

University of Fort Hare  
Department of Education

The Evaluation of the Role of School Management in the Implementation of  
Curriculum 2005 from its inception to 2003 in Fort Beaufort District Primary  
Schools, Eastern Cape Province



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By

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Master's Degree in the Faculty of Education at the University of Fort Hare

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## DECLARATION

I declare that this dissertation describes my original work. It has not been submitted for degree purposes at any other university.



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Name: LINAKE M.A

Signature: .....

Date: .....

Place: .....

## ACKNOWLEDGMENTS

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## ABSTRACT

The study evaluates the role of school management in the implementation of Curriculum 2005 from its inception to 2003. The study focused on six selected primary schools in Fort Beaufort District, Eastern Cape Province. It explored the success and the failure of Curriculum 2005. The discovery was that most school teachers in Fort Beaufort District are not familiar with teaching outcomes-based education and need training to be able to do so.



The study established that according to the policy making, all the stake holders should participate in any changes that are taking place. But, according to the study's findings, C2005 policy is a top-down policy which excluded educators and principals. The significant aspect of this study is to increase awareness for the strengths and weakness of education that requires management skill. The study would further encourage policy makers and curriculum planners to notify educators and the principals for any changes that taking place in schools for the better outcomes of the learners.

In this study, critical theory was adopted as the conceptual framework. This is the theory which strengthens anti-content stances based upon presumption that curriculum content is being given undue authoritarian and power bases. The study adopted the interviews, questionnaires and

focus group discussion as the techniques used in data collection. Mixed research method consists with qualitative and quantitative was employed.

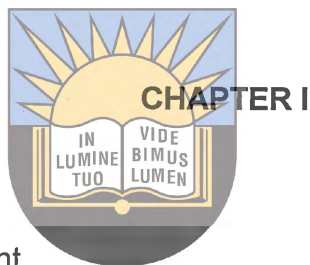
The study recommends for the policy which will include every one concerned especially educators and the principals. The study further recommend that a district-level has to initiate for the educators development in improving the content knowledge, skills and attitudes at the foundation phase at least the first three years of C2005 implementation.



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## CHAPTER I

### 1. Background

The study aims to enter into debate on the strengths and weaknesses of the implementation of Curriculum 2005. This curriculum 2005 is meant to promote critical thinking; rational thought and deeper understanding in education system. In comparison, during the apartheid era, education in South Africa was characterized by major inequalities, high school dropout, high failure rates, poorly qualified teachers and examination orientedness (Christie, 1984). In June 1976, there were critical school-based issues that caused disaffection and one of them is the Soweto Student Protest. Blacks were protesting since things were not right. There was a crisis in schooling because Black Schools had inferior facilities, lack of textbooks, corrupt exam system, age limit in black schools and the introduction of Afrikaans as a medium of instruction worsened the situation and resulted in a problem of high rate of failure”(Christie, 1984).

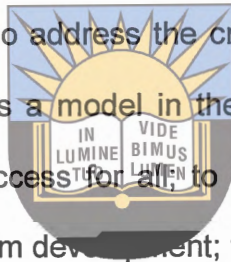


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To turn things around, after 1994, a major reform was legislated that obliged schools to be integrated, which also introduced a new curriculum. These endowers were meant to root out apartheid education and create principles and procedures to a new vision of empowered citizens for the future. The apartheid education system put more

emphasis on learning by rote and unimaginative teaching methods (Department of Education, 1997).

“Education for Blacks was very poor without clear objectives in terms of acquiring appropriate skills. The needs for Blacks under apartheid were not met. After 1994, a major reform was on legislation that schools should be integrated and also a new curriculum was chosen by the Ministry of Education to address the crisis. Outcome Based Education was a central issue as a model in the new curriculum. Its objectives were to guarantee success for all, to develop ownership by means of decentralized curriculum development; to empower learners in a learner-centered ethos, and make schools more accountable and responsible in trying to ensure success” (Department of Education, 1997).



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In 1995 Curriculum 2005 was announced by Prof. Bengu, Minister of Education as the new approach to reform South African education. The implementation was introduced at all schools and scheduled to be completed by the year 2005. Prof. Bengu justified that the introduction of the new elements in Curriculum 2005 would promote critical thinking, rational thought and deeper understanding where the central principles of the new education system would soon begin to break down discrimination, racism and gender stereotype. “Changes would also occur outside formal schooling. Learners would no longer be passive

but active participants that would be assessed on an on-going basis” (Bengu, 1997).

This appeared to appealing plan although most people were not happy about its implementation. Beeby (1996:76) argues that even if educators were willing to implement Curriculum 2005 most of them found it difficult due to poor resources and poor classroom conditions that were not conducive to learning. In addition they lacked adequate teaching skills. Furthermore, in the disadvantaged schools in rural areas where teachers are overloaded by a large number of learners, curriculum 2005 would not be simple (Ibid).



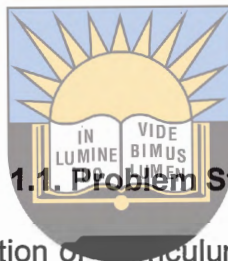
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A teacher with fifty to eighty learners in a small bare room, with no equipment but a blackboard, a piece of chalk, and few miserable texts, without enough pencils and pieces of paper. Moreover, it has been indicated that teachers were not consulted about their needs, the focus of most of the training is on what policy requires from them (Ibid).

The above information may be indicatives that management in schools is very weak because schools with a proper management are expected to work and strive towards achieving the goals of the group. Westhuizen (1991) argues that guidance must be given so that all the efforts in the schools can be channeled correctly since management regarded as

leading and guiding, with the core business being the directing of common activities of people.

Management in educational institutions must change for the new approach to become successful in schools. An appropriate management system for education has to be built from ground up, so that teachers and learners shape it according to their need (Department of Education, 2000).



### 1.1. Problem Statement

During the implementation of Curriculum 2005 the Ministry of Education realized problems as evidenced by its document on evaluation. Ministry of Education" (2001) document indicates that there was a wide support for the curriculum changes envisaged, but levels of understanding of the policy and its implications were highly varied. There were basic flaws in the structure and design of the policy.

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"In particular, the language was often complex and confusing (including the use of unnecessary jargon). At early stages of curriculum implementation, notions of sequence, concept development, content and progression were poorly developed, and the scope of the outcomes and learning areas resulted in crowding of the curriculum (Ministry of Education, 2001).

There was lack of alignment between curriculum and assessment policies, with insufficient clarity in both areas. Training programmes, in concept, duration and quality, were often inadequate, especially early in the implementation process. Learning support materials varied in quality, and often unavailable. Follow-up support for teachers and schools was far too little. Timeframes for implementation were unmanageable and unrealistic – the policy was released before the system was ready, with timeframes that were too rushed” (Ministry of Education, 2001).



Out of all these elements mentioned above, the study intended to investigate the role of the school management in the implementation of curriculum 2005 since its inception to 2003 and the focus is from grades 1 to 6. The study's main focus is on management. Laurie (1999) argues that school's activities, objectives and goals can only be achieved by the process of management and the execution of work. Management is an integral part of people relationship.

In view of the problems identified above, the critical issue appears to be lack of skills in the school management in the implementation of curriculum 2005. It seems that educators were not following the new approach principles, which emphasize learner centered, active learning, group work and continuous assessment. Instead, some schools focus

on traditional oriented approaches that promote the banking concept. One wonder if there was a clear strategic plan to orientate the school management team in supervision and the implementation of the new curriculum (Laurie, 1999).

## 1.2. Theoretical Framework

Outcomes-Based Education forms the foundation of the curriculum in South Africa. It is essential to learning and including skills and values such as being able to think; to solve problems; to collect, to organize and analyze information; to work in a group and be independent in all respects. In this study critical theory was adopted as the theoretical framework. It is the theory which strengthens this anti-content stance based upon the presumption that curriculum content is being given undue authoritarian and power bases. "As far as the critical theorists are concerned, education should not convey content, but should enable learners to acquire critical skills and attitudes" (Carr, 1995:13). These are some of the positive aspects which should be provided by school management.

## 1.3. The Purpose of the Study

- To give the new insight of curriculum 2005 to policy makers, curriculum planners and curriculum implementers;

- To increase awareness on the strengths and weaknesses in the implementation of Curriculum 2005.
- To increase awareness on the critical role of management in the implementation of policies in schools;
- To encourage provincial education departments and higher education institutions to provide learning support materials, professional development of educators, and support systems for general implementation.



#### 1.4. Rationale for the study

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The study will contribute to scholarship and knowledge and adding to a current understanding on the implementation of Curriculum 2005. It would further seek to develop a curriculum that will provide knowledge, skills and values for innovation and growth for the 21<sup>st</sup> century and cultural creativity and tolerance for the African renaissance.

#### 1.5. Specific Objectives

The following objectives are to explain the initiatives taken to reach the goals of this study.

- To investigate the opportunities that will strengthen provincial curriculum structures for implementation.

- To identify positive aspects and weakness of curriculum 2005 in order to promote leadership, visions and management process in Fort Beaufort District Schools.
- To recommend procedures to strengthen the effectiveness of principals and educators in the implementation of Curriculum 2005.

### **1.6. Delimitation of the Study**

The study was undertaken in the Eastern Cape Province in the Fort Beaufort District. Six primary schools were selected. The evaluation study focuses on grades 1 to 6 since its inception (1998) to 2003. Data has been collected from the District Official (Education Development Officer), District Officer (The Chief Education Specialist Curriculum), The Principals, The Educators, SMT, SGB, Learners and Teachers' Union (SADTU).

  
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### **1.7. Research Methodology and Design**

The research methodology and the techniques that were adopted in this study included: in-depth interviews, group interviews and focus group discussion, questionnaires, observation method and analysis of documents. All these techniques have been identified as appropriate in this research study.

### 1.7.1. Research Site

Fort Beaufort District was selected because it provides a local setting in which teacher training (both pre- and in-service) for school development and improvement occur routinely. The location of higher education institution in the district is called a University of Fort Hare where most educators further their studies in large numbers. Another major reason for the selection of this district was that, the researcher did her teaching practice in one of the Fort Beaufort District schools in 2002. The problems related to the implementation of the new approach were experienced.



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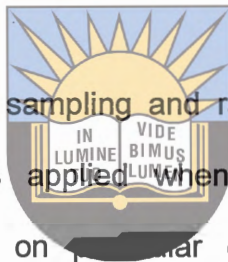
1.8. Motivation for the Study

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The researchers' observation during this period was that, educators had difficulties to implement the new approach. During the researcher's interaction with learners in class, the observation was that, learners were not co-operative and remained mail passive. They often complained that the teaching approach used by the researcher was new and too demanding. As a result, the researcher struggled to engage them in classroom activities. The researcher learnt that even the educators were also confused and they were not comfortable to apply the approach. The complaints being that it is wasting time because no one is clear about how to implement it.

## 1.9. Sampling

A sample is some part of a larger body especially selected to represent the whole. Sampling then is taking any portion of a population or universe as representative of that population or universe. Sampling is the process by which this part is chosen. The purpose of sampling in the research is to use a sample to gain information about a population (Lofland and Lofland 1984:25).



In this study stratified sampling and random sampling were adopted. Stratified Sampling is applied when populations are divided into subgroups depending on particular characteristics. Schools were stratified by grouping them according to the locations; that is schools in rural areas and those in urban areas. Random Sampling was applied where the fishing pig method was also used to reach six selected primary schools at Fort Beaufort District.

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Referring to the fish pig method procedure, the researcher wrote all the names of Fort Beaufort District schools on a piece of paper, urban and rural on their own. The names were torn one by one from the list and put into the box and shake to mix them. One learner was instructed to pig at least three names from both boxes containing the names from rural and from another box with urban school names.

## 1.10. Definition of Terms

### (i). School management:

School management defined as a process of managing the school and promoting the education of learners in a proper way and maintaining the total awareness of the administrative procedures across the total range of school activities and functions. The management team normally includes: the principal, deputy principal, heads and the SGB's members (Department of Education, 2000).



### (ii) Implementation:

The implementation regards a plan that would be put into practice which is built in as part of a behavior repertoire and can be taken for granted (Lethoko, 1999).

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### (iii). Curriculum:

Curriculum refers to all planned and unplanned learning experiences under the auspices of the school with the goal of achieving learning outcomes (Bengu, 1997).

### (iv). Curriculum 2005:

Curriculum 2005 defined as a planned process and strategy of curriculum change underpinned by elements of redress, access, equity and development (Bengu, 1997).

(v). Evaluation:

The evaluation defined as the collection and analysis of data for the purpose of making judgment or rendering a decision (Department of Education, 2000).

(vi). Outcome Based Education:

Outcome Based Education defined as “a process that focuses on learners attaining “higher order” exit outcomes which emphasize broad attitudinal, affective, motivational and relational competence, as well as the acquisition of critical thinking, effective communication, and technological applications and complex problem solving skills” (Spady and Marshall in Capper and Jamison, 1993: 429).



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(vii) Apartheid era:

The apartheid era refers to the period before 1994 South African system of government which was characterized by marked racial divisions with preferential treatment given to the minority whites at the expense of majority black South African with racial tensions and conflict being the order of the day .(Christie, 1984).

(viii). Learner-centered Education:

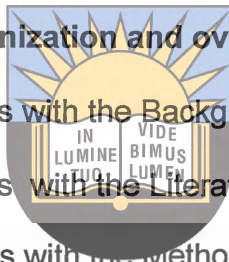
The learner-centered Education refers to the process where learner's activities involved in classroom, where the curriculum is relevant with a

focus on the needs and interest of learners. It is believed that under such conditions learner-centered education will blossom and grow (Bengu, 1997).

All the definitions presented above are regarded as the key words in this study.

### 1.11. Organization and overview of the Study

- Chapter 1 deals with the Background of the Study;
- Chapter 2 deals with the Literature Review ;
- Chapter 3 deals with the methodology of the Study;
- Chapter 4 deals with Data, Presentation and Analysis;
- Chapter 5 deals with the Summary of the Findings.



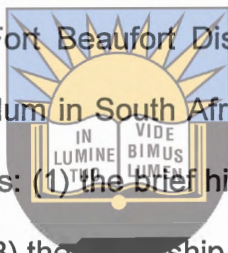
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## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1 Introduction

The focus of this chapter is on the examination of the role of school management in the implementation of curriculum 2005 from its inception (in 1998) to 2003 in Fort Beaufort District in Eastern Cape. This is relatively a new curriculum in South Africa. This chapter is divided into three sections as follows: (1) the brief history of OBE in South Africa, (2) the policy making and (3) the leadership theories.



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This study also explored the literature that is related to the management of curriculum, policy making and the leadership theories. These included managing change, curriculum planning and development overview, school reform, introducing race, culture and ethnicity into the discourse. This information is very much relevant in the South African context of managing and implementing the new curriculum in schools. This really helped the researcher towards getting more knowledge of the learning area and the application of knowledge in different contexts.

The researcher further explored the literature related to managing OBE in the classroom practice since this involves models of management.

These models of management enabled the researcher to find out whether they do address the needs of the diversity of South Africa within the globe. Policy making and the leadership theories literature was also explored. The researcher's purpose of reviewing literature was not to show how much she had read regarding the relevant information on her study, but was more on demonstrating the ability to synthesize and evaluate pertinent research text.



The curriculum referred above emphasizes equal access and improving the quality of education and by implication helps to transform the role of managers and leaders in education. To successfully put into practice the new educational policy, management in educational institution must change. Pceedy (1989:5).argues that an appropriate management system for education has to be built from ground up, so that teachers and learners shape it according to their needs.

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## **2.2. The Brief History of OBE in South Africa**

This section consists with the following sub-headings: curriculum changing and development in South Africa; the implementation of C2005 in Schools; accountability of the educators in OBE approach; curriculum management; self-reliance; the implication of C2005 to learners; monitoring and assessment of learners; and the focused teaching and learning.

### 2.2.1 Curriculum Changing and Development in South Africa

A new curriculum in 1998 was introduced. This curriculum is regarded as the outcomes based education (OBE) which is an approach to learning and teaching. This has been used in many countries such as Namibia and Britain in the world.

An important part of the new curriculum is that learners are expected to show what they have learnt in a variety ways. This new approach is not a set of rules and regulations handed down by the Department of Education and which schools just have to follow. It is a set of guidelines for how schools can put the new Curriculum into practice where the main idea is on learners' outcomes and learner centered approach.



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The movement to reform South African's education system through the implementation of the new curriculum 2005 is well underway. The publication of the national qualification as well as policy guidelines has provided the blueprint for change. Once implemented, it should significantly improve the quality of education offered in accordance with principles of outcomes- based education and training" (The National Department of Education, 1995:4). This blueprint can successfully be implemented.

One of the OBE model in Curriculum 2005 is that it provides administrative with some level of control over the outcomes of education. This is also provides educators with a large degree of freedom to select content and methods through which they will have their learners achieve those outcomes. These can be properly done only if the management in schools is very effective to monitor school's activities particularly in the classroom situation.

### 2.2.2. The Implementation of C2005 in Schools

Curriculum 2005 was introduced in schools to replace the curriculum that was used during the apartheid era. This new curriculum 2005 encourages local and community participation in schools. Horwitz (1999:14) added by indicating that school governing bodies (SGBs), comprising teachers, learners, parents and other relevant stakeholders, new norms and standard's for school funding and professional development of educators and a national qualifications framework which harmonizes vertical and horizontal mobility of learners are encourages to take part through the educational system. This is helpful to the principal since during the apartheid era the principal had to do everything without anyone's assistant.

Curriculum 2005 uses OBE as an approach which described as a fundamental principal behind Curriculum 2005, as; a learner-centered

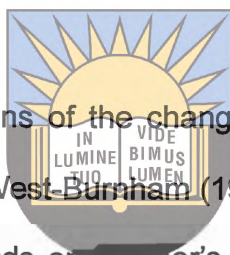
approach where learners would be in a position to think critical. The Department of Education (2001:15) added more by indicating that this is also a result-oriented approach to education and training that builds on the notion that all learners need to and can achieve their full potential, but this may not happen in the same way or within the same period. Even if the department describes the approach as learner-centered approach, but in practical is not like that, it is just a theory particularly in those schools where the study was undertaken. It was further highlighted that official documentation for Curriculum 2005 states that "time no longer controls the learning process (Ibid). Rather, teachers are required to use a variety of teaching methods and assessment tools to assist each learner to develop and succeed at his/her own pace.



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Department of education (2002:19) explains how the teacher provides a process of "expanded opportunity and support for learning success": Schwartz and Cavener (1994:56) therefore argue that teachers use a variety of teaching methods and allow each student enough time to ensure that the curriculum is implemented and the outcomes are achieved. This shows that students have multiple opportunities to master segments of learning or receive remediation while other students receive enrichment assignments.

According to Lethoko (1999:78) current efforts to implement C2005 assumes that all schools are essentially the same and will therefore benefit from the kind of training and implementation of strategy. However, Lukhwareni (2001:52) argues that schools that are existing in South Africa at present differ in terms of geographical location, socio-economic background and levels of resorting of former administrative department.



However, the implications of the changes brought by Curriculum 2005 have to be managed. West-Burnham (1997) argues that most significant of these are the demands on teacher's time such as the introduction of new subjects and approaches to assessment in the primary schools and the challenge to traditional ways of structuring learning in the secondary schools.

Griswold (1999) raises a more profound 'implementation' difficulty. He argues that, Curriculum 2005 presupposes the kind of system that aims to build but which is currently lacking in South Africa. They further argue that a large mechanical solidarity should exist in schools. "The reason for failures in the implementation of Curriculum 2005 lay in the fact that planners adopted a top-down approach to curriculum and school change" (Coleman et.al 2003). This approach indicates that, in the case of South African Schools, curriculum-making flows through a chain from

experts in the centre to subject advisors, principal to Head of Department and then down to the individual subject teachers.

Ministry of Education (2001) argues that Curriculum 2005 appears as being jargon-ridden and inaccessible in its discourse. Its procedures for designing learning programmes are complex and sophisticated, if not obscure. These principles require well-trained and committed teachers with adequate resources.



Curriculum 2005 was too sophisticated for educators in South Africa. The National Professional Teacher Organization of SA (NAPTOSA) contends that "this would imply that educators, in spite of quality training (that should have taken place, but did not) would be unable to cope with a 'sophisticated' curriculum. NAPTOSA believes that with appropriate, thorough, well directed and good quality training and materials (and sufficient time to fully understand and to internalize the key ideas), the majority of educators would be able to cope with a sophisticated curriculum" (NAPTOSA, 2001).

Rampasard (1999) indicates that South Africa is trying to achieve in two or three years what other countries have done in ten years in Curriculum 2005. This is where the problem lies for the approach to be achieved. South Africa has to recognize that, this is a gradual, perhaps slow

process. In order for Curriculum 2005 to be successful, teacher professionalism should be developed over the period of implementation so that teachers teach effectively, carryout assessment and achieve satisfactory relationships with those they teach.

For the educators to cope with this situation the key management issues should be put into practice. Time should be managed as to meet all the requirements of the curriculum, resources should be developed in response to the new demands, developing staff in the new skills and knowledge, managing cross-curricular themes and implementing learning strategies” (Levin and Nolan, 1996).



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2.2.3. Accountability of the Educators in OBE Approach

Mastery learning and competency-based education regarded the two underlying principles of OBE (Schwartz and Caverna, 1994:59). The teacher’s role in this new approach is to instruct, to guide, to supervise and to monitor all the activities that are taking place in the classroom to ensure that all learners are participating. This means that a great deal teachers have freedom to utilize their time.

Connecting on the issue of time utilization, Khisty (1995:132) indicated that time is radically different from the traditional approach when the school year was divided according to the requirements of the prescribed

syllabus. A teacher using this traditional approach might, for example, decide to spend three weeks on the study of integers. Furthermore a teacher taught the whole class the same work at the same time. After three weeks she moved on to a new topic, otherwise she would not "cover the syllabus". Contrary to this old approach, Curriculum 2005 meant to equip the educators' with content knowledge and skills to change the way they are teaching.

#### 2.2.4. Curriculum Management

As it has been indicated in the introduction of this chapter, it is proper that literature that is related to the management of curriculum be explored. Acknowledging the procedure, Bush (1995: 52) argues that the dawn of the new democratic government in 1994 placed a number of management challenges on school administrators. Managers and school management teams are challenged to transform their management style and come up with strategies that would be relevant to the new dispensation and environment. That means that bureaucratic theories that prevailed during the old order had to be abandoned and new approaches that are transparent, inclusive, fair and accountable be introduced (Ibid).

Furthermore, schools are now encouraged to become self-managed and self-reliant. It is no longer good enough for a principal to be a good

administrator but should also be proactive leader and manager. This management is referring to the SGBs. Bisschoff and Phakoa (1999) also indicated that the SGB is the perfect example of the new understanding of governance that is at the centre of the new education system. It is made up of the most important school stakeholders mainly parents, educators, non-teaching staff, learners and community members. The partnerships between the community base structures include SGBs and the professionals that include educators might help schools achieving self-reliance.



## 2.2.2 Self-Reliance

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Self-reliance defined as the different things to different people, depending on the history of national development, and the social, economic, and cultural constraints of a country (Bisschoff and Phakoa, 1999:56). In other cases, self-reliance is defined as "the ability of the country to make autonomous rational decisions in any implementation, development and management that are taking place within the country in such a way that the country benefits (Bush, 1995:82). This theory is meant to revert the injustice of the ills of the post system of education that was characterized by autocratic governance and management

The current crop of the educators and administrators are a product of an autocratic former system of education, which placed high value on

“control”, and unquestioned acceptance of authority. Some critics compared the schools with military establishments, while others saw the system as nothing but the militarization of the schools (Freire, 1990:33). Commenting on the evils of the oppressive system, it is argued that the thinking of the oppressed has been conditioned by the contradictions of the concrete, existential situation by which they were shaped. The oppressor’s ideal is to be men, but for them to be men is to be oppressors.



Freire, (1990:33) further argued that the oppressed live in a duality in which “to be is to be like, and to be like is to be like oppressor”. Teachers find themselves fundamentally challenged in their approaches to their management roles and teaching. They are required to change their management styles to be in line with the democratic needs and ethos of the new South Africa.

#### 2.2.6. Major Constraints Faced by the Educators in Implementing C2005

Educators are willing to implement curriculum 2005 but most of them found it difficult due to poor resources and poor classroom conditions that were not conducive to learning. Furthermore, most educators lack adequate teaching skills. This is more so in the disadvantageous

schools, particularly in rural areas where teachers are overloaded by a large number of learners. A teacher with fifty to eighty learners in a small bare room, with no equipment but a blackboard, a piece of chalk, and few miserable texts, without enough pencils and pieces of paper (Beeby, 1996:81).

Besides lack of teaching skills as it has been eluded above, educators are also not consulted about their needs. For instant the focus of most of the training is more on what policy requires than the other way around (Beeby, 1996:89). This may negatively affects educators' confidence in their work since they are not sure of what is expected of them. Moreover, in the study Naidoo and Lewin (1998: 52-63) argued that according to a recent research report of some 35 research studies spanning a variety of subject areas and types of schools of South Africa, most teachers in schools have not been adequately trained in the use of outcomes-based education teaching approaches and would need training to be able to do so. This case doubt on the quality of its implementation.

As a consequence to the above statement, it has been indicated that, even though the new approach in some schools has been in practice, it is still not active because the current OBE does not appear to be that different from the pre-OBE norm (Taylor and Vinjevold, 1999: 122-123).

Alluding to this view, Rogan (1999:32) added that the current problem is that most schools include many teachers with little experience, meagre training and are operating in under- resourced, large classes with learners who speak a variety of home language. Despite these constraints, teachers are expected to implement a very sophisticated curriculum 2005. In line with the new educational dispensation in South Africa, it is therefore essential that effective management strategies should be developed to empower educators to be creative practitioners (Ibid).



#### 2.2.7. The Implications of C2005 to Learners

Amongst the cornerstones of Curriculum 2005, is to claims to have moved away from the rote learning and memorization (Chisholm, 2000:4). However, there are some major problems with the implementation process of the new curriculum that include inadequate training of educators to teach in outcomes-based manner, and the lack of financial resources to train these teachers efficiently and effectively is probably the most important (Ibid).

Botha (1999:52) contented that as well as the inequality found in South African schools due to the legacy of apartheid, the school system is still dominated by phenomenon often offered to as the collapse of culture of teaching and learning. Singh (2004: 108) added more by arguing that in

South Africa there is a lack of responsibility, dedication and commitment on the part of many educators and learners. This means that achieving the required knowledge, skills and habits of minds to promote a prosperous and democratic country with a quality education system will take some very hard work from the number of key players. These key players include learners. Learners need to take greater responsibility for their learning.



Teachers will also take full responsibility for careful planning and management of their learner's learning environment. Parents have to be more involved in motivating and facilitating their children to learn. Furthermore, research shows that learners often will struggle to succeed if not assisted by a dedicated and competent educator. For instance what is taught and the way it is taught in the classroom, influences the quality of school level and therefore learners quality amongst learners of diversity (Shavelson, 1999:56).

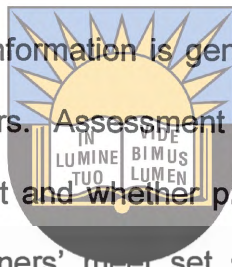
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In the researcher's view, OBE approach may promote inequity. For instance, some learners in the class might not, at this stage, have gained the necessary understanding of integers and will thus be excluded from the study of other areas of other subjects like mathematics requiring this concept. This view of time is common. Carter and Richards (1999:112) refer to the "universal issue/dilemma" of time and "the teachers' belief

that if they do not spend enough time 'covering' the 'curriculum' they will be damaging their students". On the contrary, research shows that learners gain conceptual understanding in a problem-solving environment despite the fact that a syllabus has not been "covered".

### 2.2.8. Monitoring and Assessment of Learners

Design of monitoring and assessment of students needs to ensure that consistent, coherent information is generated on a regular basis of the progress of the learners. Assessment is important to establish whether targets have been met and whether progress has been made towards ensuring that all learners' meet set standards. Assessment means gathering information about individual learners' level of performance or achievement.

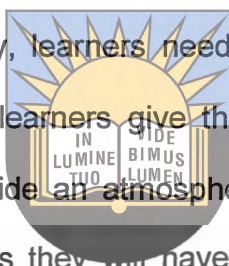


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Effective educators make a habit of monitoring their learners' progress so that they can ensure that each learner is always working within his or her level of challenge or "zone of proximal development". The educators would then be able to develop a profile for each learner, to establish starting points for instruction, and to use this diagnostic information to drive classroom instruction (Hill, 2004:33).

Stakeholders expect results, assessment, especially that designed to determine what learners know at a specific point of time, in this particular

case at the end of the year, is inescapable. When anyone is trying to learn, feedback about the effort has three elements: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. All three must be understood to some degree by anyone before s/he can take action to improve learning (Leedy, 1993:15).



In any learning activity, learners need to establish objectives. These objectives set by the learners give them impetus to work hard. The educators should provide an atmosphere where learners have a clear picture on the progress they will have made during the course of the year. Assessment would therefore both learners and educators to work hard in order to both face the challenges and produce the best they can.

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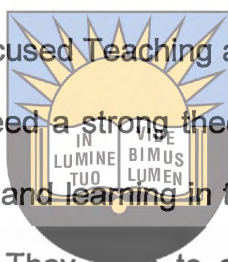
Apple (1995:86) came out with the concept of assessment where he indicated that curriculum 2005 also requires changes in assessment practices. Assessment is no longer used only for summative purposes and for reporting to others, but continuous criterion-referenced assessment is used to diagnose areas of strength and need of individual learners to inform ongoing teaching and learning. Assessment strategies should also provide learners with multiple opportunities in varying contexts to demonstrate what they know and can do.

The realization of these ideals appears daunting to South African teachers practicing in the context of an increased work load, large classes and general low morale in the teaching profession. Basing within this context, the researcher seeks to evaluate the role of school management in the implementation of this new curriculum (C2005) during classroom activities.

### 2.2.9. Focused Teaching and Learning

The District Officers need a strong theoretical foundation of the current knowledge of teaching and learning in the implementation of Curriculum 2005 (Hill, 2005:33). They have to ensure that modern concepts of teaching and learning are understood by educators and are reflected in the departmental programmes. Up-to-date knowledge of teaching and learning is critical if the District Officers have to create a culture within their departments that embodies high expectations of learners' achievement and confidence in the capacity of educators and of the department to realize those expectations. However, this requires a system that promotes organizational learning for example through workshops and seminars.


Educators would function effectively in an institution which accommodates a combination of off- and on- campus learning, coupled with demonstration teaching, mentoring, coaching and opportunities for



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department educators to debrief and reflect on their practice and progress (Ibid). This would suggest an improvement in the professional standards of the department that would spillover to the improvement of learning outcomes.

In the South African context, (Ibid) identified the following as drawbacks in the achievement of acceptable practice of teaching and learning:

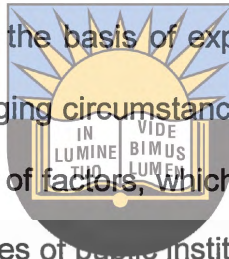
- 
- Negative attitude amongst learners and educators that are remnants from the opposition against the segregated education system of the apartheid era;
  - The poor state of repair of school buildings and facilities;
  - The large shortcomings in the provision of resources, facilities and equipment;
  - The lack of management skills needed to deal with the challenges of school, management which are crucial to forming a sound culture of learning and teaching in a school;
  - Overcrowded classrooms;
  - Poor relationships among principals, educators, learners and parents.

Under these circumstances, the process of teaching and learning becomes unbearable. An atmosphere of this nature does not support attainment of favorable learners' outcomes. It is however, such difficult

environments that call for stakeholder participation in order to realize desirable learning outcomes and therefore the ideal implementation of policy.

### 2.3 Policy Implementation

Policy like all other components of public administration is not static. Cloete, (1998:58) argued that, policy should be reformulated and adapted continually on the basis of experience, research in the relative field of operation, changing circumstances and needs. There are always a considerable number of factors, which serve to change the nature and the extent of the activities of public institution.



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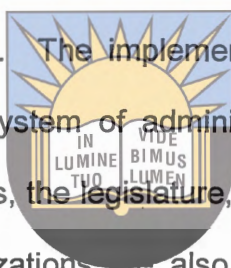
The factors which influencing policies are as follows:

Circumstances, public need, policies of political parties, activities and representation of interest group, personal view of political office-barriers and research and investigations as well as the views and experience of public officials (Ibid). These showed that it should be clear that policy-making is a continuous process at every level of the hierarchy of office barriers, officials and institutions.

Furthermore, connecting about policy implementation, Anderson (1977:29) argued that participants should be within the environment in which the policy takes place. Demands for policy actions are generated

in the environment and transmitted to the political system. At the same time, the social aspects may limit and constrain how policy is implemented. For instance, there is a belief that African cultures influence how policies are implemented in South Africa (Ibid).

Once the legislation adoption stage of the policy process has been completed, this is ready to be referred to public policy, which is ready to be implemented (Ibid). The implementation of the policy is primarily done by a complex system of administrative agencies. Besides the administrative agencies, the legislature, the courts, pressure groups and the community organizations are also involved to examine the policy implementation. He further argued that, the content of policy and its impact on those affected may be substantially modified, elaborated or even negated during the implementation process.



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Anderson (1977:138) indicated that policy evaluation is concerned when trying to determine the impact of policy on real-life conditions. The impact of a policy has several dimensions, all of which must be taken into account in the course of evaluation. These include:

- (i) The impact on the public problem at which it is directed and on the people involved.
- (ii) Policies on situations or groups other than those at which they are directed.

(iii) Policies may have impacts on future as well as current conditions.

(iv) The direct costs of policies are another element for evaluation. It is usually fairly easy to calculate the dollar costs of a particular policy or program.

(v) Policy may have indirect costs that are experienced by the community or some of its members.

Anderson (1977:138-139) added more by showing the barriers or obstacles that may create problems for the evaluation of policy. He presented three points as follows.



(i) Uncertainty over policy goals. This means that when the goals of a policy are unclear, diffuse, or diverse as they frequently are, determining the extent to

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(ii) Which they have been attained becomes a difficult and frustrating task. This is stage where support of majority is needed.

(iii) Causality. This indicates that, systematic evaluation requires that changes in real life conditions must demonstrably be caused by policy action. Some things may happen with or without policy action.

(iv) Diffuse policy impacts. Policy actions may affect groups other than those at whom they are specifically directed. For example, a welfare program may affect not only the poor but also others such as taxpayers, public officials and low-income people who are not receiving welfare

benefits. Taxpayers may grumble that their “hard-earned dollars are going to support those too lazy to work.

Finally Anderson concluded by indicating that policy evaluation often indicates that policies do not achieve their ostensible goals or have the impact on public problems they were intended to have. A variety of factors may impede the attainment of policy goals. First, inadequate resources may be devoted to deal with problem. Second, policy may be administered in a fashion that lessens their impacts. Third, the solution for some problems may involve costs that are greater than the problems. Finally, the nature of the problem at which policy is directed may change while policy is being developed or applied.



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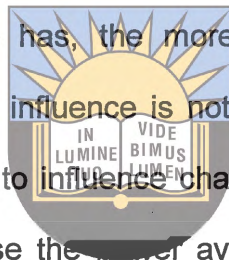
Anderson concluded by highlighting that a policy is officially adopted and implemented. Evaluation and feedback occur, changes or adjustment are made, and more implementation follows, evaluation and feedback again take place and so on. Following are management theories and the leadership theories.

### 2.3.1. Leadership Theories

Leadership was defined as the process through which an individual attempts to intentionally influence another individual or group in order to accomplish a goal. Leadership is a process because it is a series of

actions exerted by individuals to accomplish goals. Leadership is intentional because it does not just happen; it requires effort on the part of a leader (Hersey and Blanchard, 1993:17). Furthermore, Leaders influence others exerting different types of power available to them. The individuals become leaders through their willingness and ability to wield that power.

The more power one has, the more influence and ability to lead. However, the ability to influence is not enough. Some people choose not to use their power to influence change. In some incidences, many managers refuse to use the power available to improve their practice settings. Instead, they conclude that they are powerless to affect the world around them (Ibid)..



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For instance, within an organization, there are six commonly recognized types of power: formal, reward, coercive, expert, charismatic, and informational (Lee, 1997:23). For the purpose of the study only, the expert and the information power would explore considered.

#### Expert Power.

The expert power derives from the expertise of a person who has special knowledge, skills, and experience. Expertise can be traded for influence. For example, individuals with computer expertise often exert

tremendous power within health care organizations because of the reliance on information systems. Educators exert expert power within teaching through their knowledge and skills they have acquired to impart the knowledge to the learners (Ibid).

#### Information Power.

It has been contended that information power comes from the possession of critical information needed by others. It differs from expert power, which deals with abilities and expertise. In this information age, a person who controls information can exert considerable power. For instance, the principal and the management team cultivate information sources in organizations who can inform them about organizational politics and upcoming events. This information is often critical to the success of school initiatives (Ibid).



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#### 2.3.2. Differences between Leadership and Management

According to Vroom and Yetton (1993:89) leadership and management are two distinct activities, but the concepts are often confused. The leaders and managers are necessary for organizational success, and they both attempt to influence behavior. However, they differ in how they attempt to influence behavior. Management provides order and control in the activities of an organization, which are critical to day-to-day

operations. Management works best when conditions are calm and change is unnecessary.

Vroom and Yetton (1993:91) further highlighted that leadership is important when things are changing and chaotic. Furthermore, leadership is critical to providing vision and direction to an organization, and it inspires followers to do more than they thought was possible.

Fiedler and Garcia (1999:20) added more by indicating that managers excel at providing order and consistency, planning, budgeting, organizing, staffing, controlling, and problem solving.



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They further indicated that leaders also excel at coping with change, setting direction for others, communicating a common vision, and motivating and inspiring followers. Leadership focuses on getting people to commit to a common goal, while management focuses on getting people to take action toward that goal. A manager is primarily interested in compliance by subordinates. In fact, a manager may not care whether people want to do something—only that they do it.

### 2.3.3. Different Leadership Theories

Some researchers use leadership theories to answer the following questions: (1) what do you look for if you want to select an effective leader? (2) What behaviors should you try to improve if you want to

improve your own leadership effectiveness? (3) Under what conditions do different leadership behaviors work best? (Fiedler and Garcia, 1999:23)

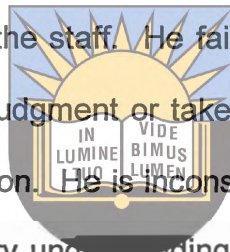
Completed with these is the aspect of commitment. A leader is interested not only in behavior but also in feelings, motivations, thoughts, and perceptions. Since mental processes are so integral to behavior, they are necessary to bring about maximum effort in workers. If leaders can capture the hearts of workers, then greater commitment to goals and tasks will present. When a manager asks the staff to complete a task, the rewards and punishments that back up the request will in many cases be sufficient to get the task completed acceptably. The staff may not be inspired to do more than is minimally necessary, though (Ibid).



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However, a motivational system based on reward and punishment may not help the staff to rise to the challenge of extraordinary or changing conditions. For example, budget cuts and staff shortages may require significantly greater effort by the staff with no increase in pay and deterioration in working conditions. Stress, uncertainty, anxiety, and conflict can complicate the situation. Responding under these conditions often takes more commitment to the organization than is generally inspired by a manager. Commitment is better "fired up" by a leader who has gained the trust and respect of followers (Ibid).

In some incidences, it happens that person in charge is an excellent manager but a poor leader. This means that the manager can be good at inventory control, managing departmental finances, ensuring sufficient staffing, providing clear policies and procedures, and even negotiating good salaries for the staff (Ibid). However, the manager sometimes does things that give others the impression—whether correct or not—that he cares little for the staff. He fails to support the staff when they exercise professional judgment or take initiative. He shoots down new ideas without explanation. He is inconsistent in dealing with employees: One day he will be very understanding, the next he would be inflexible, even harsh. He would encourage staff input and then cut it off. The employees stay in their jobs but are rarely inspired in their work (Ibid).



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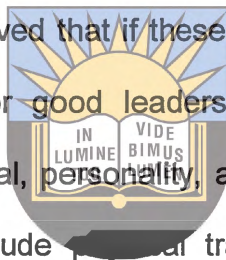
Hersey and Blanchard (1993:30) indicated that the leadership theories that have been proposed could be categorized as trait, behavioral and situational theories.

#### 2.3.4. Trait Theory.

Trait theory argues that the greatest predictors of leadership effectiveness and success are the traits and dispositions with which people are endowed at birth or develop early in life. By the time a person reaches a leadership position, these characteristics are difficult to

obtain or to change. Not so long ago, people believed that leadership was hereditary. If individuals had royal blood, they were thought to have a capacity to lead. Over time, objective observers noticed that royal bloodlines bore little relationship to the ability to lead.

The first systematic attempt to understand leadership attempted to identify specific traits in people that might be predictive of leadership capability. It was believed that if these traits were identified, they could be used to screen for good leaders. Thousands of studies have explored physical, social, personality, and task-related traits in leaders. The traits studied include physical traits, such as height, age, and attractiveness; social traits, such as charisma, charm, tact, and popularity (Ibid). .



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Personality traits, such as adaptability, assertiveness, and emotional stability. Task related traits, such as the drive to excel, accept responsibility, and take initiative. A review of all of these studies suggests that the most desirable traits in leaders are drive, motivation, integrity, self-confidence, intelligence, and knowledge.

Hersey and Blanchard (1993:45) observed that the relationship between these traits and leadership capabilities is weak and inconsistent at best, making many traits poor predictors of good leaders. For instance, in

reality, many people who are intelligent and have a high level of integrity are poor leaders, and not all good leaders are especially intelligent, tactful, or personable. Since traits are not consistent predictors of leadership, researchers started to examine the role of leadership behaviors.

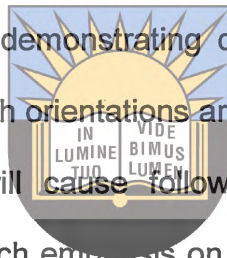
### 2.3.5. Behavioral Theory

It has been contended that the behavioral perspective argues that the greatest predictors of leadership effectiveness are the behaviors and abilities that people learn over time. Personal traits and dispositions provide the foundation on which those behaviors and abilities are developed. Behavioral theories attempt to answer the question, what behaviors should leaders adopt to be most effective? (Lee, 1997:32).

A variety of behavioral theories have been proposed, but all describe two primary dimensions of behavior that leaders adopt, task orientation and follower orientation. For task-oriented leaders, the focus is on accomplishing the assigned job, while concerns about followers take a back seat. Task-oriented leaders work to provide the necessary structure to followers by setting goals, providing training, defining expectations and limits on behavior, and establishing rules and procedures. For most tasks, leaders need to provide some structure.

However, there is a point where structure is no longer useful and becomes restrictive and even irritating (Ibid).

Furthermore another problem could be, follower-oriented leaders focus less on the job at hand and express greater concern for the follower. Such leaders actively support followers not as cogs in a machine but as human beings. These leaders demonstrate such behaviors as showing respect, gaining trust, demonstrating consideration, and being friendly and approachable. Both orientations are necessary in organizations, but too much structure will cause followers to feel abused and taken advantage of. Too much emphasis on the followers will result in failure to meet deadlines and goals. Most leaders try to balance a task orientation with a follower orientation (Ibid).



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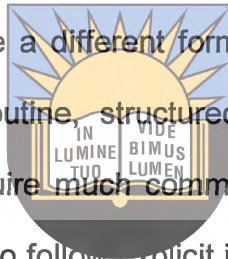
#### 2.3.6. Situational Theory

According to situational theory, the greatest predictor of leadership effectiveness and success is the situation in which a leader finds himself or herself. Traits, abilities, and behaviors are important, but they are seen as situation specific. In one circumstance, certain traits and behaviors serve a leader well, while in another they may be disastrous. Situational theory attempts to develop an understanding about how leaders can and should adapt to the dynamics of a leadership situation.

Although individual situational theories vary in content and emphasis they generally agree that the appropriate leadership style depends on the job, the followers, the relationship between the leader and the led, organizational constraints, and the leader's abilities (Lee, 1997:34).

### 2.3.7. The Nature of the Job

Jobs can be routine or no routine, structured or unstructured. Routine, structured tasks require a different form of leadership than no routine, unstructured tasks. Routine, structured tasks like those in fast-food restaurants do not require much commitment from employees. These employees are trained to follow explicit instructions on cooking food and serving customers (Vroom and Yetton, 1993:98).



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The point where each employee is expected to complete clearly defined, simplified tasks and is discouraged from making any independent decisions. A far greater level of commitment is necessary in professional work settings like education where the principals work independently to solve complex problems (Ibid).

### 2.3.8. Follower's Characteristics

Vroom and Yetton (1993:99) further argued that some followers are highly motivated, energetic, willing to accept responsibility, and

competent. These workers need little direction and structure in their jobs, while unmotivated and less capable people require close oversight and direction.

#### **2.4. Relationship between Leader and Followers**

Trust is essential to a leader's success. A good leader inspires confidence in and loyalty toward the leader (Vroom and Yetton, 1993:99). More over many organizations, place many constraints on leaders. Leaders are often hindered in their ability to hire, fire, discipline, and reward staff members. for instance, some leaders are more capable and experienced in dealing with leadership situations than others. A leader's ability to adapt to changing situations by applying different leadership strategies will permit him or her to adjust to different jobs, followers, and organizational constraints.



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However, for instance, most school leaders have little control over many leadership situations. In most cases, leaders "inherit" their workers and are given tasks that must be accomplished within the constraints of the organization (Vroom and Yetton, 1993:99). According to situational theory, leadership success depends more on the leader's ability to adapt to a situation than the ability to change it. Therefore, leadership is more about guiding and inspiring. Fro instance, in the context of the study, the

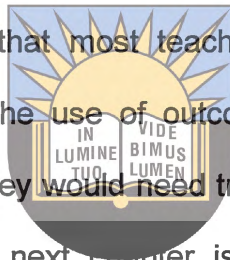
role of school leader in guiding and inspiring the implementation of curriculum 2005 is explored.

## 2.5 Summary

This chapter focused on different perception from different authors. Main focus is on examination of the role of school management in the implementation of curriculum 2005 from its inception (1998) to 2003.

Some authors argued that most teachers in schools have not been adequately trained in the use of outcomes-based education teaching approach. Therefore they would need training to be able to manage the new approach. The next chapter is concerned with methodology,

procedures and data collection used in this study.



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## CHAPTER III

### 3. RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter is presented as follows: methodology; research techniques; the negotiation of entry; research instruments and validity and reliability of the study. In this study two types of data were used such as primary and second data. Furthermore, some important ethical issues will be highlighted as well as data verification is examined.

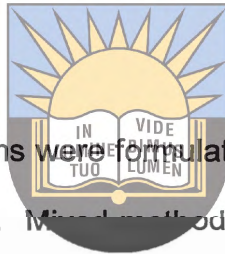


Methodology was intended to collect data that aimed at responding to the following research questions.

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- How successful and poorly the approach affected the management in Fort Beaufort District Schools?
- What impact it has on learners, educators, school management, SGBs?
- What is the management doing to empower this affected group?
- What challenges or problems have arisen in the process of this transformation?
- Was there any training for the principals and the educators to be able to implement the new curriculum in their schools?
- If yes, what was the duration of the training?

- Were there any follow-ups as the encouragement to educators and the principals?
- What other form of support was given to the principals and educators to implement C2005?
- Did the school receive any resources that are in keeping with the new approach?
- How available were these resources?



These research questions were formulated in a way that mixed-methods were used in this study. Mixed methods in this instance are the use of qualitative and quantitative methods in one study.

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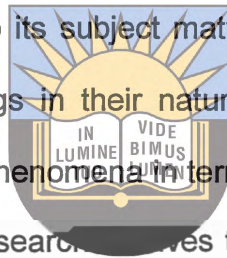
### **3.2. Methodology**

The overall study used mixed research methods. It has been indicated that mixed research methods are research methods in which quantitative and qualitative techniques are mixed in a single study. It is the third major research paradigm, adding an attractive alternative to quantitative and qualitative research (Creswell, 2002).

Creswell (2002) further indicated that the philosophy of pragmatism says that researchers should use the approach or mixture of approaches that works the best in a real world situation. In short, what works is what is

useful and should be used, regardless of any philosophical assumptions, paradigmatic assumptions, or any other type of assumptions.

According to this fundamental principle, the researcher should use a mixture or combination of methods that has complementary strengths and no overlapping weaknesses (Creswell, 2002). In this case qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative researchers use the studied use and collection of a variety of empirical materials; case study, personal experience, introspective, life story, interview, observational, historical, interactions and visual text; the described routine and problematic moments and meanings in individuals' lives" (Denzin, 1984:2)



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James (1996:12) further argues that qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that is not attempting to predict what may happen in the future necessarily. To understand the nature of that setting; what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting;

and in the analysis to be able to communicate that faithfully to others who are interested in that setting.

This includes classroom observation image-based research, questionnaires, desktop reviews, interviews. The cultural audit measures those variables beyond the classroom which may influence the implementation of OBE and Curriculum 2005. In addition, the study has monitored the training of educators and district officials by higher education institutions, district support to schools, and the contribution of Curriculum 2005 policy to educational transformation in South Africa.



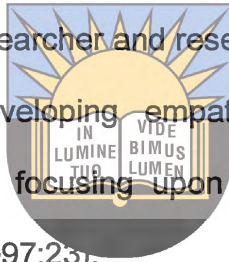
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The research method adopted for the study is the intensive approach that emphasizes both historical and qualitative analysis. This intensive research method was selected since it is concerned with processes, activities, relations and episodes of events rather than statistics on particular characteristics.

“Qualitative methodologies seek subjective understanding of social reality rather than statistical description or generalizable prediction. Qualitative methodologies posit a particular approach to theory building. They are used to build grounded theory through intensive empirical research so that meanings are clarified and interpreted through the research process. They reflect particular understanding of social life and

meaning. They also suggest a specific approach to what constitutes the production of knowledge” (Limb and Dwyer, 2001:45).

Researchers who used qualitative and quantitative methodologies are concerned to recognize and acknowledge the intersubjective values that underline their research in contrast to the suggestion of value free methods. They both characterized by a relational construction of knowledge between researcher and research subjects. The emphasis is placed upon both developing empathy between researchers and researched as well as focusing upon the reflexivity of the research encounter “(Burgess, 1997:23).



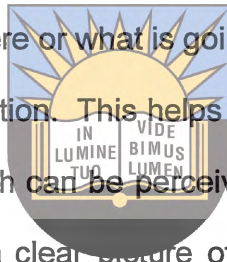
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Qualitative and quantitative both chosen in the project to undertake research that is participatory action research. Under qualitative methodology, the concern was not simply to empathize with the research subjects but to help produce changes in schools management. Thus the dimension of the choice to use qualitative methods was based on the research problem addressed in Chapter One.

Even though this study adopted mixed-methods research, it is more biased towards qualitative paradigm. Qualitative methodologies were further justified by the fact that the attractions of intensive methods come from getting closer to lived experiences, to exploring beliefs and actions

in terms used by those under investigation. The depth of insight that can emerge through intensive research can make the research process exciting” (Hoggart, Lees and Davies, 2002:78).

A study of this nature aims at helping researchers in understanding the world in which we live and why things are the way they are. Mixed research methods are aimed to investigate situations where little is known about what is there or what is going on and to “get under the skin” of the group or organization. This helps to find out what really happens - the informal reality which can be perceived from the inside. In addition, researchers will have a clear picture of the life world of individuals or groups studied from their own frame of reference. By implication, the first hand information from the respondents is elicited from their work places (Bill, 2000:11).



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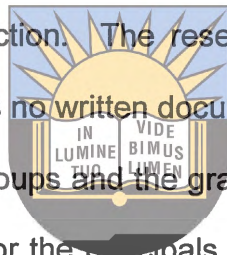
### **3.3. The Research Techniques**

The techniques chosen for this study are in keeping with the intensive research methodology. The techniques used are as follows: observation method, questionnaires, structured interview, group interviews and focus group discussion, and analysis of documents. All these techniques have been selected because they are appropriate in this research study.

However, before entered into the field, negotiation of entry had to be done. This section is presented as follows: negotiations of entry; observation method and the research instruments.

### 3.3.1. Negotiations of Entry

Selected schools at Fort Beaufort District were visited and the researcher met the principals to negotiate about the appointments with the staff for data collection. The researcher firstly introduced herself verbally since there was no written document. The researcher submitted her topic, the tagged groups and the grades for the learners' purpose as well as the time table for the principals to fit her in their schedule. The same procedure was followed with the District officers, SADTU and the SGBs.

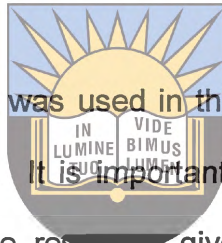


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During these visits in schools, the researcher was given the chance to observe teaching in those tagged grades such as grades 1, 3, and 6. The researcher was given some schools documents like a time table, programmer's curriculum, instructor's lesson plans, and instructional materials available and in use, and on-going (formative) assessment practices. These visits assisted in highlighting differences in practice before and after implementing Curriculum 2005.

### 3.3.2. Observation Method

Observation made it possible to study behavior as it occurred. This method was used during the school visits for the negotiations of entry. The researcher did not ask people about their own behavior and their actions, she simply watched them when they did and said things. Data collected by observation described the observed phenomena as they occurred in their natural setting.



The observation method was used in this study due to the advantages attached to this method. It is important for the researcher to use this method in supporting the response given by the respondents and to avoid artificiality since other data collection methods could bring artificiality to the research environment.

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### 3.3.3. Research Instruments

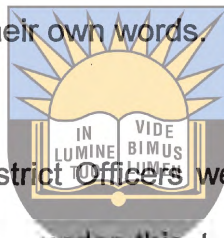
This sub-heading entails with questionnaires, structured interviews, in-depth interviews, group interviews and focus group discussion as part of research instruments.

#### (i) Questionnaires

Questionnaires are carefully designed instruments for collecting data in accordance with specifications of the research questions (Burgess, 1997:83). It may be used to ascertain facts, opinions, beliefs, attitudes

and practices. Questionnaires are documents containing questions designed to solicit information appropriate for analysis (Ibid)

Fixed choice questions allow the researcher to collect a large quantity of data from a considerable number of people over a relatively short period of time. The open-ended questions allow respondents to compose their own answers so that valid data may be provided since respondents can say what they mean in their own words.



Two members of the District Officers were issued questionnaires since they were targeted group under this technique. One member was a curriculum specialist and the second one was the subject advisors. Questions were asked on what curriculum was used before and how it was used. What caused the shift from the previous one to Curriculum 2005? Who has overall authority for the implementation of Curriculum 2005? How successful was the implementation assessment t done and which follow ups have been made?

Questionnaires were used to investigate about the guidance and the support the District Officers gave to the implementers of Curriculum 2005. What do they see as their role in the implementation of Curriculum 2005? Furthermore, questions were asked on what the implications of the approach were and whether the new approach was

manageable. Questions revolved around the problems encountered and the strategies that could be used to avoid those problems.

#### (ii) Structured Interviews

Interview is defined as a face-to-face exchange of information between two people (Robson, 2002:18). Interview is a vehicle for elucidating interacting influences on people's lives to get the details (Ibid). The intensive interviews are all special forms of discussion involving interaction between participants. This technique is appropriate when an in-depth understanding is required that is best communicated through detailed examples and rich narratives.



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The structured questionnaires focused on the role of school management in the implementation of Curriculum 2005 from its inception to 2003 in Fort Beaufort District Primary Schools, Eastern Cape. The data were collected to gather the principal's views on behalf of Fort Beaufort community. These structured questionnaires were formulated to reveal the new curriculum that had effect a shift from one which has been content-based to one which is based on outcomes. The data collected seek to investigate community awareness of the advantages and disadvantages of using either one of the two curriculums.

Under this instrument, the targeted groups were as follows: the principals, and the educators.

#### (a) Principals

Under this technique, six principals were interviewed, three from rural schools and another three from urban schools. This interview process focused on the supervision and monitoring in the implementation of the new approach. This is part of the role of school management in six selected primary schools in Fort Beaufort District in the Eastern Cape. This part further investigated how principals played their leadership role in this regard. The questions focused on how regular do principals visit classrooms, write the reports, and share the information with class teachers and SMTs.



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Principals have to be in the position to identify the challenges and problems that have arisen in the process of this transformation. The aim in asking these questions was to investigate the problems that the participants experienced during this process. In addition, to see if the management is strong enough to overcome the problems.

#### (b) Educators

Eighteen educators from six different schools were interviewed in data collection. The area of focus was the extent to which curriculum 2005

has been implemented in schools, as well as how manageable implementation is in practice.

### (iii). Group Interviews

Group interviews were conducted with SGB members. During the group interviews, only four SGBs members were interviewed per school. The reason being, the rest were busy at work since the team has been established from parents with different jobs from different departments. Those who were present were unemployed.



In rural schools,; the researcher had to read the questions to the respondents. The questions were both open and closed.

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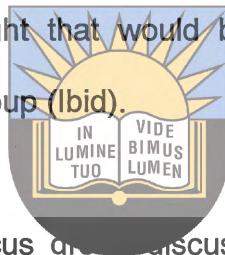
Questionnaires were used in this technique to gather data. Questions were read and the responses were recorded through tape recording and the notes taking as the interview progressed and a fuller report was compiled.

### (iv). The Focus Group Discussions

The focus groups technique was chosen since it allowed access to research participants who may find one-on-one or face-to-face interaction scary or intimidating. This technique was appropriate because all the members had a chance to express themselves openly and freely. "Some of the studies conducted on focus groups indicated

that the group members find the experience more gratifying and stimulating than individual interviews” (Limb and Dwyer, 2001:45).

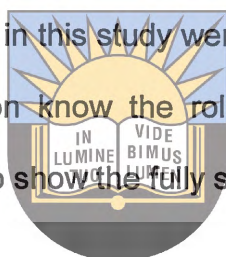
Furthermore, it has been indicated that the focus group is a collectivistic rather than an individualistic research technique that focuses on the multilocality of participants’ attitudes, experiences and beliefs. In this research the focus group involved the explicit use of group interaction to produce data and insight that would be less accessible without the interaction found in a group (Ibid).



In this research the focus group discussions were also utilized when interviewing the learners, School Management Team and the Teacher’s Union. Thirty-six learners participated in this technique which was made up of six learners per school. Five members from teacher’s union and four members per school from SMTs also participated.

Focus groups were used in two ways; the first one was where the researcher chose between four to six respondents. The researcher managed the focus group discussion by going amongst the respondents, ensuring that everyone speaks. One rationale behind using this kind of focus group is that it saves time and money.

The second way of using focus groups was to use the group to find the information that the researcher would not otherwise be able to access. These focus groups were useful because they tended to allow a space in which people may get together and create meaning. For example, a question was posed to the group, and once the discussion began, there were different opinions and variables that arose which the researcher may not have thought about. The reason for the researcher to use the focus groups interviews in this study were to check if the SMTs, together with the teacher's union know the role they are suppose to play in school's management to show the fully support to educators.



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As indicated earlier, learners were divided into two groups of three members. The interviewer administered the questionnaires to the different groups of learners for the discussion. During this discussion, the researcher facilitated interaction between group members to draw out those who were not participating. She further tried to manage those who dominated the discussions to the detriment of inclusive debate.

### **3.4. Secondary Data**

#### **3.4.1 Documentary Sources**

Not only interviews and questionnaires were relevant to unearth the role of school management in the implementation of Curriculum 2005, but also written documents. In this study relevant documents that include

minutes meetings such as staff, school management, disciplinary committee; Letter and memorandum esp. for Department of Education Diaries which include SGB activities; speeches- opening and closing days and quest speakers; course outlines and other course documents; notice's on important school activities; Letters and other communication to parents; log books and supervision documents were also utilized.

The above documents were considered because they give direction and vision on how the departments were managed. They represented testimony of which teaching and learning took place in the selected schools. One can actually ascertain the degree of work and assistance given to learners by the educators as well as how the assessment is done.



The logo of the University of Fort Hare is a shield-shaped emblem. At the top is a sun with rays. Below the sun are two open books. The text 'IN LUMINE TUO' is on the left book and 'VIDE BIMIUS LUMEN' is on the right book. Below the books, the text 'University of Fort Hare' is written in a serif font, and 'Together in Excellence' is written in a smaller, italicized serif font below it.

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### **3. 5. Validity and Reliability**

In order to ascertain validity and reliability of data in this study, triangulation was used. Triangulation defined as the application and combination of several research methodologies in the study of the same phenomenon. It is a method-appropriate strategy of founding the credibility of qualitative analyses. . It becomes an alternative to "traditional criteria like reliability and validity (Partin, 2005).

In the context of this study, triangulation took place as follows:

- Different research tools were used such as questionnaires and interviews;
- Introducing different constitutions in the community;
- Qualitative and quantitative methods were used.

The study further seeks to achieve validity by stating procedures explicitly and also providing evidence of data (raw and in process). In order to make sure that validity is maintained, the researcher captured interviews on the audio-cassettes and wrote interview notes to make clear the honesty of both the informants and the researcher. For instance, the informants' responses were read and reread. The audio taped interviews were listened over and over again and was transcribed through accurately writing. This was done to satisfy validity and the reliability of the study.

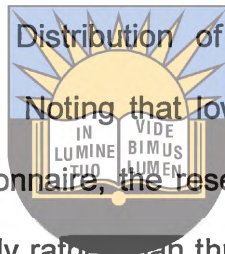
### **3. 6. Data Collection and Analysis**

As the process of data collection unfolded, the study employed content analysis. Content analysis involves identifying, coding and categorizing the primary patterns in the data. This is a procedure for categorization of verbal or behavioral data, for purposes of classification, summarization and tabulation. It involves coding or classifying data. A careful and

systematic way of identifying key factors and relationships among them was done (Van der Westhuizen, 2003:90).

### 3. 7. Limitations and Challenges Encountered

The execution of this study had some limitations and constraints. These included the following: financial constraints involving traveling, typing and photocopying of the questionnaires. The researcher worked under resourced conditions. Distribution of the questionnaires presented another major problem. Noting that low response rate was the major weakness of the questionnaire, the researcher decided to issue out all questionnaires personally rather than through postage. In this case the researcher had to travel to and fro for both distribute and collect completed questionnaires and conduct the interviews as well as focus group discussions.



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Moreover, during the field work, the researcher faced the following challenges: learners were reluctant to give out answers; as a result they were very brief since they were not feeling comfortable to express themselves to a stranger.

During interviews of Distinct Officers, they felt that some questions were confidential and they were reluctant to disclose such information, especially to somebody they considered as a stranger. Appointments

were also a major problem since people kept on postponing or not to attend at all. Educators were complaining about time wasted and being disorganized.

Sometimes the researcher would find respondent's unprepared for the visit. Reasons being coming late at work due to unreliable transport and sometime not informing the staff and the colleagues. As a result the researcher would have to wait for some time and work behind schedule where the principal would apologize by not informing the staff in time.



The major problem encountered by the researcher was inaccessible of transport to reach schools. During this study, transport to rural schools was not reliable; as a result the researcher resulted to hitch hiking, which is not always a guarantee.

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In rural schools, the main problem was the language since the interviews were conducted in English, the medium of instruction in schools. However, in some instances, respondents would emphasize using Xhosa, (language of the participants). It was a little bit hectic particularly for the researcher since her mother tongue is Sesotho. In this case communication was the main problem hence some educators intervene by translating.

### 3.8. Conclusion

Data were collected using various methods and techniques such as interviews, questionnaires, focus groups, coupled with the observation technique. These research tools were selected on the basis of suitability towards yielding rich data. Data required was on the role of school management in the implementation of Curriculum 2005 at Fort Beaufort District in primary schools from its inception (1998) to 2003. Beside the minor challenges experienced, rich data was collected. The following chapter presents the analysis of this rich data.



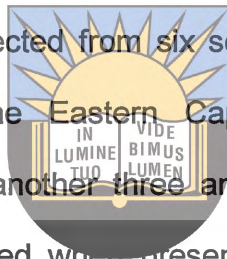
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## CHAPTER IV

### 4. DATA PRESENTATION, ANALYSIS and DISCUSSION

#### 4.1. Introduction

This chapter deals with data presentation, analysis and discussion. Data were collected using the adopted methodology as presented in Chapter Three. Data were collected from six selected Primary schools in Fort Beaufort District in the Eastern Cape Province, of which three represented rural and another three an urban schools. In this study friction names were used when presenting school's names. Fatima, Tsepo and Tsosane are the names of schools in urban areas whereas St. James. St. Paul and St. Peter are the names primary schools ion rural areas.



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This chapter is presented as follows:

- Respondent's Profiles;
- The introduction of curriculum 2005 in Fort Beaufort schools;
- factors that influenced curriculum 2005 implementation;
- The need for educators empowerment;
- A need for partnership in curriculum 2005 implementation.

## 4. 2. Respondent's Profiles

The questionnaire had a question on the qualification and the experiences of the respondents. The responses are shown on Table 1.

**Table 1: School Principals' Profiles**

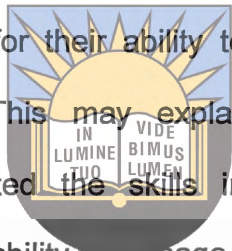
Schools names	Sex	Period of service	Professional Qualifications
Fatima	M	36	Masters of education
Tsepo	M	23	Diploma in Education
Tsosane	M	34	Diploma in Education
St James	M	28	Diploma in Education
St Paul	M	28	Bachelor of Education
St Peter	M	32	Diploma in Education

Qualifications and the experiences for the principals shown in table 1 are generally acceptable for the supervisory positions they are holding. The majority of the principals are over thirty years in teaching practice. All the principals were reluctant to disclose their age. They indicated that age is a very confidential issue. Promotion is normally based on experience in this field, as the result of that there are no young principals. On gender, the majority of the principals interviewed were

males. There were only two female and four males' school principals.

This indicates that the management positions are dominated by males.

The period of service of the school principals range from a minimum of twenty-three years to thirty-six years. This illustrates that all the school principals interviewed were experienced in school management. It is assumed that the experience gained by individuals over the years becomes a testimony for their ability to execute the job in the most acceptable matter. This may explain that the school principals interviewed demonstrated the skills in teaching and learning and furthermore expressed ability to manage and lead schools.

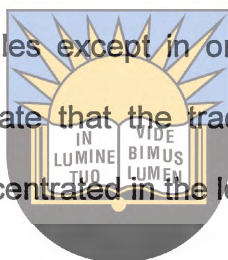


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**Table 2: Educator's Profiles**

School names	Sex	Period service	Professional Qualifications
Fatima	F	28	Diploma education
Tsepo	F	17	Bachelor of Pedagogies
Tsosan	F	15	Bachelor of Pedagogies
St.James	F	35	Bachelor of Pedagogies
St.Paul	F	30	Diploma of Education
St.Peter	M	26	Bachelor of Pedagogies

Table 2 illustrates the overall professional education qualifications and the experiences of the educators from the six schools that participated in this study. Three educators were interviewed in each school depending on the schools grades chosen. All the respondents were reluctant to divulge their age, indicating that it is very confidential. The study revealed that all educators who have been interviewed are having Bachelor of Pedagogies and Diploma in Education. In five schools, all interviewees were females except in one rural school where all were males. This may indicate that the traditional stereotype that women educators are more concentrated in the lower level of education. .



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**Table 3. District Officer's Profile**

<b>Sex</b>	<b>Qualifications</b>	<b>Period of service as a District Officers</b>	<b>Status</b>
Male	Higher Diploma in Education	5 years	Curriculum Specialist
Male	B.ed. Honors	5 years	Subjects Advisors

Table 3 shows background information on gender that revealed that the respondents are mature enough to face any challenges on the implementation of Curriculum 2005. The period of service as member of

District Officers determined by when they were appointed to occupy the position. During the interviews, they indicated that they started at 2000 since they are former college lecturers; they have a very long teaching experience. Their responses showed that they are not as ready as expected in the implementation of curriculum 2005.

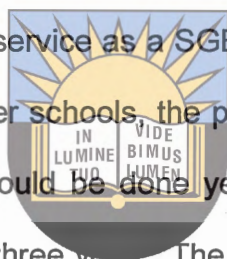
**Table 4: SGB's Profile**

School Names	Sex	Employment	Qualifications	Period of years
Fatima	3 male	All working	3 metric certs.	3 years
Tsepo	All males	2 working	Diploma in agriculture	2 years
Tsosan	All females	All working	2 secretaries  1 clerk 1 Designer	3years
St.James	3 females 1 male	All Working	3 baby sitters  1 clearer	1year
St.Paul	All females	Not working	none	1year
St.Peter	2 males 2females	Not working	none	2years

Table 4 illustrates the status of the SGB members. In rural schools, most of the members reported to be not working, and often they are illiterate. This may have negative results in their attempts to be involved in academic activities in schools. In urban schools, more members reported to be educated, and that they do participate in all schools activities and support the educators where is necessary.

Moreover, the period of service as a SGB differs depending on different school's policies. In other schools the policy indicates that the election of the new members should be done yearly whereas in other schools elections are done after three years. The respondents are very reluctant to tell their age. The researcher experienced this in all the interviews she conducted. This despite SASA dictates of a three year term of SGBs' member in the position.

This section aims to present how the respondents understood the introductory processes of curriculum 2005. Amongst the issues are the differences between the old curriculum and the new curriculum approaches. This section presents educators perspectives, SMTs perspectives and the learners' perspectives.



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#### 4.2.1. Educators Perspectives

Educators were not sure in which year curriculum 2005 was introduced. However, they could recall that its introduction started in grades 1 and 8. The respondents reported that the introduction of curriculum 2005 saw changes in the way the learners were taught. In comparing the old and the new approach; one educator from Fatima Primary School highlighted the following points in the table form below:

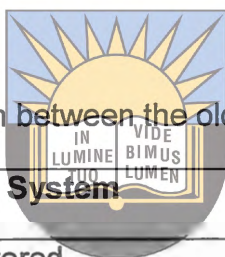
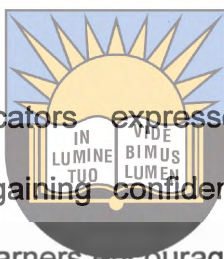


Table 5: The comparison between the old and the new system

Old System	New System
Teacher centered	Learner centered
Exam driven	Continuous assessment
Rigid time-frames	Flexible time-frame
Rote learning	Critical thinking, reasoning, reflection and action

One of the issues reported by the educators was that, they were supposed to understand learner-centered teaching which was the prerequisite to helping learners engage in meaningful learning and assisting them in achieving their desired outcomes. However, they indicated that they found it sometimes very difficult since they were never involved in this approach for the first time.

They further indicated that, in their classes, there is very big progresses because of the workshops were organized by schools' principals as well as the SMTs. The learners used to be very shy when they worked on their own. The educators further reported that before the period of curriculum 2005, learners did not say much in class. They did not volunteer any answers to my questions. After attendance of workshops as staff only, things are beginning to change.



Furthermore, the educators expressed personal satisfaction' at observing their pupils gaining confidence in working independency.

They emphasized that learners encouraged them to try their level best to implement this new approach. They further indicated that they are still going through inadequate facilities, poorly trained educators, increasing enrolment, large classes, and very few educators who qualify. All these are some of the main issues requiring attention for the success of the learners.

Even though in practice the educators could compare the two approaches, some reported that in practice this approach was difficult to achieve. Therefore, the educator from St. Peter Primary School indicated that most of them still do not know much about the different kinds of outcomes, learning area outcomes and the specific outcomes.

They further indicated that they do not know how to go about writing the general skills, abilities or integrating the learning areas.

In summing up the new approach, educators from St. Paul Primary School reported that information given in the table above where he contented that; seemly the educator is a facilitator where he constantly uses group work and teamwork and assess learner's on-going basis. Furthermore, they reported this as a very good approach; therefore they love it.



Even though the respondents expressed their difficulties in the introduction of curriculum 2005, they were hopeful of its good intentions.

The educators from Fatima Primary School further emphasized more by contenting that: "we believed that the implementation of the new approach would significantly improve the quality of education offered in accordance with principles of outcomes-based education and training". They further stated that, they believe that they have to guide and facilitate meaningful learning through an outcomes-based education (OBE) teaching approach.

However, they expressed a problem as the poor management of the implementation of the new approach. For instance, they reported that, as educators, they do not have a strong knowledge base in the

implementation of curriculum 2005 due to inadequate training received and insufficient relevant materials. This was acknowledged in other research reports such as Education, 2005, Pius, 2003 and Taylor & Vinjevold (1999:41).

#### 4.2.2. SMTs' Perspectives

STMs involved in this study to assist educators in the implementation of curriculum 2005. This despite their report where they indicated that they did not have sufficient training in the implementation of curriculum 2005. They further indicated that it is still difficult to guide them. The reasons were that they were offered a one week orientation without any follow ups. There were no seminars, no workshops and no training at all. They normally advise the educators to read any relevant pamphlets to familiarize themselves with the information and try to put it into practice during the classroom activities.

On the learning resources basis, the members of the SMT indicated that they are under resource therefore they used to fundraising. They also encourage educators to make their own learning resource that are more relevant to the learner's needs. They further indicated that they cannot afford the fancy ones that are recommended in the implementation of C2005 such as overhead projector, video machines and computer. All those fancy materials are not available in their schools.

They further indicated that sometimes they organize workshops for the educators. In these workshops, educators are expected to share the ideas on how to defeat this new approach by using what is available. At present, schools are using chalkboards, books, crayons, learning programmes or waste materials like bottle tops, tin cans, and egg boxes and so on since that is what is available.

SMTs considered as the instructional leaders which are made up of many different activities in Fort Beaufort District as follows:

- Oversee curriculum planning in schools;
- Help to develop learning activities-inside and outside the classroom;
- Develop and manage assessment strategies;
- Ensure that teaching and learning time is used effectively;
- Ensure that classroom activities are learner-paced and learner-centered;
- Develop and manage learning resources.

The above activities show how varied the role of instructional leadership should be. This indicated that much is expected from the SMT. There are many other tasks which are directly related to the implementation of Curriculum 2005. Beside these, the SMT has to contribute in making



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school a learning organization. That is, a place which provides a dynamic learning environment for all members of the school community.

To sum up all these information highlighted above, all the principals presented their responsibility. They indicated that their task is to support their educators for a better management of learning and teaching in the implementation of Curriculum 2005. They visited classes to observe and checked learner's participation. They also check educators' strategies and methodologies they were using during teaching and learning.



The responses above strengthened the point where the principal is ultimately responsible for the day-to-day professional and operational leadership and management of the school. The principal acts on behalf of the provincial head of the education department.

The principals concluded this by expressing that the proper trainings and cluster meetings will provide the intellectual and social forum. All these will help to build a trusting and mutually supportive relationship amongst them. This will resulted to a better management of the new approach in school. Educators and the principals further explained their perception towards transformation or change as far as classroom practice is concerned.

In line with what had been described above, the following statements summarize the educators and the principal's regards in Curriculum 2005 and OBE as the approach:

- School principals together with their School Management Team are willing to give assistance whenever necessary, thus emphasizing the key role of the principals in curriculum implementation as long as they will get a proper training that will equip them with the necessary skill for the implementation of the new approach in the classroom.
- They are also appealing enough support from the authorities and from everyone involved in the new approach such as the parents and the teacher's Unions.

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#### 4.2.3. Learners Perspectives

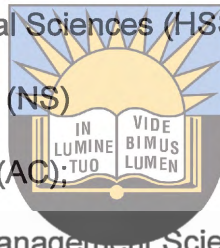
Learners are intended recipients of Curriculum 2005. The aim is to give them expertise and experiences that will make quality citizens who had experiential learning rather than rote learning. The discussion based on the implementation of Curriculum 2005 and the management in schools to check learner's awareness.

All learners interviewed were aware of the new curriculum approach from its expectations within both learners and the educators. For

instance, they were all aware of eight learning areas of curriculum 2005. They even knew that the approach started to be active in 1998.

Learners named learning areas accordingly as follows:

- Language, Literacy and Communication (LLC);
- Mathematical Literacy, mathematics, and Mathematical Sciences (MLMMS);
- Human and Social Sciences (HSS);
- Natural Sciences (NS);
- Arts and Culture (AC);
- Economic and Management Sciences (EMS);
- Life Orientation (L.O) and;
- Technology (TECH).



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The question asked here was designed to examine the kinds of activities carried out during the lessons and the types of teaching materials, all learners agreed that activities differ from different learning areas. They indicated that during mathematics lessons, they normally work in groups, whereas with other learning areas they are normally given the instructions to work on their own.

Furthermore, learners indicated that during the group work they are participating much since that's where they have to share their different

ideas and come up with different opinions. They further indicated that they really like group work because they feel confident and independent during the classroom activities since they feel free to express themselves. However, they indicated that during the classroom activities, they are free to ask questions from their educators. Their educators move around to find out if they do understand. They also check if everyone is involved in the given task. Regarding the learning materials learners' indicated that they are using the chalkboards, textbooks and charts.



According to the learners, the new approach needs are still not met because its policy is to see a learner being involved in the learning process by using the relevant and sufficient materials. However, in this new approach, learners reported that they were expected to work in groups to improve their reasoning power, critical thinking and to be creative. This showed that it is difficult for learners to be what they are expected without relevant and sufficient teaching and learning materials together with good guidance from their educators.

For instance, earlier the educators indicated that they were expected to operate without a proper training and insufficient materials. This is exactly what the researcher learnt during the site visit in the observation of the classroom activities. The study found out that the educators were

trying their level best in their classroom regardless the problems indicated previously.

The question was presented to learners to check if they know the role of their educators in the classroom. The learners indicated that the role of their educators is to control the class by giving some orders and the instructions for the task to be done. They further highlighted the point of assessment and the feedback.



This is how one of the learners reflected the comments: “my teacher normally moves around the classroom checking and giving out more clarification where necessary and mark the complete work. In group work, the group leader would go to the front and present the work on behalf of the rest of the group members. At this point everybody is free to ask any relevant question on the presented task. The discussion becomes more interesting and strong. This means that learners are now geared to the new approach and they showed interest in it.

Learners further indicated that the principals normally visit twice or thrice a week depending on how many committed he or she is during the course of the week. In the principals' visit, she or he normally request for their overall work for the week and put a signature and the stamp. This is happening once a week especially on Fridays only.

### 4.3. Factors that Influenced Curriculum 2005 in Selected Schools

The EDOs, the Principals and the educators identified factors which they considered as major drawbacks on the implementation of Curriculum 2005 as follows: Educators exclusion in policy making; Professional Background; Insufficient Training; Cascading Model; and Too Packed and Teaching Programme; Insufficient Time and Shortage of Teaching Materials.

#### 4.3. 1. Educator's Exclusion in Policy Making

The District Officers at the district level are accountable for the implementation of Curriculum 2005. According to the Educational Policy District Officers are also expected to facilitate various workshops to different primary schools in the Fort Beaufort educational District in the Eastern Cape Province.

The role of the District Officers is to oversee the implementation process of Curriculum 2005. Hence they reported that, they have to pay occasional visits to schools. Furthermore, they have to facilitate workshops on the new approach for a better understanding. They should monitor educators' classroom practice to see if the educators and the principals are able to implement the new approach. They are also expected to provide feedback to the educators.

The visits were to assure consistency and constancy in Curriculum 2005 and OBE classroom delivery and for corrective feedback and suggestions where necessary. The District Officers are also expected to help the educators as well as the principals to recognize and deal with the fact that, anxiety and stress are often an accompanying but temporary experience during the process change.

The District Officer indicated that there were so many factors which contributed in the implementation of curriculum 2005. However, they briefly indicated that the policy designers were exclusive. For instance, the principals and the educators reported that, they were not included in policy making yet they are people that are expected to implement the new approach in the classroom. The literature support a link between participation in decision making and the potential to execute tasks thereof (Gorton, 1983:263). For instance, educators would be better place to implement decision they would have make an input.

#### 4.3.2. Professional Background

The EDOs commented that the fact that they are former college lecturers,

They were expected to run with curriculum 2005 training educators irrespective of their capability and ability in the new approach. This situation presented them with a level of discomfort as they only had one

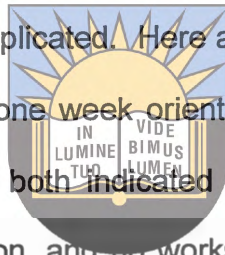
week orientation in curriculum 2005. During the educators' orientation, they were constantly embarrassed since they were not equipped to answer all questions educators posed.

#### 4.3.3. Insufficient Training

Educators indicated that they were also confused due to insufficient training, insufficient and irrelevant materials and terminology that were completely new and complicated. Here are some voices: "Actually there was no training, only a one week orientation was provided" one of the members added. They both indicated that there was no training, no monitoring, no supervision, and no workshops. Educators categorically stated that proper trainings, workshops, and cluster meetings will help them to learn more about Curriculum 2005 and the OBE approach. Those would help them to gain confidence in teaching their learners.

#### 4.3.4. Cascading Model

The educators and the principals furthermore indicated that the implementation of curriculum 2005 was a top-down approach. The approach that appeared to complicate everything by the time it reached the base level where the implementation was supposed to be phased in. That is one of the reasons why the new approach experienced some short comings. The principals and the educators were not exposed to



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the new approach. This made them to stick to the old system because there was no guidance and support.

In general all these elements presented above indicated that, the implementation of Curriculum 2005 was hampered by weaknesses in the system. There was also the complexity of changing so many aspects of the system at once.



The respondents further indicated that by the year 2000 Curriculum 2005 was revised because of its shortcomings. The Revised National Curriculum Statement (RNCS) became official government policy in May 2002 to streamline and strengthen the version of Curriculum 2005. This new policy is currently introduced into schools according to the following schedule:

2004: Foundation Phase (Grades R, 1, 2 and 3)

2005: Intermediate Phase (Grades 4, 5 and 6)

2006: Grade 7

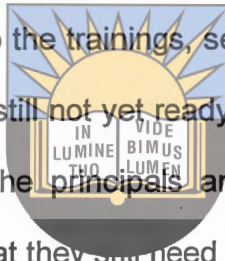
2007: Grade 8

2008: Grade 9

The respondents indicated that after the revision of Curriculum 2005, the government started to organize and arrange proper trainings, workshops, meetings and seminars for the subject advisors. They are

expected to visit schools and conduct workshops, seminars and supervise and monitor educators and the principals. During this research study, some schools reported that they had not been visited yet.

The participants experience lack of confidence in the implementation of the Revised National Curriculum Statement. They reported that it is true that they are exposed to the trainings, seminars and the workshops, but the problem is they are still not yet ready and clear. It is difficult to pass the proper training to the principals and to educators. They further emphasized the point that they still need more training.



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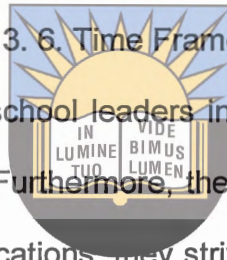
4.3. 5. Too Packed and Teaching Programmee

Educators feel that eight learning areas that characterized curriculum 2005 are overwhelming high. For instance, they are beyond their control. Learners are expected to work in groups within a short period of time given per lesson. In this issue, the respondents suggested that at least the number should be reduced to six learning areas due to large classes with few educators because of re-deployment. One of the educators argued that the issue of reducing the learning areas is going to be very difficult. The main idea is on time frame and to finish the syllabus regardless of learners understanding.

The above responses, in general, utilized factors that negatively affected curriculum 2005 implementation. This indicates that even though these professionals were expected to implement and manage curriculum 2005 there were underlying management and structural limitations. This may show that the new approach was somehow hurriedly introduced before involved people could be ready for the implementation.

#### 4. 3. 6. Time Frame Problem

The principals are the school leaders in that they have to demonstrate the skills of the trade. Furthermore, they work towards improvement of their professional qualifications, they strive to encourage both educators and learners to work hard. They link the department to the senior administrative staff. Although supervision was overemphasized in their instructional role, principals' claim that time is a limiting factor because they also have a full teaching load, like any other educators (Gorton, 1983). Furthermore, they have inadequate time to carry-out all the instructional roles expected of them. Supervision of colleagues, learners, designing staff development programmes, marking and teaching. Principals further pointed out that at times they try to go out of their way to observe lessons for colleagues. Discuss with them and make recommendations. They are doing all these since they need to follow-up on all areas of weakness identified.



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The principals all agreed that time is a limiting factor. They indicated that in schools there are seven hours of teaching each day. This makes a total of thirty-five hours a week that have to be spread over the eight learning programmes. This time allocation is very little compared to eight learning areas that are supposed to be covered every day focusing on the learner-centered approach where learners are expected to work in groups and take their time for a better understanding.

#### 4.4.7. Shortage of Teaching Materials

Learning materials should make learning fun and exciting. The educators as well as the principals identified shortage of materials for the implementation of Curriculum 2005 as a stumbling block in their quest for effective teaching and learning. They reported that this problem bedevils their effort to achieve good learning outcomes. Teaching materials in this instance included the projectors, video machines, photocopier machine and the computers. Teachers believe that learners learn better by seeing. Once learner see things happen, or helps in preparing and carrying out or manipulating things, there is a high rate of retention (Gorton, 1983). However in the case of these selected schools, things are just theorized and leave out everything for the learners to imagine.



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#### 4.4. A Need for Partnership in Curriculum Implementation

In order to make schools work better in the implementation of curriculum 2005, participants felt that community partnerships should highly be included to take part. In this section, the partnerships that are taking part are as follows: SGBs and SADTU. The educators and the principals reported that, they also wish to see parents being actively involved in their children's education by taking keen interest in their children's performance and offering help where necessary.



The principals from St. James Primary School indicated that parent had a very important role to play in the new approach. They are required to share with the state the responsibility for the education of their children. Parents are involved to monitor the progress of their work both at home and at school.

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All principals agreed that the first step for most parents was to understand the new curriculum and to get involved with the governing bodies of the schools. This was done by inviting them for the parents meetings. Issues like parents should assist children with homework, and help them to collect and prepare learning media if they are available were discussed.

Parents have to visit classrooms, pay the school fees or school levies, provide the uniform and textbooks, and also participate in fundraising. All these are the aspects of parental involvement in their children's education. All the principals agreed that the parents in their schools are very co-operative. They are participating in all the activities in schools as long as they are informed in advanced.

#### 4. 4. 1. The Roles of the School Governing Bodies

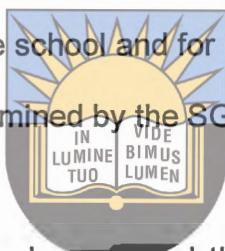
The following were identified as the expected role of SGBs in the implementation of curriculum 2005.

- To ensure quality education and decide on schools times;
- Support educators, principals and the staff in professional functions;
- Promote school's best interest/ develop mission/adopt code of conduct and constitutions and encourage community;
- Raise/administer funds, control records, prepare budget and collect fees.

On the other hand, SGBs interfered. The School Governing Body's members reported that since they are representing parents, learners and the educators, their major role is to see to it that schools are functioning well by determining the implementation of the school's policies and to see that it is properly followed. They further indicated that since they are

a community-level partnership, they must take the responsibility for ensuring that the children in the community get the kind of education that will make them citizens of which the new South Africa can be proud.

SGB members further indicated that they cannot take any step without the active involvement of the SMT. They all showed that, the SMT and SGB are working together. They stated that SMT is responsible for the day-to-day running of the school and for putting the school's policies into practice which was determined by the SGB.



SGB members interviewed mentioned that the principals normally sent them letters of invitation whenever necessary. They further reported that they would sit down and discuss the issues until they agreed upon. They further indicated that the next step to inform parents is by sending the invitation letters for the parents meetings. The SGB members indicated that they have regular meetings with the staff where they discuss some problems and try to find the solution where possible, for example, they normal have some funds rising to buy the teaching materials as the additional to those the state provided.

In so far as curriculum issues are concerned, SGB members contented that after they have been informed about the Curriculum 2005, they held a very critical meetings with the parents where they explained everything

concerning this new approach. She further added that parents were not happy at all about this new approach and were concerned that their children were going to be confused. They further contended that this confusion would result from the educators lack of confidence in this approach.

The SGBs members further indicated that educators are still crying for help from the authorities since very little has changed. In terms of training and teaching and learning materials, educator's major problems are as follows:



- Continuous assessment procedures, formulation of outcomes, and work plan;

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- Supply of stationery including textbooks by provincial government needed to be expedited. The implementation of the new curriculum according to the educators is demanding.
- There is a need for regular or frequent class visits by the department of education and the District Officers so as to provide specific assistance to educators and render school-based support service where necessary.

The members of the SGBs indicated the statements highlighted above proved that they are facing a very big challenge in the implementation of Curriculum 2005 in their schools. They further indicated that there's no

integration of the learning areas if educators do not know how to develop a work plan and work programme. All these have proved problematic at the start of the implementation but still there were no initiatives taken to improve this situation.

The SGB showed their willingness and eagerness to devote themselves to their assigned tasks. According to the above responses, they have managed to play the significant role there were given in the implementation of Curriculum 2005 in their schools. Following this section, there is a role of dominant teacher' union. All respondents identified South African Democratic Teacher' Union (SADTU) as the dominating union in the district.



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#### 4. 4. 2. The Role of the Teacher's Union

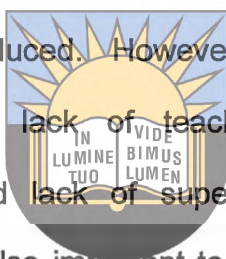
SADTU was one of them which launched in Johannesburg on 6<sup>th</sup> October 1990. This was an historical occasion, bringing together a range of racially divided educators' organization into a unitary structure with a progressive vision. In doing so SADTU challenged the legitimacy of ethnic education departments and made an important contribution to the struggle for non-racialism in South Africa.

SADTU's members interviewed reported that SADTU's functions have been to receive and attend to complains of the educators and the

principals concerning their employment. Where necessary to report such complains to the authorities for any assistant if possible;

- To represent the educators and the principals in dealing with the school management and governing structures;
- To represent members on the school governing body (SGB).

In as far as curriculum 2005 is concerned; they reported that they have accepted changes introduced. However, they rose concerned around the following aspects: lack of teaching and learning materials, inadequate training and lack of supervision in the implementation curriculum 2005. It is also important to note that the above were also noted as concerned by the educators and the principals earlier in this chapter. Even though they have reported any tangible results from their intervention initiatives, attempts were nevertheless done.



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#### **4. 5. Empowerment of Principals and Educators**

From the above section one of the issue that seem to be communicated by the respondents is their lack of power in managing their destine in this case to implement curriculum 2005. Therefore, there is a need to for an empowerment of staff to take change of their environment.

The focus is on the empowerment of the educators and the principals on Curriculum 2005 and OBE-related knowledge, skills, attitudes and

practices. The empowerment is the sharing of responsibilities in decision-making, which allows team members at the lowest level of the school management hierarchy to make decisions to improve performance (Jansen, 2001:118).

The empowerment furthermore entails the fundamental transfer of authority and responsibility that include the following:

- the process by which people are allowed to make decisions regarding assigned tasks,

- People involvement in the creation of ways to maintain a productive and satisfying work environment and their involvement in the daily problem-solving and decision-making.



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In this study, empowerment means extending authority and responsibility so that there is total involvement of all the central members of the teaching staff in the delivery of quality education in schools (Jansen, 2001:118).

In the context of this study, empowerment would include the initiation of in-service programmes that would focus on the-job training of members' or individually where they augment their knowledge and skills in curriculum matters that enhance learners' achievements (Ibid). Such programmes would introduce the educators to Curriculum 2005 and

OBE terminologies, basic techniques and skills of the outcomes-based teaching approach that actively engage pupils in activities that develop various abilities and competencies, and assessment procedures appropriate to foundation phase classroom practice.

This is the initiation of in-service programmes, coordination with other personnel, communication of opportunities for staff development, research in curriculum and long-range programme objectives (Madrazo and Hounshell 1997:9). In this research, staff development means the process of on-the-job training of members of the departments as a team or individually where they augment their knowledge and skills in those curriculum matters that enhance learners' achievements.



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It is believed that schools exist to facilitate student learning (Ibid). Ongoing professional staff development for all personnel is essential to enhancing improved instructional practices and student learning. Professional staff development is a continuous, developmental process that is based on student needs. High standards and high quality programmes must be designed to meet these needs. There must be the establishment of the Professional Staff Development Policy to provide for the establishment of a system that will meet the demands of high quality program.

Staff development was presented in this study as an important theme that can help educators keep abreast with current trends in Curriculum 2005. The informants identified the following as benefits derived from staff development sessions:

- Sharing ideas on appropriate methods of instruction in imparting knowledge or talking challenging topics and sourcing resources.

- Updating colleagues on content changes and current developments in policies.

- Fora for feedback on meetings organized at cluster, district or provincial levels.

- Educators are afforded an opportunity to voice their concerns.

- Induction of teachers joining the profession from institutions of higher learning.

- Help to highlight and or identify strengths and weaknesses of the departments and therefore pave way for improvement.

- Fora for improving working relations in the department and encouraging teachers to work as a team.

- Organize strategies to increase the percentage pass rate of learners at O level.

The respondents indicated that the principals and the SMTs identify those areas which are critical. They further contented that the essence



of staff development sessions are to improve the learners' performance. The respondents upheld development opportunities that emanate from professional development provision. This motivates educators as well as the principals to use whatever opportunity that there is to upgrade their professional qualifications. Staff development sessions organized by the principals in agreement with the staff to foster a sense of responsibility on everyone involved in teaching and therefore give an impetus to produce the best they can for the learners.



The principals make effort to invite guests to present lectures on topical issues in the implementation of Curriculum 2005. It is these resource persons that keep educators aware of latest developments in Curriculum. The principals are placed at the centre to urge their colleagues in the department of education to participate in subject associations. Most importantly to strive for higher professional qualifications.

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The respondents maintained that staff development breeds an atmosphere where ideas are shared on the most appropriate methods of instruction especially for those that are related to teaching. In support of the above, one of the educators maintains that "If I do my part well on staff development and assess colleagues, it means that they are going to push on what we will have discussed in the department. For example

this is what we want our things to be done, we want so many exercises, this is how we want our books to be marked, and we will actually achieve objectives...”

Ball in Gorton (1983:263) maintained that educators know their subject matter, they know how to teach, they know a great deal about learners' behavior and motivation, and are in the best sense professionals. Many educators today know a great deal more about their jobs than even the best principal can, and it is been long time coming for principals to recognize that fact.



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On the other hand participative decision-making is crucial for educators since all staff members have the right to be heard, to have their views considered, to express feelings, to offer knowledge and information (Ball as in Gorton, 1983:263) and it is only if people are involved in the process of decision-making that they will own the decision taken”.

For all intents and purposes, staff development is directed at assisting educators to expand their range of teaching strategies. In light of the above, therefore, skill acquisition and ability to transfer vertically to a range of situations requires on-the-job support if learners are to benefit.

#### 4. 6. Summary

There are problems in curriculum development, implementation and the evaluation in South African Schools. Analysis of these problems point to the inefficiencies in the management of the system itself both locally and nationally, and limited recourses, amongst others. As a result there, there is a need to provide more financial, human, infrastructural, and material recourses to schools.



However, in terms of research methodology, the questions focus only on curriculum processes at the expense of curriculum proper. Finally, there is a need to study curriculum in totality. Educators' actual experience in classroom activities should be recorded. Also a proper framework curriculum should be adopted and it should be made explicit what the project takes to be a "curriculum".

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## CHAPTER V

### 5. SUMMARY OF THE FUNDINGS

#### 5. 1. Introduction

This study set out to examine the role of school management in the implementation of Curriculum 2005 from its inception (1998) to 2003 in Fort Beaufort District primary schools, Eastern Cape Province.



Data collections, strategies and the techniques were discussed in chapter 3 while chapter four was set to capture, tabulate, analyze and present data from respondents in a bid to come up with relevant findings.

The main focus made being, even though curriculum 2005 was implemented in selected schools of Fort Beaufort District, there certain limitations and challenges were experienced. These include:

- Lack of teaching and learning materials;
- Effectiveness of educators training and time factors;
- Educators frustrations due to their exclusion in policy making;
- Lack of support and guidance;
- Gap between policy intention and its implementation

It was also important to note that even though the respondents identified the problems and challenges, they were still hopeful that these would be improved and that they had confidence in curriculum 2005. It was also important to note that, identified challenges and problems were experienced both in rural and urban schools in Fort Beaufort District.

They all realized the need for the inclusion of educators and the principals in any changes that take place in schools, and this was one of the most critical issues raised. The researcher feels that this would assist the Department of Education and the policy designers to adopt styles that were more acceptable to their educators and the principals so that they owned the policy.



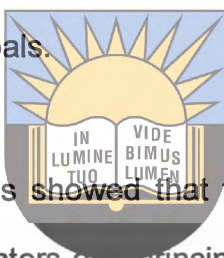
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The study also found out that management in schools is very weak because of insufficient guidance. All the efforts in the schools should be channeled correctly since management was regarded as leading and guiding. Schools with a proper management are expected to work and strive towards achieving the goals of the schools.

The personal distribution and collection of the questionnaires ensured a hundred percent response rate and generally participants in the sample were quite co-operative. On receiving the questionnaires back the major

problem involved the capture and the analysis of data especially from the open ended questions.

One major general finding of the study was that the educators and the principals wanted to be involved in decisions making. They wanted to have an input into any changes that will take place in schools in future. This exclusion affects the learner's performance and frustrates the educators and the principals.



In this study, the findings showed that the District Officer's responses were similar to the educators and principals. They all agreed that there was no adequate training in the use of outcomes-based teaching approaches. The approach that considered as the pre-requisite for effective teaching and learning. This revealed that these changes did not improve the quality of education offered in accordance with principles of outcomes-based education.

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The curriculum documents contradiction with the current situation in the implementation of curriculum 2005 in schools. The documents indicated that to successfully implement this new approach in the classroom, however, it is essential to have educators who are knowledgeable in content, confident in their ability and skills. This would assist to guide and facilitate meaningful learning through an outcomes-based education

(OBE) teaching approach. But the findings showed that the educators and the principals were expected to implement the new approach without been exposed to proper skills required.

According to the findings, educators are willing to change the old system of teaching and adopt the new curriculum but they are easily overwhelmed by the enormity of the task. This affects their morale in schools that was found to be generally low. The department of education was not supportive and tended to emphasize only the weak points.



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The Curriculum specialists at district level are encouraged to coordinate all the various workshops. The researcher believes that the key activities within the programme consisted of workshops, visits by the district early childhood development specialist to schools. Cluster meetings of the educators including school-based workshops, and parents' meetings should be regularly held. The believe is that these activities are primarily focused on improving OBE-related knowledge and skills, changing mindsets and classroom practices.

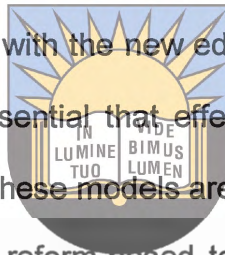
More schools in Fort Beaufort District are still underprivileged due to inadequate facilities, poorly trained educators, increasing enrolment, large classes, and very few educators particularly in rural schools. The

problems that they are facing appeared not to have been adequately addressed in most of the state-sponsored Curriculum 2005 workshops. This resulted to a poor management of the implementation of Curriculum 2005 in schools.

## 5. 2. Recommendations

In light of the above conclusion, the following recommendations are being advanced. In line with the new educational dispensation in South Africa, it is therefore essential that effective professional development models be developed. These models are to empower the educators and the principals such that reform-based teaching and learning strategies are successfully implemented in OBE classrooms. Such models should be based on existing knowledge of the school reform process and benefit from a clinical examination that will ensure their chances of success.

This should be done in the form of development projects at the district level. In this case, the educators should be equipped with content knowledge and skills to change the way they were teaching. Inadequate facilities, poorly trained educators, increasing enrolment, and large classes, are some of the main issues that are supposed to be initially addressed.



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The researcher further recommended the active involvement of partners from the various constituencies during policy making and implementation processes of curriculum 2005. Thus the following partnerships were recommended to take part;

- Education District Officers;
- SGBs; and
- Research experts from the universities and the tertiary institutions.



These could be done through facilitating adoption of a common understanding of a classroom interpretation of the new curriculum frameworks. To determine what needs to be done in terms of professional and institutional support. All these would help the educators to achieve successful implementation and to carry out a clinical study of the implementation process with a view to optimizing its success.

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The research study further recommends the involvement of policy implementers during policy planning and stages. This could help them own the policy.

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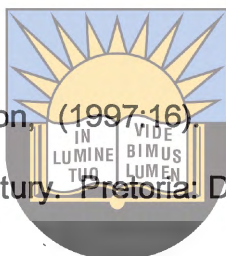
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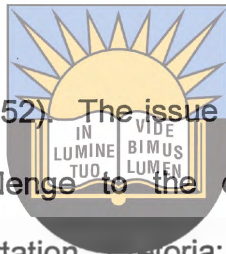
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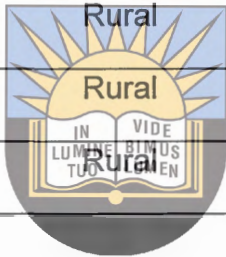
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**APPENDIX A**

**SUMMARY DESCRIPTION OF THE SELECTED SCHOOLS<sup>1</sup>**

School Name	Category
Tsepo	Urban
Tsosane	Urban
Fatima	Urban
St Paul	Rural
St John	Rural
St Peter	Rural



**APPENDIX B** University of Fort Hare  
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**LIST OF INTERVIEWEES**

Respondent Title	Number
Principals	6
Educators	18
Learners	36
SGB	24
EDOs	2
SMTs	18

<sup>1</sup> Fictitious names have been used to ensure anonymity

## APPENDIX C

### LIST OF SURVEYED RESPONDENTS

Respondents Names	Numbers
EDOs	2

## APPENDIX D

### THE QUESTIONNAIRES



Questionnaires are structured into six categories as: District Officers, Principals, Educators, School Management Team, School Governing Body and the Learners, in the six selected schools. Questionnaires were also issued to the Chief Specialist Curriculum and the Education Development Officers of the Fort Beaufort Education District Office.

#### ***(i) The Chief Education Specialist Curriculum (District Officer)***

(a) What is your gender? Please tick one

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

(b) Please indicate your teaching experience in years?

-----

(c) Please indicate your experience in years as Education Development Officer

-----

(d) What is your highest qualification? Please tick one

Education Diploma	
Bachelor's Degree	
BEd Hons	
Med	
Other	



(e) What is your area of specialization?

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(f) Do you believe that enough preparation was done for the implementation of C 2005?

yes	
no	

(g) Please explain

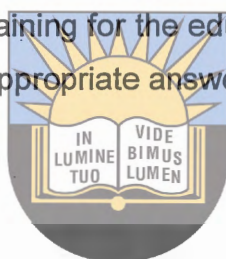
.....  
 .....  
 .....

(h) In what grades was C2005 implemented first in your district?  
 (tick as appropriate)

Grades	Year of Implementation	
1 and 7	1998	
2 and 8	1999	
3 and 9	2000	
4 and 10	2001	
5 and 11	2002	
6 and 12	2003	

(i) Was there any training for the educators to be able to implement Cr 2005? Tick the appropriate answer.

yes	<input type="checkbox"/>
no	<input type="checkbox"/>



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(j) If your answer is yes, what was the duration of training? Tick as appropriate. Tick

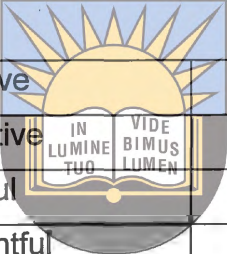
A day	<input type="checkbox"/>
1-3 days	<input type="checkbox"/>
1 week	<input type="checkbox"/>
1 month	<input type="checkbox"/>
6 months	<input type="checkbox"/>
Others	<input type="checkbox"/>

(k) What form did the training take? Tick as appropriate

Seminars	
Workshops	
Cluster meetings	
Any other	

(l). what was the teachers' attitude towards this new approach?

Tick the appropriate box.



Positive	
Negative	
Fearful	
Resentful	
Indifferent	
Any other	

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Please explain your response

.....  
.....

(m)How ready were the schools in your district to implement this new curriculum?

Very Ready	
Ready	
Not ready	
Not ready at all	

(o) Was the department able to monitor the implementation of C2005 in your school? Tick in the appropriate box below.

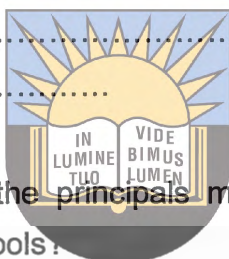
yes	
no	

Please explain your response

.....

.....

.....



(p) Do you think the principals managing the implementation of C2005 in their schools?

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Please explain *Together in Excellence*

.....

.....

.....

(q) How did the implementation of Cr2005 affect the principals' performance of their other managerial duties?

.....

.....

.....

(r) Did the principals report any concerns in relation to the above?


Yes	
No	

(s) Does your office hold any workshops for the principals?

yes	
no	

(t) If yes, how often? Please tick one.

weekly	
fortnightly	
monthly	
others	



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### **(ii) The District Officials: Education Development Officer**

(a) What is your gender? Please tick one

Male	
Female	

(b) Please indicate your teaching experience in years?

-----

(c) Please indicate your experience in years as Education Development Officer

-----

(d) What is your highest qualification? Please tick one

Education Diploma	
Bachelor's Degree	
BEd Hons	
BEd Hons	
MEd	
Other	

(e) What is your area of Specialization?



.....  
 .....  
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 .....  
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(f) Do you believe enough preparation was done for the implementation of C 2005?

yes	
no	

(g) As a curriculum advisor, are you involved in the following?

Please tick as appropriate

Visiting schools	
Conducting workshops	
Conducting Seminars	
Monitoring of educational programmes	
Others	

(h) What are the main focus areas of your responsibilities as subject advisor? Please tick as appropriate.

Visiting schools		
Conducting workshops		
Conducting Seminars		
Monitoring of educational programmes		
Others		

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(i) Did you receive any training in curriculum2005?

yes	
no	

(j) If yes, what was the duration of the training? Tick as appropriate

1-3 days	
1 week	
1 month	

(k) In which year was C2005 introduced in your district?

.....

(l) Was there any in service training for educators?

Yes	
No	

If yes, please explain.



.....  
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(m) What was the duration of the in service training? Tick as appropriate

A week	
A month	
A year	
Other	

(n) Was the training evaluated?

yes	
No	

If yes, please explain how?

.....  
.....

(o) Did the training achieve its intended objectives?

yes	
no	

Please explain.



.....  
.....  
(p) What other form of support was given to Principals to implement C2005?

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.....  
.....  
(q) To what extent did C2005 implementation influence the principals' other managerial duties?

.....  
.....  
(r) were there any external consultants to help with training of educators?

yes	
no	

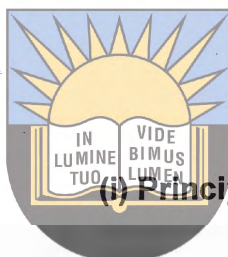
If yes, please explain.

.....  
.....  
.....

## APPENDIX E

### Semi-structured Interviews

This part deals with the interviews with the principals and the educators. The following are the interview questions for the Principals.



#### (i) Principals

What is your teaching experience?  
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What is your experience as the principal?

What are your credentials?

How big is your school in terms of learner's intake? (Number of learners)

What is your staff compliment? (Number of teachers)

What are their credentials?

Is your staff on Substitute, Temporary, or Permanent employment basis?

What are your responsibilities as a school principal?

How often do you have staff meetings?

What is the level of interaction and discussion at your staff meetings?

Do you class visit your educators?

How often?

Do you check Learners and Educators portfolios from time to time?

In what year was C2005 introduced in schools?

In which grades was it firstly phased in?

What curriculum was used before?

Are there any similarities and differences in the comparison of the two?

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What instructional materials were used? How do they differ from the current ones?

What were the underlying reasons for the DOE to introduce C2005?

Did you as the principal receive any specialized training in C2005?

What was the duration of training?

Did the training help you to implement and manage the C2005 in your school?

What did you observe as change?

What additional support did the DOE give to you as principal to ensure that you succeed in implementing and managing C2005?

Did the school receive any resources that are in keeping with the new approach?

What type of resources did you receive?

How available were these resources?

Were teachers able to use these resources to their maximum potential?

Were teachers able to adapt to the new curriculum?

How did you deal with stereotypes?

How much support did you give to these teachers?

What impact did the new approach have on learners?

How did you bring down information to parents about this new curriculum?

How did they respond to this new curriculum?

Were they made aware of their responsibilities towards this new curriculum?

What other additional problems have you encountered with the new approach and how have you solved or overcome them?

### **(ii) Educator Semi-Structured Interviews**

How long have you being in this school?

How long have you been teaching?

What is the size of your class?

How active are your learners?

What educational qualifications are you holding?

How often do you hold staff meetings?

In what year was C2005 introduced in these schools?

In which grades was it firstly phased in?

What curriculum was used before?

How would you compare the old and the new teaching approaches?

Are the materials sufficient and relevant to subject matters?

If not, which initiative have you taken to address this matter?

Have you attended any orientation workshop for the new approach?

Were there any follow-up workshops?

What key aspects of the training that you considered very useful for you?

What problems have you encountered in the implementation of Cr2005?

Do you hold any orientations or workshops in your school?

How manageable is the new approach manageable?

How have the introduction of curriculum2005 and outcomes based education changed the role of the learners in the classroom?



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Legacy orientation workshop

What positive effects on practice have you had since the change to an outcomes-based approach? How? Why?

What challenges have arisen in the process of Cr2005 implementation?

How have these challenges resolved?

What suggestions would you make to policy makers and materials developers regarding addressing the challenges of OBE and Cr2005 system?

What in-service training programmes provided for staff?



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**APPENDIX F**

**FOCUS GROUP DISCUSSIONS**

This part presents questions that were designed for the focus groups discussions of members the Teacher's Union, the learners and the School Management Team, and School Governing Body.

**(i) Focus Group Discussion Questions for the Teacher's Union**

In which schools are you in?

Which position are you occupying in your school?

How often do you meet with educators?

How do you understand Cr2005?

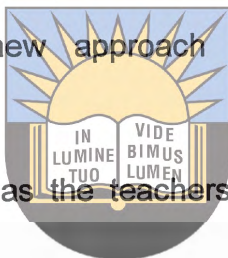
Which concerns did educators raised regarding the implementation of Cr2005?

How have the Teacher Union responded to these concerns?

How manageable is the implementation of Cr2005?

How does the new approach impacts on learners' learning approaches?

What is your role as the teachers union in the implementation of Cr2005?



Did educators have sufficient orientation as exposure to new approach before its implementation?

Are there any workshops organized by Teachers' Union for the educators?

## **(ii) Focus Group Discussion Questions for Learners**

What is your name?

What is your clan name?

How old are you?

In which grade are you in?

Do you have a pet?

What is its name?

What is your favorite learning area?

What is your teacher's name?

How long you have been studying in this school?

What do you know about C2005?

When was it introduced in your school?

How do you perceive Cr2005?

What kind of activities are you doing in class?

How do you carry out those activities?

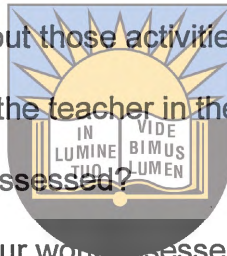
What is the role of the teacher in the classroom?

How is your work assessed?

How regularly is your work assessed?

What is your principal's name?

How often your principal visits your classroom?



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### **(iii) Focus Group Discussion Questions for School Management Team.**

What is your role as a member of School Management Team in your school?

Which management aspects do you mostly focus on?

Do you work as a team?

Does the principal rely on your support?

Does the principal consult with you on all important issues related to the school?

Do you work closely with the SGB?

Do you understand the policies and laws which provide the framework for running the school?

How did you accept the introduction of Cr2005?

Did your staff have enough orientation on this new approach?

Do you hold any site-based capacity building activities?

Did the school receive sufficient curriculum resources for subject matters?

Did the school receive relevant curriculum resources for subject matters?



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What do you do to help your educators to improve their skill towards the new approach?

Do you understand the teaching and learning principles of the new approach?

What are major problems have you encountered with the new approach and how have you solved that?

How often do you monitor and evaluate your staff work?

How often do you organize trainings to upgrade your staffs, skills especially in other modern technologies?

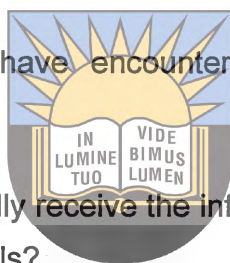
#### (iv) Group Interview Questions for School Governing Body

Which role do you play in schools as the member of the School Governing Body?

Do you work as a team?

How are the relationships among yourself and the SMT?

What challenges have encountered as the member of School Governing Body?



How do you normally receive the information about any changes that take place in schools?

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How did you ~~get the information~~ about the implementation of Cr2005?

How did you respond to the implementation of Cr2005?

What support do you give to the principal in the implementation of this new approach?

What support do you give to the educators in implementation of this new approach?

What do you do to ensure that the school has quality education?

How often do you meet with the staff?

How did staff accept the introduction of the Cr2005?