.6 Recommendations with Regard to Impact of Curriculum Supervision on Teaching and Learning

5.5.6.1 Both principals and teachers need to be empowered pertaining to the knowledge and skills related to the tasks of curriculum supervision. Workshops, seminars and school-based conferences should be held regularly. Such gatherings would promote common understanding and thereby positive impact on teaching and learning be created. (See Paragraph 5.4.3.2).

5.5.6.2   District and circuit support services should be established to assist principals to run school-based curriculum supervision system effectively. Curriculum supervisors from the support services would help in the training of principals and teacher on supervisory tasks. (See Paragraph 5.4.5.4).

5.5.6.3   District and circuit offices should recruit more curriculum supervisors as currently they are inadequate and as a result ineffective. (See Paragraph 5.4.4.4).

5.5.6.4   The researcher also recommends the establishment of task teams in all circuits entrusted with the responsibilities of assessing the state of art in every school to avoid disparity in the level of development in curriculum supervision between schools. (See Paragraph 5.4.6.4).

5.5.6.5   The principal's task of curriculum supervision should be a continuous process and not a terminal exercise done at the end of term. This view is in line with the requirements of Outcomes-Based Education which states that curriculum evaluation be done continuously and not at the end of the term as previously done. (See Paragraph 5.4.4.4).

5.5.6.6   Principals and teachers participating in curriculum supervision processes in schools should be motivated by introducing incentives. For example, giving principals and teachers extra notches above their salary scales, awarding scholarships for further studies and others. (See 5.4.7 Paragraph 1).

5.5.7 Recommendations with Regard to Constraints Experienced in the Task of Curriculum Supervision

5.5.7.1   The Department of Education in Limpopo Province should provide resources like laboratories, libraries, classrooms and stationeries to schools as many schools are situated in poverty-stricken rural areas. (See 5.4.7 Paragraph 1).

5.5.7.2   Principals should be encouraged to delegate some of their duties to deputy principals, heads of department and senior teachers. Delegation of duties to subordinates will help off load their overloaded administrative duties. Time for curriculum supervision would then be fully utilized for effective teaching and learnin(See 5.4.7 Paragraph 1).

5.5.7.3   More authority should be given to principals to run school-based curriculum supervision processes in schools. The principal's right to take crucial decisions pertaining to school-based curriculum supervision should be recognized and supported by circuit managers, district senior managers and all stakeholders in education. This angus well for effective teaching and learning to take place in schools. (See 5.4.7 Paragraph 1).

5.5.8 Conclusions

The recommendations made in this study are informed by the finding from the study and as such are crucial to the success of this study. if properly implemented these recommendations can address most of the anomalies experienced in the task of curriculum supervision conducted by school principals in schools in the Limpopo Province and the country at large.

Recommendations put forward in this study can bring about effective teaching and learning in the classroom situation. Improvement of the quality of education in this country is determined by the quality of monitoring and evaluating structures put in place in schools. The way in which principals execute their task of curriculum supervision should therefore be given much consideration be a duly improved.

5.6   RECOMMENDATION FOR FUTURE RESEARCH

The researcher is of the opinion that much has not been done in the field of the task of curriculum supervision conducted by school principals in schools. A study on the Impact of the Principal's Task of Curriculum Supervision on Teaching and Learning in Primary Schools : A Case Study in Vhembe District, Limpopo lead to further studies on the subject.

An interesting study can be conducted on investigation of the perceptions of teachers on the principal's task of curriculum supervision. The idea behind this study would be to establish teacher's views on the task of curriculum supervision conducted by principals as integral part of their daily duties.

Another study could be conducted on investigation of the relationship between the principal's of curriculum supervision and school's academic performance. The idea behind this study would be to correlate curriculum supervision task and learners' academic achievements.

The findings of this study would confirm or deny if increased rate of curriculum supervision could lead to improvement in academic performance in schools.

5.7   CONCLUSIONS

This study investigated the impact of the task of curriculum supervision on teaching and learning in primary school. a case study was conducted in the Vhembe District of Limpopo Province. Five (5) primary school principals and ten (10) primary school teachers were used as subjects.

A variety of literature was reviewed to establish and scrutinize scholarly views on the subjects. Different prominent scholars expressed the sentiment that the task of curriculum supervision executed by school principals was essential for effective teaching and learning. However, it was found to be not properly done.

The research method applied in this study was qualitative approach, using frequency distribution and supported by percentages.   Data collecting instruments used were interview schedules administered to school principals and observation schedules administered to teachers.

Major findings of this study were given. Pertinent to this findings was the view that both primary school idea of task of curriculum supervision conducted by principals. However such system of curriculum supervision was found to be ineffective.

Various recommendations were given based on the findings of this study. prominent to these recommendations the researcher suggests the establishment of district support services which solely monitor and support principals when conducting school-based task of curriculum supervision.

If seriously considered and properly implemented, the findings and recommendations of this study can go a long way in enhancing the state of

curriculum supervision in schools and thereby improve the quality of teaching and learning in the Limpopo Province at large.

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APPENDIX A

QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHERS

SECTION A : BASIC INFORMATION

1.   Name of the teacher :   ....

2.   Name of the school   :   ....

3.   Gender :   Male   =   ☐

             Female   =   ☐

4.   Age in years :

0 – 25	=	☐
26 – 30	=	☐
31 – 35	=	☐
36 – 40	=	☐
41 – 45	=	☐
46 – 50	=	☐
51 and above	=	☐

5.   Your highest educational qualifications:

Grade 12 / Standard 10   =   ☐

Teacher's Diploma   =   ☐

☐

Teacher's Diploma + FDE   =

Bachelor's Degree + Teacher's Diploma =   ☐

Honour's Degree + Teacher's Diploma   =   ☐

Other .... please specify   =   ☐

6.   Give your teaching experience in years;

5 years and below	=	☐
6 – 10 years	=	☐
11 – 15 years	=	☐
16 – 20 years	=	☐
21 years and above	=	☐

7.   Mention the position held at school:

   Deputy Principal   :   ☐

   Head of Department   :   ☐

   CSI teacher   :   ☐

8.   Grades that you currently teach; ....

9.   Learning areas that you are involved in ....

10.   The geographical location of your school is:

   Urban   =   ☐

   Semi-Urban   =   ☐

                                  ☐

Rural   =

SECTION B : EXPERIENCING OF CURRICULUM SUPERVISION BY RESPONDENTS

11. What is the meaning of curriculum supervision?...

....

....

12. Do you consider curriculum supervision to be related to curriculum inspection?

Y   = ☐

N   = ☐

U   = ☐

13. Give reason for the response given above ....

....

....

14. Have you done curriculum studies in your training as a teacher?

Y   = ☐

N   = ☐

15. If yes, did the course include curriculum supervision?

Y   =   ☐

N   =   ☐

16. Are you being supervised in your school?

Y   =   ☐

N   =   ☐

17. Do you find it necessary for you to be supervised?

YC   =   ☐

YM   =   ☐

NNQ   =   ☐

NNA   =   ☐

18. Does your principal conduct curriculum supervision?

Y   =   ☐

N   =   ☐

19. If yes, is curriculum supervision conducted by your principal effective?

SA = ☐

A   = ☐

SD = ☐

DA = ☐

20. How many times in a year do you have classroom visitations by the

principal?

None   = ☐

1 – 2 times   = ☐

3 – 4   = ☐

5 times and more = ☐

21. Who else other than the principal, is involved in curriculum supervision in

your school?

Deputy principal   = ☐

Head of department   = ☐

Senior teachers   = ☐

Teachers   = ☐

22. Is peer supervision allowed in your school?

Y = [ ]

N = [ ]

U = [ ]

23. Do you agree with the type of supervision mentioned above?

HR = [ ]

MR = [ ]

LR = [ ]

NR = [ ]

24. Do you have enough knowledge about evaluative criteria used during

evaluation?

Y = [ ]

N = [ ]

25. Are you able to evaluate your own instruction?

Y = [ ]

N = [ ]

26. Do you submit all your work portfolios to the principal regularly?

Y = ☐

N = ☐

27. If yes, how often is it done in a quarter?

None	= ☐
1 – 2 times	= ☐
3 – 4 times	= ☐
5 times and more	= ☐

28. Does the principal demand to check on the learners' work books?

Y = ☐

N = ☐

29. If yes, do you consider such a check up effective

YC = ☐

YM = ☐

NNQ = ☐

NNA = ☐

SECTION C : THE RESPONDENTS' VIEWS ON THE IMPACT OF

CURRICULUM SUPERVISION ON TEACHING AND

LEARNING

30. How is your school rated in the circuit regarding performance?

Highly rated   =   ☐

Moderately rated   =   ☐

Lowly rated   =   ☐

31. In your own view, do you consider yourself to be improving in

performance after each and every class visitation by your principal?

YC   =   ☐

YM   =   ☐

NNQ   =   ☐

NNA   =   ☐

32. Are school-based workshops on staff development adequately conducted

and impact on teaching and learning?

Y   =   ☐

N   =   ☐

U   =   ☐

33. Rank the following statements by assigning them numbers in order of importance from 7 to 1. The most important statement should be given the highest number. When conducting curriculum supervision, the principals spends most of his/her time ....

RANK	TICK	ACTIVITIES OF THE PRINCIPAL
		i) Discussing school problems with the community.
		ii) Helping individual teachers with curriculum problems.
		iii) Going through school records in the office.
		iv) Discussing issues with SGB members.
		v) Observing teachers in the classrooms
		vi) Discussing issues with the circuit manager through the phone.
		vii) Organizing and running school-based workshops.

34. Do you have enough time to discuss curricular problems with your principal?

Y   =   ☐

N   =   ☐

35. If yes, how many hours do you spend discussing curricular problems with your principal per week?   ....

36.   What are the constraints of curriculum supervision that you experience?

i)   ....

ii)   ....

iii)   ....

iv)   ....

v)   ....

37.   What recommendations would you make regarding curriculum supervision

in primary schools?

i)   ....

ii)   ....

vi)   ....

vii)   ....

v)   ....

KEY

Abbreviations used in this questionnaire are explained below. Please refer to this key accordingly:

1. Y   :   Yes

   N   :   No

   U   :   Uncertain

2. SA   :   Strongly Agree

   A   :   Agree

   SD   :   Strongly Disagree

   DA   :   Disagree

3. YC   :   Yes Completely

   YM   :   Yes Mostly

   NNQ :   No Not Quite

   NNA :   No Not at All

4. HR   :   Highly Rated

   MR   :   Mostly Rated

   LR   :   Lowly Rated

   NR   :   Not Rated

APPENDIX B

INTERVIEW SCHEDULE FOR PRIMARY SCHOOL PRINCIPALS

The interviewer will greet the inverviewee and thereafter hand over the letter of request to him/her. After the principal has read the letter the interviewer will request him/her to answer the following questions.

SECTION A   :   BASIC INFORMATION

1.   What is you name? ....

2.   What is the name of your school? ....

3.   Gender :   Male   =   ☐

                           Female =   ☐

4.   Age in years

0 – 25	=	
26 – 30	=	
31 – 35	=	
36 – 40	=	
41 – 45	=	
46 – 50	=	
51 – 55	=	
56 - 65	=	

5.   Your highest educational qualifications:

Grade 12 / Standard 10   =   ☐

Teacher's Diploma   =   ☐

Teacher's Diploma + FDE   =   ☐

Teacher's Diploma + NPDE   =   ☐

Bachelor's Degree + Teacher's Diploma   =   ☐

Honour's Degree + Teacher's Diploma   =   ☐

Other .... please specify   =   ☐

6.   Indicate your teaching experience in years.

1 - 5 years	= [ ]
6 – 10 years	= [ ]
11 – 15 years	= [ ]
16 – 20 years	= [ ]
21 – 25 years	= [ ]
26 – 30 years	= [ ]
31 and above	= [ ]

7.   What is your work experience at the present position?

1 – 5 years   :   [ ]

6 – 10 years   :   [ ]

11 – 15 years   :   [ ]

16 – 20 years   :   [ ]

21 years and above   :   [ ]

8.   Your ethnic group is ....

Black   =   [ ]

Coloured   =   [ ]

Indian   =   [ ]

Asian   =   [ ]

White   =   [ ]

9.   The geographical location of the school is ....

Urban   =   [   ]

Semi-Urban   =   [   ]

Rural   =   [   ]

SECTION B :   AWARENESS OF THE TASK OF CURRICULUM

SUPERVISION BY RESPONDENTS

10.   What is the meaning of curriculum supervision? ....

....

....

11.   Is curriculum supervision related to curriculum inspection?

Y   =   [   ]

N   =   [   ]

U   =   [   ]

12.   Give reasons for the answer given above ....

....

....

13. Have you done curriculum Management?

Y = ☐

N = ☐

14. If yes, did the course included curriculum supervision?

Y = ☐

N = ☐

15. Do you consider yourself adequately qualified to conduct curriculum

supervision?

YC = ☐

YM = ☐

NNQ = ☐

NNA = ☐

16. How often in a year do you make class observation in your school?

Once a year = ☐

Twice a year = ☐

Three times a year = ☐

Four times and above = ☐

17.   Do you as a principal, have enough time to make classroom observation?

Y   =   ☐

N   =   ☐

18.   Do you agree with monitoring teachers' assessment records by the

principal?

YC   =   ☐

YM   =   ☐

NNQ =   ☐

NNA =   ☐

19.   Do you check on learners' books?

SA   =   ☐

A   =   ☐

SD   =   ☐

DA   =   ☐

20. In your opinion, are school-based workshops on staff development regularly conducted in your school?

HR = ☐

MR = ☐

LR = ☐

NR = ☐

21. How do teachers view your curriculum supervisory strategies?

Positively = ☐

Negatively = ☐

Neutrally = ☐

SECTION C : RESPONDENTS' VIEWS ON THE IMPACT OF CURRICULUM SUPERVISION ON TEACHING AND LEARNING

22. How is your school rated in the circuit regarding performance?

Highly rated = ☐

Moderately rated = ☐

Lowly rated = ☐

23. Is there any remarkable change in teaching and learning after classroom

visitation by yourself?

YC = ☐

YM = ☐

NNQ = ☐

NNA = ☐

24. How do you consider the impact of school-based workshops on staff

development on teaching and learning?

HR = ☐

MR = ☐

LR = ☐

NR = ☐

25. Which curriculum supervisory strategies mostly preferred by teachers ....

....

....

26. Do teachers show improvement in teaching after application of their

preferred curriculum supervisory strategies?

Y = ☐

N = ☐

U = ☐

27. Are you given some training by the Department of Education in the district pertaining to curriculum supervision?

Y   =   ☐

N   =   ☐

28. If yes, do you consider yourself to be improving regarding the supervisory tasks as a result of that training?

Y   =   ☐

N   =   ☐

U   =   ☐

29. Who conduct such workshops or seminars on curriculum supervision?

   ....

30. Do you consider yourself to be knowledgeable regarding the current supervisory knowledge and skills?

Y   =   ☐

N   =   ☐

U   =   ☐

31. According to your own view, do you experience some constraints pertaining to curriculum supervision in your school?

Y   =   ☐

N   =   ☐

U   =   ☐

32. If yes, mention them ....

....

....

....

....

33. Do you have any suggestions regarding the improvement of curriculum supervision in schools?

Y   =   ☐

N   =   ☐

32. Give reasons for the response given above ....

....

....

....

THANK YOU

APPENDIX C

KEYS

The following abbreviations and acronyms are available in this chapter:

1. FD   =   Frequency Distribution

    %   =   Percentage

2. Y   =   Yes

    N   =   No

    U   =   Uncertain

3. NCS   =   National Curriculum Statement

    OBE   =   Outcome Based Education

    LDoE =   Limpopo Department of Education

4. YC   =   Yes Completely

    YM   =   Yes Mostly

    NNQ   =   No Not Quite

    NNA   =   No Not at All

5. HR   =   Highly Rated

    MR   =   Moderately Rated

    LR   =   Lowly Rated

    NR   =   Not Rated

APPENDIX D

INTERVIEW TRANSCRIPT

Interview Conducted with a Female Principal from a Primary School in Vhembe District, Limpopo.

Interviewer: Good afternoon madam and thank you for giving me the opportunity to interview you. Firstly, I would like to read to you my letter of request.

Interviewer reads the letter:

I humbly request you to allow me to conduct an interview with you. I am currently involved in a study on The Impact of the Principal's Task of Curriculum Supervision on Teaching and Learning. The study is a requirement for Master's Degree in Educational Management in Unisa.

The information acquired from the interview will be used solely for the purpose of this study and nobody will access it. I also assure you that your anonymity will be maintained. The results of this study will be made available to you if it is required.

In conclusion, I request you to be as honest as possible when responding to my questions.

Interviewer: Shall we begin?

Principal: Yes.

Interviewer   : Have you done Curriculum Management in your studies?

Principal   : No.

Interviewer   : Do you consider yourself to be adequately qualified to supervise teachers in your school.

Principal   : Yes, I am qualified because I attend courses on how to supervise teachers.

Interviewer   : How often do you make class observation of educators in a year?

Principal   : Sometimes once, and oftenly I don't because I have a lot of work to do.

Interviewer   : Do you agree with monitoring of teachers' assessment records?

Principal   : Yes, but I don't always check on them due to abundance of work.

Interviewer   : Do you check on learners' books?

Principal   : Sometimes, as that is also done by heads of department.

Interviewer   : Do you have school-based workshops on staff development in your school?

Principal   : Sometimes we do have them.

Interviewer   : How do teachers regard your supervision strategies?

Principal   : They are positive to my way of monitoring even though some offer resistance.

SECTION A : BASIC INFORMATION

Name :
Name of School :

Interviewer : How old are you?

Principal : I am 43 years old?

Interviewer : What are your academic and professional qualifications?

Principal : I have a B.A degree from Unisa and Primary Teacher's Diploma (PTD) from Tshisimani College of Education

Interviewer : What is your work experience?

Principal : 19 years.

Interviewer : How many years have you been serving as a principal?

Principal : 5 years.

SECTION B : AWARENESS OF THE TASK OF CURRICULUM SUPERVISION

Interviewer : What is your understanding of curriculum supervision?

Principal : I consider this to mean monitoring and overseeing of teaching and learning practice.

Interviewer : Do you see any relationship between curriculum supervision and inspection? Give reason for your answer.

Principal : Yes, they are related as all are concerned with supervision of educators when doing their work.

SECTION C : PRINCIPAL'S VIEWS ON THE IMPACT OF CURRICULUM SUPERVISION ON TEACHING AND LEARNING

Interviewer : How is your school rated in the circuit concerning performance?

Principal : It is not highly rated, but still not bad.

Interviewer : Is there any change in teaching and learning after visiting teachers in the classroom?

Principal : Yes, after visiting teachers, they tend to improve teaching, but the problem is lack of time to do these visits.

Interviewer : Does school-based workshops on staff development influence teaching and learning.

Principal : Not necessary that. We do not have them for sometimes. I cannot say that they influence teaching and learning.

Interviewer : What are the supervision strategies preferred by teachers?

Principal : Checking on portfolios and records.

Interviewer : Is there any improvement in teaching after the application of the strategy you mentioned?

Principal : No, I think class visitation can do, but they are not comfortable with it.

Interviewer : Do you experience some constraints pertaining to supervision of teachers in your school?

Principal : Yes, teachers lack resources like books, too much managerial and administrative duties to do, some teachers offer resistance.

Interviewer : What is your suggestion regarding the improvement of supervision in school?

Principal : My suggestions are the following:

- There should be constant monitoring of teachers by principals in schools.
- Criteria for supervision should be communicated to teachers in time.

- Principals be received of some administrative duties.
- Paper work by both principal and teachers should be reduced.
- And regular workshops be done in schools regarding improvement of teaching and learning.

Interviewer   : Thank you for participating in this study and for your time spent in the interview.

Principal   : Thank you madam. Please call again for any help.