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Curriculum Managers' Perspectives on Managing the
Curriculum in Schools at King Cetshwayo District

By

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This dissertation is submitted in fulfilment of the requirements
for the Master of Education degree in Curriculum Studies

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Abstract

This case study explored curriculum managers' perspectives of managing the curriculum at a school in King Cetshwayo district. The study employed the qualitative case-study style grounded within the interpretivist paradigm. Consistent with qualitative studies, purposive with convenience sampling informed the selection of the seven curriculum managers of schools in King Cetshwayo district around Empangeni. Convenience sampling was also employed in selection of data-generation methods such as document analysis, participant observation, one-on-one semi-structured interviews, and focus-group discussions. The guided analysis was utilised as the appropriate strategy for analysing data. From a theoretical perspective, the Cultural Historical Activity Theory (CHAT) framed the study.

The findings of the study indicated that instructional leadership is a good definition of curriculum managers who are driven per disciplinary perspective in managing CAPS curricula in schools. The study findings also indicated that CAPS is a performance curriculum. Therefore, the study suggests that a specific curriculum content should be taught in full scope in an operational content to ensure that the good performance of learners is a measurement for curriculum management. The study recommends that curriculum managers should possess both theoretical or conceptual and operational contents understanding of the curriculum. Such will inform their curriculum-management experiences to achieve maximum performance.

Declaration
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I, Mandlakhe Ephraim Khoza 218083975/6403225609080, declare that

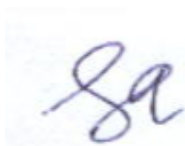
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Dedication

This dissertation is especially dedicated to:

My cousins Nokuthula and Bhekumuzi Khoza and children (Thabo, Sibonelo and Khanya) for their special contribution and outstanding support to my lonely journey. For giving me strength and courage to start and focus to complete this study.

It is also my genuine gratefulness and warmest regards that I dedicate this study to my beloved family, my wife Mrs Zwakele and children (Londiwe, Noxolo, Thobekani, Bonga and Melo) for all devotion, moral, emotional, spiritual and endless support and joy whenever a significant momentous was reach in this journey. May this study teach you that tenacity, sacrifice and being resolute pay off-even the largest task can be accomplished if is done one step at time.

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To my wife Mrs Zwakele Catherine MaNcube Khoza for your consistent support love and words of encouragement. Thank you being an outstanding Mother to our family and your understanding throughout the lonely journey. “MZILANKATHA”

A very special gratitude goes out to my special and dearest friends in greatness, for their unwavering support and for always motivating me to finish this research study.

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List of Acronyms and Abbreviations

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy statement
C2005	Curriculum 2005
CHAT	Cultural Historical Activity Theory
DBE	Department of Basic Education
FAL	First Additional Language
HOD	Head of department / departmental head
KZDE	KwaZulu-Natal Department of Education
IQMS	Integrated Quality management system
NGO	Non-governmental organisation
REB	Research Ethics Broad
RNCS	Revised National Curriculum statement
SGB	School governing body
PS	Performance standard

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CHAPTER ONE

THE SYNOPSIS, CONTEXT AND OBJECTIVES

Student Statement

This statement comprises my philosophy as influenced by my lonely journey as a Master's candidate. In other words, it provides my personal (habitual), horizontal (social ideas), and disciplinary (factual/professional) experiences. To a certain extent there is transformation from an undergraduate to a post-graduate student. Ultimately, these experiences have educated me as a Master's scholar, influenced by Professor SB Khoza. Special motivation was received from my colleagues, Dr BSV Mthethwa, and Dr MLMS Madondo respectively.

My initial, formal training at the undergraduate level was largely influenced by my desire to contribute to society by introducing a professional ethics advisory centre. Such a centre would provide awareness on professional ethics: I had observed a deterioration in quality service in most sectors that provide services to the community. This was identified via education: the ANA results from primary education rated the literacy level and numeracy level internationally. I wished to be acquainted with curriculum management to ensure quality delivery in education.

I am the only student from a school in King Cetshwayo district who has taken a serious decision about this Master's journey. This has had a positive impact: I have focused on my studies, majoring in curriculum management at Master's level. It is noteworthy that, although unbeknown to me at the time, my undergraduate training was honed by the personal (habitual): my love for and desire to know more about management: horizontal (opinion): the need to give back to society; and disciplinary (factual) curriculum management perspectives. My learning was mostly affected by prescribed readings by respective lecturers.

My interest in curriculum-management studies was aroused by my journey as a Master's student, in which my study examined curriculum-management perspectives. Such was to contribute to education management in various ways,

thus, improving the performance of curriculum managers at various levels of management. Through this study I aspired to ensure that curriculum managers were equipped with relevant knowledge and competencies. Managers require resources in applying a particular perspective in their categories, while preserving their individual identities. In addition, this study has opened my mind to potential abilities of people to change the lives of others.

In contributing to the already existing literature in the curriculum discipline, my aim was to contextualise curriculum managers' perspectives in managing a curriculum in schools. Such would impact managers' practise in education-management processes. This experience led to my personal transformation. I was introduced to three propositions that influenced educators, stemming from their background (habitual); horizontal (social); and disciplinary (professional) experiences. I became aware of the essentiality of these three prepositions that greatly influence choices and behaviours in everyday life.

These propositions were also instrumental in interpreting and scrutinising curriculum managers' perspectives with reference to CHAT. CHAT contributes to the attainment of any given goals and vision of a curriculum, as evidenced by findings of this study. Through this study I established that I am rooted in a disciplinary perspective: I prefer being informed by reading various factual sources rather than relying on horizontal opinion or democratic principles. However, I came to learn that horizontal perspectives, which are informed by common knowledge and social opinions, are also essential. This is especially so when embarking on document analysis. The horizontal perspective facilitates the interaction between various individuals in gathering authentic information for impactful results. These three curriculum propositions have reshaped my philosophy on my existence.

1.1 Introduction

Curriculum management has been a point of focus in the managerial area, carrying weighty responsibilities of South African education. This includes reshaping negotiations since our transformation to a new system of government in 1994 (Jansen, 1999). The negotiations have been endorsed by the range of changes of curricula in South Africa since 1997. Such occurred after the first education system review of policies justifying the discriminatory principles of the apartheid era (Bantwini, 2010).

Hoadley and Jansen (2013) state that curriculum is a set and organised plan of teaching and learning to achieve learning outcomes.

A curriculum implementation is affected by a several factors, which will be dealt with in more detail. This refers to curriculum implementation and the nature of curriculum. However, the focus is more specifically on the curriculum managerial areas which are regarded as major challenges of underperformance in South African schools. These are:

Curriculum management; parent-relations management (SBG); financial management; personnel management, and learner-relationship management (Motshekg & Tuc, 2015). This outlines the focus of the study, noting the importance of understanding wider spectrums of the curriculum. Thus, owing to the range of curriculum challenges, the minister of DBE (Motshekg, 2011) affirmed that the first curriculum in a new democratic South Africa, Curriculum 2005 (C2005), had been replaced by the Revised National Curriculum Statement (RNCS). This curriculum was reconsidered and replaced by the current Curriculum and Assessment Policy Statement (CAPS).

A curriculum is planned at a national (MACRO) level; its maximum management and implementation or enactment processes take place at classroom (MICRO) level (Jansen, 1999; Khoza, 2015b). Thus, this study aims to scrutinise curriculum managers' perspectives of managing curricula in schools (MICRO) of King Cetshwayo district. Through these perspectives curriculum managers' practices and experiences will be recognised; also, what influences them and how they perform or execute their responsibilities. This research study also aims to reveal the important lessons that may be learnt and considered from curriculum managers' perspectives in managing the curriculum in schools. Such knowledge will improve learner performance and schools' performance. This chapter focuses on the research study, the methodology, the rationale, the literature review summary, and the significance of the study.

1.2 Title:

Curriculum managers' perspectives on managing the curriculum in schools at King Cetshwayo District.

1.3 The Phenomenon of the Study

The purpose of this study was to explore managers' perspectives on managing curriculum in schools at King Cetshwayo District.

1.4 Location of the Study

The research study was conducted at two schools of King Cetshwayo district in KwaZulu-Natal. King Cetshwayo district is a mixture of deep remote rural area, semi-rural area, informal settlement community, and urban area population. This defines the mixture of its population. Various class levels exist from low socio-economic status, to working class, to middle class. The people of King Cetshwayo district are employed as general workers in Empangeni and Richards Bay, which is about hundred kilometres from the rural KwaMthethwa area. King Cetshwayo district is twenty kilometres from the local former townships under King Cetshwayo district. I conducted the study in the semi-rural community schools.

1.5 Rationale and Background of the Study

There are many (formal, informal, planned, unplanned and combination of the two) critical curriculum managers' perspectives that prompted me to conduct a study of this nature. I am an experienced curriculum manager, grounded as a history teacher and departmental head. When I was a departmental head (HOD) I was in charge of the Humanities Department, managing the following subjects: History, Geography, Life Orientation, and Art and Culture, as well as Languages. Under Languages there are two subjects, namely, IsiZulu as Home Language, and English First Additional Language. My role as the HOD was to teach History in Grade 12, and to manage the curriculum of my department. I was responsible for administration and teaching of all subjects in the department, as indicated above.

Administration and management roles involved duties such as ensuring that departmental policies were available to all teachers in the department. These had to be followed as a guide to all activities of the department. All activities had a time allocated to them according to the department and school policy. I was in a leadership role as the HOD. I had, therefore: to give instructions, to lead, to supervise teachers'

work, and to approve lesson plans, moderating teachers' assessments, and conducting class visits and workshops. During this time, I observed many types of leadership and management processes in colleagues.

Certain colleagues practised planned management, referred to as instructional leadership; while others practised unplanned management, referred to as transformational leadership (Bush, 2015; Hallinger & Murphy, 1985). I am currently serving as a principal of a primary school. I am fully responsible and accountable for ensuring that the curriculum is professionally managed as a core business of education to provide quality education. I have been exposed to various curriculum-management styles that placed teachers in a difficult situation on whether to follow planned or unplanned management processes.

This has had an impact on school performance in terms of results at King Cetshwayo district. This concern about varying schools' performances was a concern for almost all curriculum managers in the district who were part of the workshop and discussions. We were all convinced that the differing curriculum-management styles were the main cause of differing school results or performance. Some managers preferred the planned management processes, while others preferred unplanned management processes.

This observation serves as a major concern demanding an exploration, with the aim of understanding the reasons for the various curriculum-management processes that produce various results. According to, it is important to understand curriculum managers' perspectives or styles if one intends to address any curriculum issue. Perspectives address disciplinary, horizontal, and personal needs. My colleagues had shown uncertainty about the various management styles that seem to produce the various performance outcomes or results. Perspectives are important in guiding the responsibilities of curriculum managers in order for them to interrogate and understand their actions (Mezirow, 1991). This study intends to explore curriculum managers' perspectives on managing the curriculum at schools of King Cetshwayo district.

According to Bush (2013); Hallinger and Murphy (1985), perspectives are defined as a particular way of thinking about activities, that produces actions influenced by one's beliefs/experiences. This suggests that perspectives are important in the management

of any curriculum because they produce actions that may be disciplinary, horizontal, and personal in nature. A study conducted by {Fomunyam:, 2016a #48} on curriculum managers' construction of their perspectives on curriculum management, identifies three types of perspective. These perspectives are disciplinary, horizontal, and personal perspectives. Disciplinary perspectives address the needs of a specific profession.

From the perspectives of discipline, rules are important, everything being driven by prescribed rules (Bush, 2013; Murphy & Shipman, 2003). A good example of a disciplinary perspective is instructional leadership, in which leaders apply strict rules (Berkvens, Van den Akker, & Brugman, 2014). The disciplinary perspective is the opposite of the horizontal perspective. Horizontal perspective positions the community at the centre of curriculum management (Bush, 2015; Hallinger, 2000). The horizontal perspective implies transformational leadership, in which leadership follows a democratic process (Cuban, 1984; Hallinger, 2003). However, what seems to combine both these perspectives is the personal perspective, which addresses individual needs (Bass, 1985; Khoza, 2016b-a). According to Berkvens et al. (2014), the personal perspective is capable of taking horizontal and disciplinary perspectives into action through curriculum activities such as outcomes, objects, or content, time, tools, assessment, community, teaching environment, and teachers' roles.

The task is therefore invested in curriculum managers' perspectives to give disciplinary, horizontal, and personal support, with guidance for teachers who implement the curriculum (Ngubane-Mokiwa & Khoza, 2016). Curriculum managers, in this study, refer to teaching staff, the school management team (SMT), deputy principals, and the principals. The teaching staff manages their subjects; subject heads manage, together with specialization heads, a number of subjects under the guidance of the departmental head. The departmental head manages a group of subjects that falls under his or her department. Deputy principals manage all subjects in the various departments. The principal holds final responsibility for all activities in the school, curriculum management being the core business. This study may be useful to any school management team (SMT) the Department of Education, curriculum developers, curriculum designers, curriculum implementers, curriculum planners, and the community at large, in managing a curriculum.

1.6 The Value of the Study

This research study would be useful and resourceful to academies, departments of education, curriculum managers, curriculum designers, curriculum policymakers, district education officials, circuit managers, educators, and the SMT in their understanding of the dynamics around curriculum management in education, in general. Such managers may respond appropriately to any challenging curriculum-management situation. This study will clarify perspectives on curriculum managers in managing a curriculum. The study has defined curriculum managers' perspectives in depth, to ensure that the study covers understanding of managers' perspectives on thinking that influences actions.

Most literature reviewed focuses on the curriculum managers' perspectives. This will reveal the most suitable perspective to follow to produce good performance. This study used the theoretical framework known as Cultural Historical Activity Theory (CHAT). Activities are based on culture and history; therefore, every activity should be given attention based on the culture and history of the activity to be used. In the light of what might be discovered, education officials should be able to benefit, improving the management crisis in education, and improving the status quo.

1.7 Objectives of the Study

- 1 To explore curriculum managers' perspectives on managing the curriculum at the schools of King Cetshwayo district.
- 2 To understand how curriculum managers, apply perspectives in managing the curriculum at schools of King Cetshwayo district.
- 3 To understand the reasons that inform curriculum managers' perspectives at schools of King Cetshwayo district.

1.8 Research questions of the study

- 1 What are curriculum managers' perspectives on managing the curriculum at schools of King Cetshwayo district?
- 2 How do curriculum managers apply perspectives in managing the curriculum at schools of King Cetshwayo district?
- 3 Why do curriculum managers have a particular perspective on managing the curriculum at schools of King Cetshwayo district?

1.9 Research Design and Methodology

I conducted a research based on exploring curriculum managers' perspectives in managing the curriculum at schools. In conducting the research, I noted that the study required suitable study methods to be used. According to Kothari (2004), the researcher uses research methods during the course of studying the research problems. Meanwhile, in each research paradigm, there were relevant methods applied, so that I could achieve the intended outcomes. Various methods that were used were concerned with the generation of data, analysing the data, and interpreting the data generated.

Moreover, to conduct a study, action was taken, meaning that was engaged in a case study as a method which was suitable for addressing the current identified problems; and also, to address the issues which focused on finding the solutions. According to Christiansen et al. (2010, p. 39), "A document analysis is done by selected participants of the study". Mills (2003) suggests that a document analysis gives an in-depth view of practices, to improve learning outcomes. This would be accomplished through developing a reflective practice; and acquainting the school environment with effective changes, which is the intention of the study.

In this study, participants were sharing their own understanding of their day-to-day practice, and I was also researching my own practice with the aim of transforming and improving the quality of the teaching strategies used by Grade Four teachers who teach English (FAL) in primary schools. Furthermore, the results of the study may be related to other studies conducted in other places whether locally, provincially, or even nationally. Findings may indicate some bias; however, even though the results cannot be generalised, the study will have reliability in similar situations (Bartlett & Burton, 2010).

The research design and methodology direct the researcher to steps and processes on how the research study may achieve its intended goal (Burns & Grove, 2003; Mouton, 1996). According to Kothari (2004), the research design consists of research paradigms and styles that produce sampling methods, data-generation methods, data analysis, trustworthiness, and ethical issues. Each research paradigm has an accompanying method most suitable in helping the researcher achieve intended goals.

These methods describe in detail how the study would be conducted. This study used an interpretive paradigm together with the case study.

1.10 Sampling

Sampling is the recommended method of selecting participants for an intended research study (Christiansen, Bertram, & Land, 2010). According to Cohen-, Manion, and Morrison (2007), sampling is a process of making choices about people in a relevant setting, as participants in research studies. I used the purposive sampling method to select suitable participants for the research study. Purposive sampling is used concurrently with convenience sampling in selecting convenient participants (Baxter-, 2003). Purposive and convenience sampling were the most suitable sampling techniques for the study – I could easily access the targeted participants using efficient techniques (Creswell, 2014).

I targeted eight curriculum managers at two schools in King Cetshwayo district, of which seven were available. I used convenience sampling concurrently with purposive sampling because the convenience sampling allowed me to choose a sample of participants who were conveniently accessible. The study was conducted in two schools as a case study of two schools. The study enabled me to have direct observation of participants, and one-on-one semi-structured interviews (Baxter: & Jack, 2008). The case study had the ability to deal with all the evidence, and with the document review, which provided trustworthiness for the study (Guba: & Lincoln, 1994).

1.11 Data Generation

Data for this research study were generated employing four methods: documents analysis, participant observation, one-on-one(individual)semi-structured interviews, and focus group discussions.

1.11.1 Document review

Document analysis is the data-generation method by which I used appropriate documents. I generated data from the participants' documents as curriculum

managers (Creswell, 2003). Document analysis is a systematic technique for analysis of documents related to a study. This involved both hard copy and electronic (computer-based and Internet-transmitted) material. Documents contain important data on school practices and photographs recorded without the researcher's intervention (Corbin & Strauss, 2015). The documents were regarded as "social facts" which are produced, shared, and used in a socially organised manner (Bowen, 2009b). Documents provided me with vital information and insight into management perspectives and the culture of the school. Documents helped to track changes and development of the school through learner performance.

1.11.2 Participants' observation

A participant observation method was used to generate data through observing the participants' daily practices, actions and behaviour (Yin-, 2013). Participant observation gave me some special time to have face-to-face interaction. I observed the actions of the participants that reflected managers' perspectives as first-hand information.

1.11.3 One-on-one semi-structured interviews

An interview is a formal discussion between the researcher and participant in a different manner from everyday conversation (Christiansen et al., 2010). These were formal conversations in which I had specific information to lead the participant to the answers that were required. I designed questions for my participants. I used the one-on-one semi-structured interview, employing the structured interview with tentative questions. Such questions could be changed during the process of probing for more data, by adding more questions or paraphrasing or rephrasing the questions (Khoza, 2013b-a). I recorded the interviews.

1.11.4 Focus-group discussion

A focus-group discussion is a method of data generation organised to explore curriculum managers' perspectives on their daily practice at the school, and their experiences, as participants in the study research (Guba: & Lincoln, 1994; Kitzinger,

1994). I managed to have one focus-group discussion at one school with four curriculum managers. The focus-group discussion was employed to ensure that this study provided a true reflection of what is taking place at schools. During the process I recorded the discussion. The focus-group discussion addressed the questions which may otherwise have been avoided by participants (Baxter: & Jack, 2008; Creswell, 2014), such as: What rules do you use in managing the curriculum?; When do you manage the curriculum?; or What activities do you involve in managing the curriculum?

1.12 Data Analysis

Data analysis is the range of actions whereby data generated are categorically analysed to give meaning. The qualitative research approach does not gather quantitative data (Creswell, 2014). According to Cohen (2011), qualitative data analysis is interpretation of any data or actions of the participants per their definitions of the situation, noting patterns, themes, categories, and regulations. I used guided analysis because such analysis is flexible with predetermined themes and themes that were generated from the data. Themes and categories were modified through interaction with the data.

1.13 Ethical Considerations

I followed all conditions and regulations with regard to ethical considerations. During the research processes, I ensured that ethical consideration was given important recognition. Schiro (2013) states that ethical issues are the principles to which the researcher should bind him- or herself while the research is being conducted. Samaras (2011) defines ethical issues as the researcher acknowledging the participants' availability in a study. Confidentiality is taken as the number one priority, promoting a right to privacy, as well as honouring the rights to which a human being is entitled. Participants' identity was protected at all times. This ethical acknowledgement encouraged participants' willingness to participate in the study, yielding good results.

Stevens (2013) asserts with Fieser (2016) that ethics may be considered good practice, and a platform on which to make judgements on good conduct. The special letters of permission guaranteed confidentiality, and privacy, in the relationship between myself and participants, in the design of the study, review, and conducting of

the research. I submitted my research proposal to the Researcher Ethic Board (REB) at the University of KwaZulu-Natal for consideration and approval of ethical considerations before the start of selection of the participants, or access to data. I wrote an application to the KwaZulu-Natal Provincial Department Education requesting authority to conduct the study in several schools of the King Cetshwayo district. I also wrote applications to the principals of schools requesting to conduct the study.

I further wrote the informed consent letters to my participants (curriculum managers) asking them to take part in the study. The participants were requested to indicate either agreement or refusal to participate in the study. Participants signed the consent forms. I wrote a communication letter with full information on the study, such as aims, objectives, procedures, and time frames, to give participants clarity for decision-making. Participants' right to participate was voluntary, and withdrawal was also voluntary at any time during the study.

I protected my participants' anonymity and that of their schools, keeping identities confidential. I gave participants details of contacts whom they could contact should their confidentiality be compromised. My ethical duty is central. I respected the integrity of participants in the research project by removing all their identifying details, replacing those details with pseudonyms. Such could protect the participants' confidentiality and trust, and preserve a healthy relationship between myself and the participants.

1.14 Trustworthiness

Holloway (2006) defines trustworthiness as the true value of the facts of the study research. For Streubert and Carpenter (2003), trustworthiness of the research depends on the extent to which it provides best information on the participants' experiences, apart from their theoretical knowledge. Trustworthiness involves the elements of transferability, confirmability, dependability, and credibility.

1.14.1 Transferability

Transferability refers to the situation in which the findings may be applied to other settings and contents (Creswell, 2014). For the purpose of this study transferability was enhanced by organising the findings in such a way that people who read this study would be able to relate to them per their own experiences. As such, they might benefit, and also reflect on their own practices for transferability and credibility. This would

happen only in the context of the relationship between the readers' experiences and their own practices.

1.14.2 Confirmability

Guba and Lincoln (1994) define confirmability as the extent to which findings are objective and free from bias. I ensured confirmability by laying aside my preconceptions about the issue under research; and by seeking more clarity from the participants themselves. This was achieved through document review and one-on-one semi-structured interviews. As I am also a curriculum manager and teacher, I could record the participants' responses to ensure that this challenge was well managed.

1.14.3 Dependability

According to Creswell (2003), this refers to dependability of data. This is the extent to which similar findings could be repeated should the same research methods be simulated using the same participants under similar conditions. For dependability, I shall provide original evidence of data generated from the document analysis, and use direct quotations as recorded. The transcripts of the recorded responses may be provided for quotation. Unless utilised immediately, there is no guarantee that the same methods may yield the same results.

1.14.4 Credibility

Guba and Lincoln (1994) define credibility in qualitative research as the ability of the research study to demonstrate a lengthy period of interview consultation with participants. Such would provide evidence of diligent observation, and triangulation by utilising various sources, methods, and sometimes multiple explorers. To achieve this, the documents were analysed, together with the one-on-one semi-structured interviews. The data were generated during the interview session. The recording device was used to ensure credibility of that the study. I used the notes taking during the interview to check against the recorded voice of the same participant, triangulating them.

1.15 Brief Summary of Chapters

1.15.1 Chapter One: Overview, context, and objectives

This chapter provides the reader with an overview of the study and the motivation for conducting this study. It includes the outline of the title, purpose, research objectives, rationale, trustworthiness, and research questions of the study, as well as its location.

1.15.2 Chapter Two: Literature review and theoretical framework

This chapter reviews the existing international and local literature related to curriculum management and leadership in education. It outlines the various disciplinary, horizontal, and personal perspectives. The chapter presents the nature of a curriculum and its forms. Furthermore, the chapter highlights the cultural historical activity theory (CHAT) with seven principles: tool, actor, object, division of labour, community, rules activities, and outcomes.

1.15.3 Chapter Three: Research design and methodology

This chapter provides a detailed scope of the plan and procedure for generating data that addresses the research questions and attains focused objectives of the study. It indicates that the study is positioned under the interpretive paradigm. I utilise a case-study research design and research style, in which seven curriculum managers from two schools in semi-rural areas were purposively and conveniently selected. Furthermore, this chapter outlines document analysis, the semi-structured interview, participant observation, and focus-group discussion as data-generation methods employed. It also reveals thematic analysis and guided analysis as approaches adopted in this study to analyse the data. Last, it provides the reader with issues of trustworthiness and ethics.

1.15.4 Chapter Four: Data presentation, analysis, and discussions

Chapter Four discusses and presents the data generated through document analysis, participant observation, semi-structured interviews, and focus-group discussions from seven curriculum managers at two schools in King Cetshwayo district. A theoretical frame of reference is used to arrange data into categories that link the participants' views with the theories and literature review. This data presentation also includes

verbatim quotations to ensure participants' voices are heard. This will deepen understanding of curriculum managers' perspectives in managing the curriculum.

1.15.5 Chapter Five: Discussion, summary, conclusion, and recommendations

This chapter summarises the findings obtained from the data presentation. It encompasses the explanations, assertions and patterns that are aligned with the existing literature. It also presents recommendations that emerged from the findings. Moreover, this chapter answers research questions of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter outlined the nature of this study based on its framework which focused on study location, research aims and objectives, research questions, preliminary literature, review on theoretical framework, research and design, with reference to the study. This chapter presents a literature review of studies conducted by other researchers on curriculum managers' perspectives (phenomenon). According to Boote' and Beile (2005), a literature review is defined as the new generated data from a number of research manuscripts. Levy and Ellis (2006) state that, for any academic research, literature reviewing is critical: it uncovers what is already known and has been identified by other scholars on the topic of interest, with the aim of identifying gaps. In identifying the gaps, the literature review may be presented according to the following structures: contextual, chronological, and/or thematic structures (Boote & Beile, 2005).

Contextual structure (literature review) is seen when the literature review is presented in terms of international, national, and local studies. Chronological literature-review structure occurs when the literature review is presented in terms of various years. Furthermore, thematic structure (literature review) appears when one presents one's literature review in terms of identified concepts/themes. Therefore, this chapter uses the thematic structure. The chapter begins by discussing curriculum managers' perspectives, namely their disciplinary, horizontal, and personal (phenomenon) curriculum concepts, curriculum managers' roles, goals, content, or activities, tools, rules, community, and various duties. Figure 2.1 represents the curriculum managers' perspectives at the centre of curriculum concepts to be discussed in detail.

2.1 Curriculum Managers' Perspectives Structure

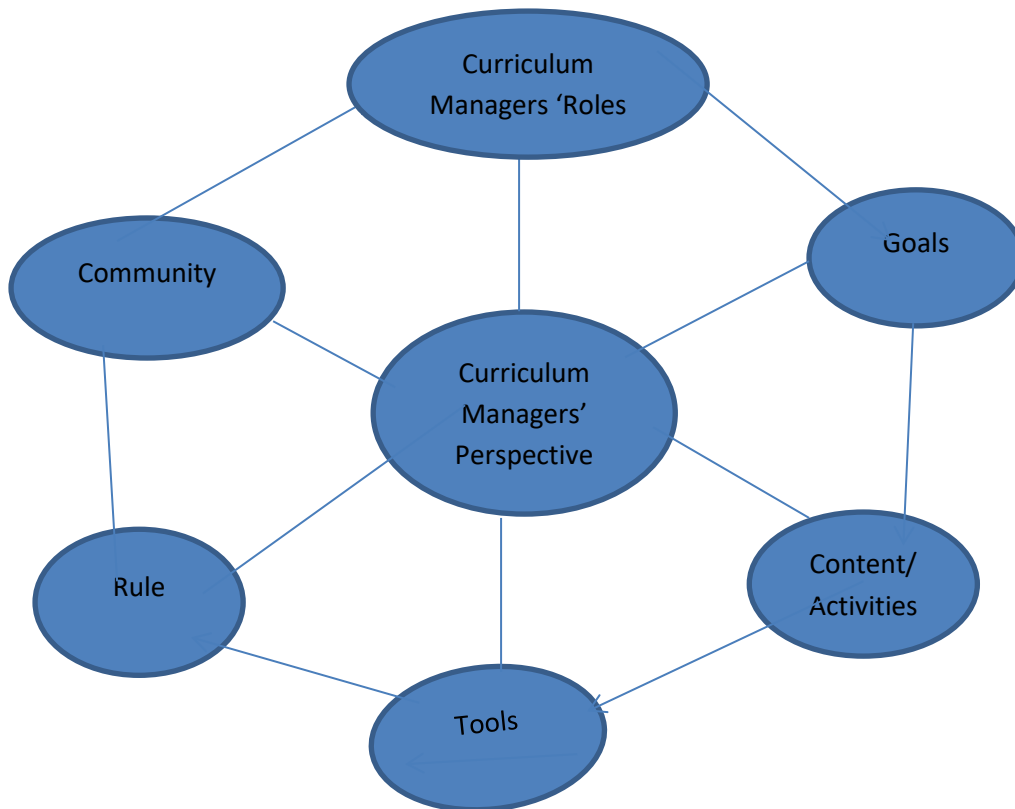


Figure 2.1: Curriculum managers' perspectives structure

2.2 Curriculum Managers' Perspectives (phenomenon)

A curriculum manager's perspective is a particular way of thinking about activities that produce actions influenced by one's beliefs or experiences (Bush, 2013). Khoza (2016b-b) defines curriculum managers' perspectives as the internal cognitive processes that produce actions influenced by ones' identity/experiences. According to Mezirow (1991), curriculum managers' perspectives are important in guiding their responsibilities in order for them to interrogate and understand their actions. A study conducted by Fomunyam (2016b) on curriculum managers' construction of their perspectives on curriculum management, identifies three different perspectives.

These perspectives are the disciplinary, horizontal, and personal perspectives. Perspectives are important in the management of any curriculum because they produce actions that may be disciplinary, horizontal, or personal in nature.

2.2.1 Disciplinary perspective

Disciplinary perspectives address needs of specific professions or disciplines. In disciplinary perspectives, rules are important because everything is driven by prescribed rules (Bush, 2013). An example of the disciplinary perspective is instructional leadership, in which leaders apply rules very strictly. If instructional leaders are teachers, they only teach after they have designed lesson plans with reference to the prescribed curriculum. For example, in South Africa, teachers use the Curriculum and Assessment Policy Statement (CAPS) which was introduced in 2012. In this curriculum, subjects have prescribed content which reflects international standards. This type of curriculum is identified as a performance or collection curriculum (Nkohla, 2017).

Teachers, as curriculum subject managers, need a prescribed curriculum. However, if curriculum managers are principals of schools, they follow other specific policies from the Department of Education over and above the curriculum document (Mpungose, 2018). These policies have specific rules for managing curriculum activities. In South Africa there is a School Management Team (SMT) handbook prescribed for curriculum managers. This handbook states all the curriculum managers' responsibilities. According to this handbook, curriculum managers, such as principals, must have planned supervisory programmes designed for the whole year. When teachers deviate from the rules that are prescribed in the handbook, principals should directly or indirectly criticise them in order to guide them (Khoza, 2016a). It may be easy for teachers to work with these curriculum managers only if they are prepared to follow their instructions.

According to Taylor (2013), the disciplinary perspective is dominated by the cognitive domain which follows a vertical or hierarchical approach. The cognitive domain is used to determine whether or not curriculum managers are successful within the specific discipline, in mastering specific content, instructions, or steps given by their managers (Mpungose, 2018; Ntuli, 2018). Khoza (2016b-b) defines curriculum managers'

perspectives as the internal cognitive processes that produce actions influenced by ones' identity/experiences. In the disciplinary perspective, the vertical process of knowledge of management from lower levels to higher levels is important and encouraged so that managers work according to a specific, planned, linear system(Khoza, 2016b-b). Teachers are therefore not confused about what to do, as instructions are given in a disciplinary and formal manner.

The disciplinary perspective is also defined as a vertical perspective/performance perspective (Bernstein, 1999; Khoza, 2016b-b). The vertical perspective is presented as an upright structure of levels of performance of achievement either for learners or curriculum managers from the lowest to the highest levels. Levels of performance are therefore rated and given different respect as per the six levels of Bloom's taxonomies. In this taxonomy knowledge/understanding is rated from the lowest to highest level. These levels of performance or achievements serve to develop and stimulate the prescribed rules which motivate both curriculum managers and learners to achieve the highest level they can.

This promotes hard work (Berkvens et al., 2014). From the disciplinary perspective, each subject is independent: and has its own subject policy or collection of terminologies, (concepts, theories, language, culture, ideologies, and knowledge) (Morojele, 2018; Shoba, 2018). Subjects are driven by identified content in which all curriculum managers manage the same body of knowledge from the lowest to the highest level of the cognitive domain (Khoza:, 2016a; Vaugham, Nickle, Silovs, & Zimmer, 2011). The disciplinary perspective is the opposite of the horizontal perspective.

2.2.2 Horizontal perspective

The horizontal perspective positions community at the heart of the curriculum-management process (Bush, 2015; Khoza, 2016a; Nkohla, 2017). An example of horizontal perspective is transformational leadership, in which leadership follows a democratic process of leading. Curriculum managers, at principal level, invite teachers to brainstorm in order to generate the rules to be followed by the schools. If the rules are prescribed, they need to be adjusted according to the context of schools (Li & Seale, 2007; Morojele, 2018; Ntuli, 2018). Decisions are influenced by democratic

positions or opinions, which may compromise the prescribed rules. However, in practice, this may be good for addressing the needs of the context of the schools. Under the horizontal perspective, curriculum managers as principals, discuss all the rules at the same level as teachers. This is said to be a horizontal position (Khoza & Mpungose, 2017; Mpungose, 2018; Nkohla, 2017). While a horizontal perspective addresses the needs of societies, it may compromise personal needs.

2.2.3 Personal perspective

The personal perspective is about addressing personal needs by finding one's identity through a horizontal perspective and/or a disciplinary perspective (Khoza, 2016b-b). According to Khoza (2015a); (Mpungose, 2018; Nkohla, 2017); Ntuli (2018), personal perspectives are defined as cognitive-management processes and systems for managing the curriculum which place individual curriculum managers at the centre of management environments in order to find their identities. According to Ntuli (2018), personal perspectives are driven by the subconscious mind, reflecting habitual actions. The personal perspectives of managing a curriculum assist curriculum managers to recognise their strengths and weaknesses when they manage. Knowing such strengths and weaknesses, their personal identity may help them to plan accordingly. The personal perspectives in managing a curriculum promote the alignment between the disciplinary and horizontal perspectives (Khoza, 2014a; Ntuli, 2018). Personal identity is an important influence on the actions of individuals to plan and manage effectively.

According to Killen (2007), personal perspectives of management go beyond schools, extending to awareness of moral and social issues. Curriculum managers' personal perspectives in managing a curriculum include managers' critique of the influence of discipline, social context, and personal values. Fomunyam (2014a) insists that the success of curriculum managers' perspective depends on personal, political, and social elements. A personal perspective includes that curriculum managers express what they encounter in their daily events of managing and teaching. This will accompany contextual factors influenced by political and social issues for transforming management and teaching. Therefore, it is important for any curriculum manager to know his or her identity when applying the appropriate perspective in managing a school curriculum. Such identity may be portrayed as curriculum managers' role in the

management process, which may create a positive and conducive climate for the school.

2.3 The Nature of Curriculum

A curriculum is defined as a management or teaching plan that outlines activities for curriculum managers (Berkvens et al., 2014; Fomunyam, 2014b; Ndlovu, 2017; Ntuli, 2018). A curriculum is also defined as the collective of all subjects that are taught in any learning institution (Kothari, 2004; Levy & Ellis, 2006; Stenhouse, 1975; Ward & McCotter, 2004). According to research conducted by Berkvens et al. (2014); Hoadley and Jansen (2013); Nkohla (2017); Van den Akker et al. (2009a), a curriculum is defined as an organized structure of a body of knowledge for teaching and learning, together with the way to manage and assess accordingly. Nkohla (2017); Taoler (2013)'s idea of curriculum is a written plan of action comprising strategies for attaining educational goals.

Van den Akker et al. (2009a) claim that a curriculum is a plan for learning operating at five levels, namely, the SUPRA (international), the MACRO (national), the MESO (institutional), the MICRO (teacher), and the NANO (learner). Curriculum designers organise a plan of what is to be taught in schools aligning with the international trends (economy, social issues, technology); while national trends are usually influenced by local political imperatives. The institution (school) also should align themselves with both the international and national trends. Curriculum managers must support and develop the teachers and learners towards national and international goals (Van den Akker et al., 2009a). Maring and Prew (2015) add that a curriculum as a system of structures, is a political tool used to transform society and mediate the past and current experiences. Such would be in order to envisage future purpose as a political structure, in which political ideologies are espoused as political vision.

The South African Curriculum and Assessment Policy Statement (CAPS) was introduced in 2012 as a formal curriculum guiding tool for conceptual and operational content (Motshek, 2011). Khoza (2016b-b); Mpungose (2018) identify two types of curriculum in education, namely, the competence, and the performance curriculum. Both curricula are driven by the perspectives at the centre of the management processes or systems surrounded by curriculum concepts. According to Khoza

(2015c), if a curriculum is competence dominated it mostly applies the horizontal perspective.

2.3.1. The competence curriculum

Khoza (2015c); Nkohla (2017) describe knowledge as the competence type of curriculum, as horizontally generated from identified sources or local, known sources. Curriculum management is dominated or focused on speaking abilities, through societal ideas or opinions and local general knowledge for which it is not necessary to have writing skills. For this reason, competence curriculum management is mostly not based on the vertical hierarchy of levels of cognitive domain, but on what learners have managed to achieve, irrespective of exclusion of international standards (Dlamini, 2018; Khoza & Mpungose, 2018a; Nkohla, 2017; Shoba, 2018). The competence curriculum, like the horizontal perspective, promotes the skills knowledge that comes from general knowledge and people's opinions as everyday knowledge that inculcated into one's ideology (Biggs, 2011; Fomunyam, 2014b; Lee, 2007; Nkohla, 2017). A competence curriculum improves confidence and at the same time develops a positive attitude in those seen to achieve more measurable outcomes than others (Bernstein, 1999; Holloway, 2006; Khoza, 2015c). Curriculum managers are credited by learners' achievement of outcomes, unlike performance curriculum, which is based on objectives.

2.3.2. The performance curriculum

However, the CAPS curriculum is dominated by performance concepts. It is driven by the disciplinary perspective because it is factual in nature (Davids, 2016; Govender & Khoza, 2017; Khoza, 2016b-b; Morojele, 2018; Nkohla, 2017; Van den Akker, Fasoglio, & Mulder, 2010). Hoadley and Jansen (2013) suggest that the performance curriculum knowledge is prescribed from international standards. On the management processes of curriculum performance, Hoadley and Jansen (2013) emphasise that adherence to the prescribed policy is key to meeting international standards. Such a curriculum operates hierarchically according to the guide, falling into successive levels or layers. This affirms the findings indicated by Bernstein, together with Bloom (1975), that learning performance is hierarchically designed, coherent, and explicit, with a systematically principled structure. Such a curriculum approach follows the disciplinary perspective discourse (Bernstein, 1999) which gives greater privilege to the cognitive

domain (Khoza, 2015c; Nkohla, 2017; Shoba, 2018). The hierarchy of cognitive domain consists of six successive levels, which will be discussed in more detail under the concepts to follow.

A performance curriculum refers to a system or hierarchy under which curriculum managers are managing teachers and learners. Curriculum managers should bear in mind that management is a process covering arrange of levels of developmental stages (Nkohla, 2017; Van den Akker et al., 2010). Managers should plan in line with the performance to produce teachers and learners to move up into the higher-order stages of synthesis and evaluation (Kennedy, 2006). Curriculum managers should therefore be well equipped regarding the learning levels when managing a performance curriculum effectively. A performance curriculum focuses on high levels of understanding with precise content and sequenced formal school knowledge (Dlamini, 2018; Kennedy, Hyland, & Ryan, 2009; Nkohla, 2017; Van den Akker et al., 2010).

Thus, the performance curriculum places higher commitment and accountability on the shoulders of management and teachers. This encourages international knowledge and the collection of knowledge to ensure that all basic knowledge is imparted (Bernstein, 1999). There are firm distributive rules regulating access, transformation, and evaluation of knowledge for the performance curriculum in which time, space, and knowledge teachers are the main agents. Curriculum managers ensure that rules are followed (Nkohla, 2017; Shoba, 2018). Curriculum managers should therefore first understand all curricula that underpin their performance curriculum before curriculum-management implementation processes may be fully expressed.

Understanding of and identified perspectives applied in managing the curriculum are driven by personal, horizontal, or disciplinary needs. This increases opportunities for achieving a positive competence curriculum. There is an appropriate alignment between the performance curriculum and competence/implemented curriculum (Cobongela, 2018; Khoza, 2013b-b; Mpungose, 2018; Nkohla, 2017; Valli, 1992). Curriculum managers should play a clear role of influence in managing the curriculum to ensure that the school is well managed.

2.4 Curriculum Manager's Role when Managing Curriculum

Studies on perspectives identify the manager's role as one of the important management concepts. A manager is defined as a character of influence or a person who leads an institution of education (Biggs, 2011; Mpungose, 2018; Nkohla, 2017; Shoba, 2018). These studies outline that the manager's role is divided into facilitation, instruction, assessor, and researcher. Roles are duties of managers in managing a curriculum. Curriculum managers play the facilitator, instructor, researcher, and assessor roles.

Studies of the curriculum managers' role in the management and teaching process in schools, explain that schools are considered institutions of learning and teaching requiring curriculum management (Davids, 2016; Fomunyam, 2014b; Khoza, 2013a; Morojele, 2018; Mpungose, 2018; Nkohla, 2017). These studies explain that transformative curriculum management is influenced by the managers' role. The curriculum managers' role changes as the role itself alters. Ramsden asserts that effective management is all about bringing change and providing light to the teachers on expectations required. This is dependent on the roles of the curriculum managers who are important in the management and teaching process (Fomunyam, 2014b; Fullan, 1994; Ngubane-Mokiwa & Khoza, 2016).

2.4.1. The Curriculum manager as an instructor

The instruction on management is given to teachers (Fomunyam, 2014a; Ngubane-Mokiwa & Khoza, 2016; Ramsden, 2003). The curriculum manager, as an instructor, applies the strict rules of the policy to instruct teachers on steps to be followed as a curriculum manager about steps to be followed as management--plan process. If a curriculum manager's role is an instructor, he or she applies a disciplinary perspective in managing the curriculum (Bangs & MacBeath, 2012; Khoza & Mpungose, 2017; Shah, 2017). Managers' instructions are non-negotiable in nature. An instruction may be given in the form of a presentation of a curriculum management programme, with an action plan per time frames. Kanu and Glor (2006) identify this curriculum management role as "soul-less standardisation of education in curriculum management activities to ensure that higher performance is achieved". This means that any instructions given should be adhere to regardless of any valid reason may be

understood. In other words, curriculum managers as an instructor should be aware of their instructions should be done under any circumstances may prevail. For example, learners' results must be issued no matter what has happened to any curriculum management officials or anything. The curriculum manager needs to prepare thoroughly when to give instructions to teachers in the form of presenting a curriculum-management plan from policies (Mabuza, 2018; Nkohla, 2017; Ntuli, 2018).

There are two forms of instruction used by instructors, namely written and verbal presentation of instructions (Babbie, 2012b; Khoza & Mpungose, 2018a; Mabuza, 2018; Shoba, 2018). Written instruction may be in the form of an instruction book, year plan, management programmes, attendance registers, and a programme of assessment, in which instructions are written to the departmental heads in an orderly manner. This form of instruction circulates to all targets: each person must append a signature after reading the instruction, showing commitment. The instructor role of curriculum managers is driven by the specific content of management from the above indicated sources (Cobongela, 2018; Khoza, 2015c; Mabuza, 2018; Shoba, 2018).

The verbal presentation is conducted by a delegated manager, providing urgent information for an action deduced from the main plans. The instruction is presented directly to the target group or individual: and a hard copy of the presented instruction may be available (Khoza, 2015c; Khoza & Mpungose, 2018a; Van den Akker et al., 2010). Instructions should be mandated by a prescribed policy. This is unlike a facilitator role in which rules are compromised by discussing the policy; and the decision is taken through a principle of consensus (Babbie, 2012b; Hoadley & Jansen, 2013; Ntuli, 2018)

2.4.2 The Curriculum manager as a facilitator

Staff meetings are held in which curriculum managers play a facilitating role, guiding the meeting to run with professionalism, and mutual respect (Biggs, 2011). Meeting resolutions are taken as the framework/guide for the curriculum managers. Resolutions produce a competence curriculum (Fomunyam, 2016a; Khoza, 2015b; Makumane, 2018). The curriculum manager's role as facilitator is driven by a horizontal perspective, in which the manager's role is influenced by societal factors.

The manager plays various roles such as motivational, counselling, pastoral, and parental roles (Nkohla, 2017; Van den Akker et al., 2010). This seems to be the dominating curriculum, in which most people are driven by opinions and democratic principles in decision making. People are not being restricted by confines, rules, or prescribed content. The facilitator role is based on posing a problem and facilitating the process of solving a problem using opinions or ideas, not a given content. However, the curriculum manager's role as an assessor is driven by disciplinary factors.

2.4.3. The curriculum manager as an assessor

Curriculum managers sometimes play the role of an assessor in which programmes of assessment are produced from the assessment policy (Motshek, 2011). Curriculum managers should play a role as an assessor in moderating question papers for any form of assessment. Curriculum managers should be able to identify any irregularities from the assessment task, also playing a moderator role during assessment (Ntuli, 2018; Shoba, 2018). The moderation role ensures and enforces credibility of assessment which curriculum managers should undertake when managing a curriculum in schools, for best results (Hoadley & Jansen, 2013; Mabuza, 2018; Motshek, 2011; Ntuli, 2018). Curriculum managers' role as moderators is at the centre of assessment as moderation is divided into pre-moderation, and post-moderation. The curriculum manager, as an assessor, is driven by the personal perspective.

A curriculum manager has to check the quality of the assessment questions, and the moderation, which is conducted after the assessment has been completed. This validates the consistency and accuracy (Khoza, 2015b; Mabuza, 2018; Taylor, 2013; Van den Akker et al., 2010). A curriculum manager has to moderate curriculum coverage as per assessment policy (Khuzwyo, 2018; Motshek, 2011). The curriculum manager has to moderate all forms of assessment and approve them, endorsing such with a school stamp and a signature as an official document. Assessment may be reflecting either a horizontal or disciplinary perspective. The South African Curriculum Assessment Policy Statement (CAPS) document gives a guide to the breakdown of the number of tasks to be written per term/year for formal and informal tasks. Curriculum managers must produce an annual assessment management plan with

time frames. This means that an assessment management plan becomes a professional tool to control time management.

2.4.4. The curriculum manager as a researcher

The researcher role of a curriculum manager is about personal, special development in which one regards himself or herself as a lifelong learner, to broaden management skills. Curriculum managers need to conduct research on the legal constitution of the country, and laws that govern schools and curriculum policies. In this way, managers are able to give appropriate rules to be applied during management and teaching (Khoza, 2016a; Khuzwyo, 2018; Mabuza, 2018; Taylor, 1911). Curriculum managers have to observe how they and teachers have applied rules in their practice, through understanding their identity. The curriculum manager's role as a researcher takes a disciplinary perspective on research. This is an essential attribute for curriculum managers. The curriculum manager's role is driven by goals to be achieved or targeted (Babbie, 2012b; Khoza, 2015c; Mabuza, 2018). Any role played by a curriculum manager has intended goals to be achieved.

2.5 Managers' Goals in Managing the Curriculum

A goal is defined as the ultimate intention of conducting activity that drives the motive of commitment to achieving a personal, educational vision (Nkohla, 2017). According to Khoza (2013b-b), the word goal is defined as the state of affairs that a plan is intended to achieve; and that, when achieved, behavior intended to achieve it is terminated. Day and Tosay (2011) define goals as the targeted achievement that gives determination, effort, or ambition directed to the intended destination of a journey or end result towards which the behavior is consciously directed. The goals justify the means (Mabuza, 2018). Ennis (1994) further articulates that educational goals reflect diverse curricular value orientations.

According to Berkvens et al. (2014), goals are indicative of social values and the subject taught, as what is worth learning by the learner. Goals give education direction and focus for vertical, horizontal, and personal values and the subject taught. When curriculum managers are clear about the goals that drive their curriculum management processes, they are able to stay focused and remain aware of the actions that may

derail the intended curriculum. Nkohla (2017) explains that goals are divided into aims, objectives, and outcomes. This is demonstrated in Figure 2.5 below, which combines the goals with three propositions, how they (propositions) correlate aims, objectives, and learning outcomes. The diagram that follows represents the goals outlined with perspectives: The centre of the diagram is the goals, divided into three parts: aims (personal perspectives), objectives (disciplinary perspectives), and outcomes (horizontal perspectives).

Personal perspectives (aims) is placed at the top of the triangle in the diagram to represent being in charge or in control of the whole diagram. Horizontal perspectives (outcomes), and disciplinary perspectives (objectives) are placed at the bottom of the diagram to represent the standing point or platform of the diagram or representing the position of the horizontal or disciplinary features that drive their perspectives. The horizontal perspective is placed on the bottom right hand of the diagram; representing that most curriculum managers are driven by the horizontal perspective which is following a competence curriculum. The right hand is mostly used by the majority, who represent the democratic principles or horizontal perspectives. The objectives or disciplinary perspectives placed at the bottom left hand of the diagram represent the few curriculum managers who are driven by disciplinary perspectives, following the performance curriculum. The disciplinary perspective is driven by the prescribed rules or content with the sources of reference. This is represented on the left-hand side and this perspective is used by the minority of curriculum managers.

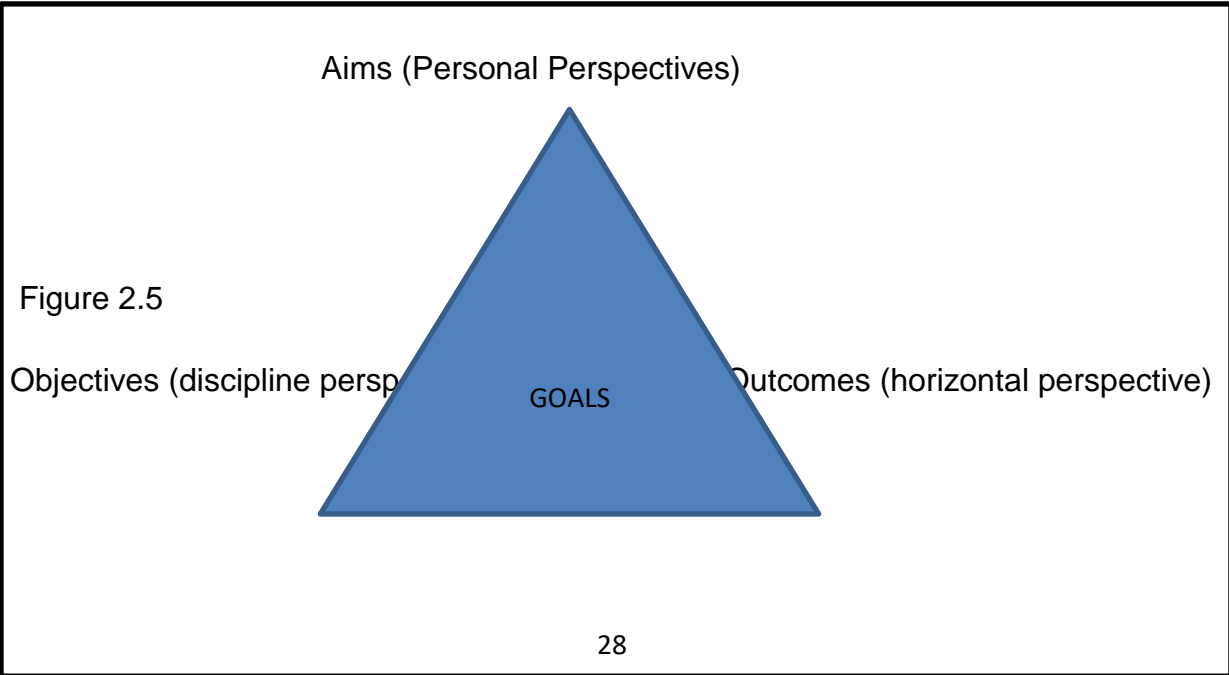


Figure 2.2: Goals shown with alignment of three propositions: aims, objectives, and learning outcomes

An aim, in this study, is defined as a long-term intention based on curriculum managers' perspectives (Bernstein, 1999; Khoza, 2016b-b). Aims are defined as an overall statement of intention for curriculum management (Kennedy, 2006; Nkohla, 2017). According to these studies, aims are essential in implementing a curriculum as they outline and anticipate the end product. Aims are a personal perspective as an aim drives any action of a curriculum manager to achieve targets for each term of the year. Khoza (2015c) explains that CAPS present a clear outline of aims, objectives, and outcomes. However, these are presented in such a way that curriculum managers do not understand them. Curriculum managers think that their subjects do not have aims. According to Saban and Yildizli (2017), aims have a two-fold dimension: conceptual and operational aims orientation dimensions. Management/conceptual or teaching/operational goal orientation motivates teachers to learn, attain, and use new skills in order to teach various content skills.

Curriculum managers have a positive attitude towards management activities, using effective management methods to assess or teach writing and speaking skills. Curriculum managers with performance-goal orientation constantly compare themselves with others in the curriculum-management process and review their success. In other words, thinking about aims first grounds management practices. This positions curriculum managers as thinkers who can scrutinise aims before they manage/teach. Thinking and contemplating their aims becomes a resource to develop the curriculum management skills, such as communication and speaking skills. In this way, curriculum-managers develop self-identity on how to manage the curriculum.

However, curriculum managers may decide to avoid aims for fear of failure or incompetence (Fomunyam, 2016a; Makoe, 2014; Shoba, 2018; Van den Akker et al., 2010). This lack of development of aims may have a negative impact in learner performance in subject content taught. When teachers ignore aims, they deny learners' personal needs, not developing the interpersonal skills.

Curriculum managers' aims are clearly outlined. One aim of curriculum management is to ensure that teachers acquire and apply knowledge and impart skills in such a way that this becomes meaningful or educative to them. In this regard, the curriculum is designed to promote knowledge in society, while being sensitive to the global imperative. The aim may be considered broad, and it applies across all subjects of the curriculum adopted by the institution. A lack of clear aim layout in CAPS may lead to ineffective curriculum management, curriculum managers not having clear direction on curriculum goals. The discovery by Khoza (2015c); Mabuza (2018) suggests that there is a need for curriculum managers' workshops when it comes to understanding their subjects' curriculum aims, objectives, and outcomes.

Workshops can combine both the horizontal and disciplinary perspectives, while objectives are a short-term intention with specific plans/steps to achieve a goal (Ntuli, 2018). Nkohlhla (2017) articulates that both aim and objectives indicate the intentions of curriculum managers on anticipated outcomes of teachers to impart skills for quality education (Kennedy, 2006) and (Khoza & Mpungose, 2018a). Aims and objectives are given more power in a performance curriculum (Hoadley & Jansen, 2013). Objectives are in line with a disciplinary perspective, which is driven by a strictly prescribed plan. Steps must be mastered in order to obtain specific content for achieving the set objective. Objectives stem directly from the aims, and are the statements of specific steps a curriculum takes towards achieving the intended goals.

Objectives are the statements that outline what teachers expect learners to learn (Nkohlhla, 2017; Ntuli, 2018). According to Kennedy (2006), the problem with objectives is that they can sometimes be difficult to differentiate from outcomes. Objectives is a word frequently referring to that which curriculum managers intend to do. At other times, the word objective refers to what curriculum managers expect from the learners. Nonetheless, Khoza argues that there is a distinction to be noted. The objectives of the curriculum are curriculum-manager centered, while outcomes are learner centered.

Objectives are outlined for the curriculum managers, directing them towards content to be taught. Berkvens et al. (2014) states that aims and objectives regulate actions on the content of subjects. Objectives ensure proper alignment of the curriculum-management methods, assessment, and learning activities. Objectives guide and lead

the curriculum managers to follow the steps laid down. When presenting subject content in a lesson there must be a systematic, logical plan to follow (Khoza, 2016b-b; Van den Akker et al., 2010). According to Khoza and Manik (2015), if teaching is not planned according to specific objectives as understood by the learners, lessons are unsuccessful. The same goes for CAPS, in which one of the objectives in curriculum management is to “develop a critical awareness of how curriculum management is used in horizontal, environmental, cultural and economic relations”. This implies that a curriculum manager’s intention is that his learners would become increasingly aware of content, in line with objectives.

For curriculum managers effectively to manage the curriculum they ought to understand the objectives aligned with their subjects. Learning outcomes are defined as statements of what is expected of the learners. These outcomes indicate skills and knowledge that learners ought to be able to demonstrate through an assessment process (Babbie, 2012b; Mabuza, 2018; Mpungose, 2018). Outcomes are designed for learners, and are thus more important in a learner-centered approach (Babbie, 2012b; Morojele, 2018; Ntuli, 2018). Learning outcomes are described by Nkohla (2017) as what the curriculum managers are expected to know, understand, and be able to do at the end of their teaching and management period. Outcomes are given a dominating space in the competence or horizontal curriculum (Khoza, 2015b; Nkohla, 2017).

In CAPS, the basic curriculum-management skills to be taught include counting, measuring, problem solving, logical thinking and decision-making. This implies that there are numeracy skills as outcomes which learners are expected to use in their day-to-day lives. Research stresses that prescribed learning outcomes are the fundamental concern of curriculum managers. Teaching concepts in Grade Four lay the foundations for understanding material developed at each subsequent grade (Morojele, 2018; Nkohla, 2017). The hierarchical cognitive development of the learners occurs in relation to age, as higher grades involve higher levels of learner maturity.

Studies highlight that learning outcomes should reflect hierarchical cognitive development of the learners; hence the use of Bloom’s taxonomy. The cognitive domain is dominant in writing the learning outcomes, as it provides the key verbs for writing learning outcomes. According to literature, learning outcomes are categorised

into six classes, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation (Berkvens et al., 2014; Khoza, 2013a; Morojele, 2018; Nkohla, 2017; Ntuli, 2018). In addition, Khoza (2015c) states that the key verbs are also helpful in the structure of assessment questions. According to Bloom (1975) taxonomy of educational objectives, learning outcomes relate to skills, knowledge, and attitudes (Buthelezi, 2017; Khoza, 2016b-b; Ndlovu, 2017; Shoba, 2018). Knowledge therefore guides the design processes of learning outcomes, in order to develop positive attitudes.

Moreover, there are allocated key words for each of these indicated levels, as given below. In creating or developing meaningful learning outcomes key words ensure logic of thinking and the ability of each learner (Khoza, 2015b; Mabuza, 2018; Mpungose, 2018; Ntuli, 2018). These levels cater for the horizontal needs of all learners with various cognitive abilities. Van den Akker et al. (2010), as well Khoza (2016a); Mpungose (2018) assert that most needs of learners are catered to in Level One. Key words used include defines, describes, identifies, knows, labels, lists, matches, in order to remember the concepts. Key words used for Level Two are for understanding verbs such as: gives examples, converts, understands, defends, estimates, and explains. Level Three is for application. Words used are applies, changes, composes, constructs, demonstrates, and discovers. In Level Four, learners are expected to analyse, breakdown, compare, contrast, and differentiate. Level Five refers to evaluation: key words used include, appraises, compares, concludes, contrasts, criticises, critiques, defends and describes. Last, there is creation, which includes key words at Level Six: categorises, combines, compiles, composes, creates, devises, designs, explains, generates, and modifies. This is shown in Figure 2.6, below.

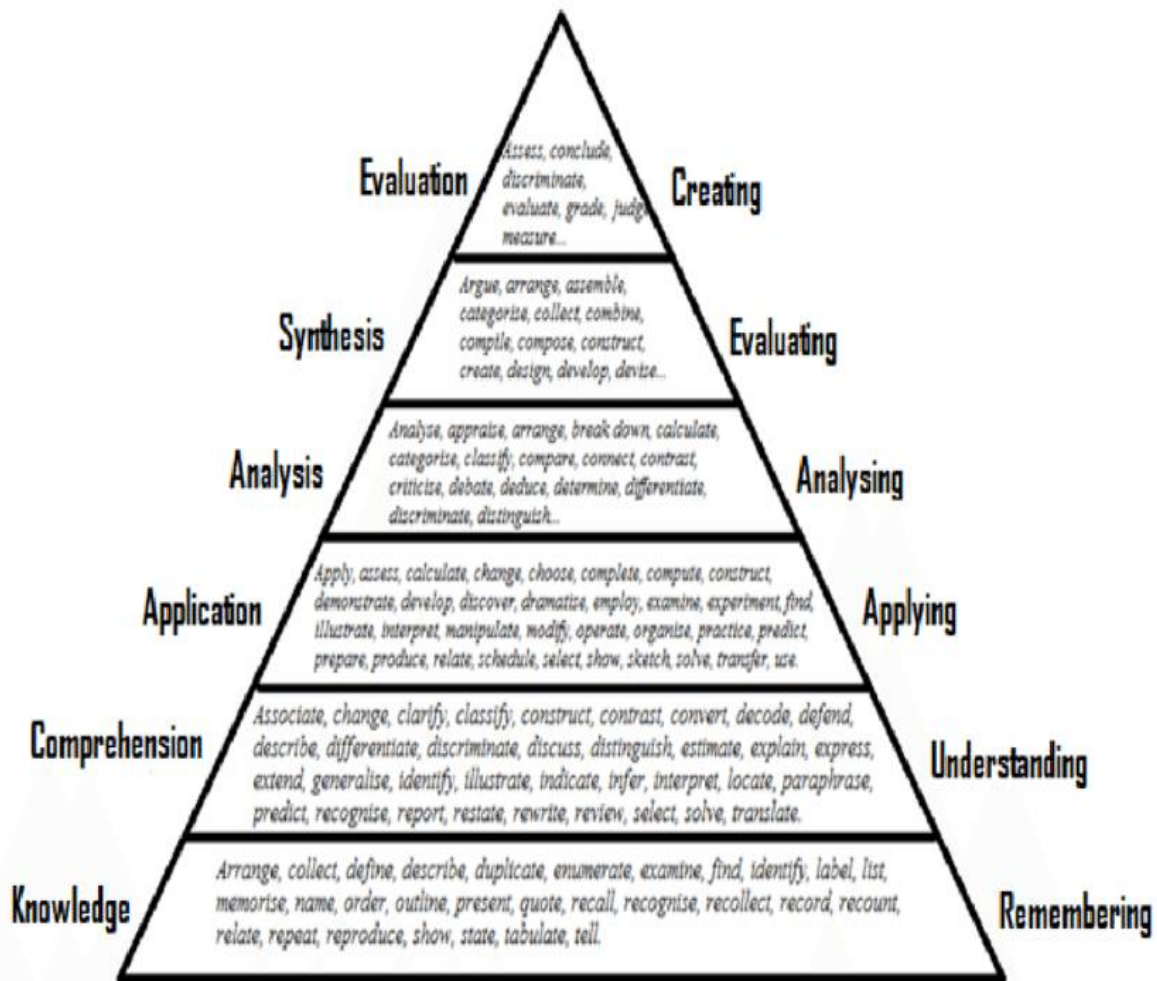


Figure 2.3: Benjamin Bloom’s cognitive levels of outcomes (Khoza, 2016b-b, p. 109)

This taxonomy articulates all levels in order to move from a low order, to a middle order and then to a higher-order thinking level on horizontal needs (Khoza, 2013b-b; Morojele, 2018; Ntuli, 2018). Curriculum management is affected when aims, objectives, as well as learning outcomes are clearly stated on the use of curriculum-management systems. This ensures proper management of any curriculum through curriculum-management systems and learning activities (Mpungose, 2018; Ntuli, 2018; Shoba, 2018). The above discussion on goals with its propositions indicates that without goals in place during the curriculum-management planning processes, there will be no justice. Goals may therefore be referred to as the driving force of actions of a curriculum-management process.

Thus, goals are linked to curriculum-management content and activities through the systems of management application of relevant particular perspectives in managing the curriculum. The learning outcomes relate to three domains of learning: affective, psychomotor, and cognitive domains. According to Bloom (1975); Kennedy et al. (2009), when curriculum managers teach language skills, learning outcomes should respond to the three domains of learning outcomes. Learning outcomes facilitate the speaking skills in response to learners' personal needs (the ability to use the speaking skill to engage in private conversation and express feelings). Curriculum managers create platforms on which to use speaking skills for horizontal interaction (psychomotor). Therefore, learning outcomes should address this aspect in order for learners to demonstrate the ability to express themselves through socialising competence.

Bloom's taxonomy (Figure 2.6) assists curriculum managers to manage teaching and learning activities focusing on levels of performance as outlined in the cognitive learning outcomes. This enables curriculum managers to manage assessment aligned with the standard outlined in CAPS. CAPS, however, does not provide specific management activities, but only provides the number of assessment tasks per term, both informal and formal. Curriculum managers should design their own management tools based on the subject.

The cognitive levels of learning outcomes drive, encourage, and also help curriculum managers to organise curriculum-management systems to align the hierarchical order in managing the curriculum (Berkvens et al., 2014; Mpungose, 2018; Nkohla, 2017). Therefore, properly articulated aims and objectives make it easier for curriculum managers to attain the curriculum-management learning outcomes when teaching is taking place. Learners should be able to know and explain what they did not know before the learning process took place. Knowledge does not solely imply understanding the theory. It also encompasses being able to demonstrate what learners could not demonstrate before the learning process (Nkohla, 2017; Van den Akker et al., 2010). The curriculum management and teaching goals were emphasised clearly in the studies, debating on the curricular archetypes (spider-web concepts) by Ntuli (2018); Van den Akker et al. (2009a). Through the use of the curriculum concepts and the management of the content, the teaching goals are achieved in the process

of teaching and learning (Mpungose, 2018; Ntuli, 2018). Furthermore, curriculum managers play an important role in ensuring that quality teaching and learning is taking place in schools. The CAPS document aims are based more on the implementation of the instructional role to be performed by the curriculum manager as an instructor. Goals are at the centre of curriculum management, and drive all actions of any activities via a specific content, to be delivered for set goals to be achieved (Opie, 2004; Schiro, 2013). Goals are driven by content based on the curriculum.

2.6 Curriculum Managers' Content

Curriculum-management content is what is prescribed in the policy documents to be followed by the curriculum implementers/enactors (Khoza & Mpungose, 2018a). Studies have concluded that curriculum managers' content falls into two main categories, (see studies conducted by Berkvens et al. (2014); Fomunyan (2016a); Morojele (2018), which categorise content into conceptual content and operational content). Conceptual content is the content required at the planning level of the curriculum. Such content is driven by the organisational vision and mission statement. According to Khoza (2016b-b), curriculum vision and mission are divided into personal, disciplinary, and horizontal processes.

Organisations may therefore be driven by personal, disciplinary, or horizontal/disciplinary processes. The KwaZulu-Natal Department of Basic Education (KZNDBE) has issued prescribed guidelines for schools' vision and mission statements, to fall in line with the KZNDBE vision "A well-educated, skilled, and highly developed citizenry". The mission statement is "To provide equitable access to quality education for the people of KwaZulu-Natal" (Mchunu, 2011). The values of the KZNDBE prescribed are the following: honesty, caring, empathy, professionalism, integrity, fairness, excellence, and teamwork (Mchunu, 2011). For example, in South Africa, the Mningi High school vision and mission aspires to "Seek Education First". This vision with mission is driven by disciplinary processes, because education is one of the disciplines that produces specific rules for curriculum managers.

This institution declares that schools must follow certain specific rules to address their disciplinary needs. Another example is the University of KwaZulu-Natal in South Africa whose vision and mission is "To be the premier university of African scholarship". This

is driven by personal processes because it combines both disciplinary and horizontal processes, according to the needs of the institution (Fomunyam, 2016a; Mpungose, 2018; Shoba, 2018). Personal needs is a research-driven process that brings about interrogation of horizontal needs and disciplinary needs in order for the institution to find and understand its own identity (Campell & Yeung, 1991; Khoza, 2016a).

Curriculum managers should be proactive, being responsible for the creation and maintenance of vision and mission statements (Kemp & Dwyer, 2003; Stokely, 2004; Stovely & Bontis, 2002). After the staff (teachers, administrative personnel and support staff) adoption of vision and mission of the school, they personalize such to achieve the overall goals of the school (Stovely & Bontis, 2002). Vision and mission statements for the school can serve as a powerful vehicle to help achieve shared understanding and support from motivated teachers for the school's strategic road map (Campbell, 1997; Stokely, 2004). Several studies suggest that the vision and mission of a school can impact positively on curriculum managers and staff performance. Such vision provides a high level of commitment of the curriculum managers and staff, shaping their behavior in line with the school's objectives (Bart, Bontis, & Tagger, 2001; Campbell, 1997; Collins & Porras, 1996). Vision and mission are implemented or enacted through identified organisational objectives.

The operational content is the lower level of the conceptual content in which curriculum managers put the vision and mission into practice through the identified objectives (Makumane, 2018; Ntuli, 2018). A study conducted by Taba and Taba (1962) on teachers' implementation of vision, concluded that effective process of implementing a vision is when objectives are constructed according to disciplinary, horizontal, and personal needs. Objectives are powerful enough to influence the vision in order to represent differing needs. For example, the University of KwaZulu-Natal's objectives are "to promote high quality research, excellent teaching and learning and responsible community engagement", applying the disciplinary perspective. Therefore, curriculum managers should be able to combine the two types of content to bring about one identity. This study outlines three sections of the English language as subject content.

2.7. The Individual Subject Content/English Language

Individual subject content is a list of three language sections prescribed for individual subjects in a case study (Sookrajh, 1999). A case study conducted by Shoba (2018); Sookrajh (1999) on the content of English language concluded that there are certain main sections that must be covered in the teaching of English. These sections are language grammar, literature, and creative writing. Each section should be taught to master language grammar's formal English prescribed rules (Phutudi, 2014). Language grammar is defined as the section of English which focuses on formal prescribed grammatical rules; this would include sentence construction, parts of speech, plurals, and tenses. Reading, writing, and comprehension skills display the level of language rules inculcated (Lutrin & Pincus, 2007; Sookrajh, 1998).

Language grammatical rules stipulate prescribed word order when constructing the formal sentence. The sentence may have three parts, namely, subject (noun and possibly pronoun), predicate/verb (doing word), and object (receiver of the action). A simple sentence: The teacher teaches learners, is given in plural form as: The teachers teach learners. The various parts of speech are most important building blocks in learning a language like English. The plural form has an influence on sentence construction. The language grammar section addresses the disciplinary needs, as language grammatical rules should be mastered by learners.

The literature section of a language includes fiction (novels, and short stories), non-fiction, drama (plays), poetry, and visual literacy (Lutrin & Pincus, 2007; Shoba, 2018; Sookrajh, 1995). The literature section involves various genre. In a novel, the author draws characters that entertain the readers/learners. This language section addresses horizontal needs. The creative-writing section demands the writing of essays, letters, and transactional writing, which addresses personal needs. In the teaching of English as language, one should be teaching all three language sections in order to address disciplinary, horizontal, and personal needs, respectively. However, a study conducted by Khoza (2016b-b) on curriculum managers' strategies, concluded that certain tools are key to driving content, if aligned with disciplinary, horizontal, and personal processes.

2.8 The Curriculum Managers' Tools

Such tools are defined as anything that assists in order for learning and teaching to take place (Khoza, 2015a; Saban & Yildizli, 2017). Tools are divided into three types in education. Khoza identifies the hard-ware (any tool/machine, used in education), soft-ware (any material used in conjunction with the machine to carry/display information) and ideological-ware (activities that we cannot see and touch in education, such as theories). Ideological-ware should drive any lesson in education because learning is about this division of tools (Budden, 2017b).

2.8.1 The hardware (HW) tools

Khoza (2013a) defines hardware tools as machines, resources, and objects such as videos, audio recorders, radios, computers, televisions, and overhead projectors used to teach. When teachers use hardware tools, they demonstrate knowledge (cognitive experiences) of how to operate and manipulate various components of machines, in order to teach (Budden, 2017b; Ndlovu, 2017). Hardware tools are used in line with policy stipulations that curriculum managers should organise, manage, and effectively use tools in order to deliver learning outcomes envisioned in the curriculum (Budden, 2017b; Khoza, 2013b-b). The expectation is that curriculum managers develop teaching objectives in line with relevant hardware tools in order to teach speaking skills, using their cognitive experiences. Curriculum managers should draw from their professional experiences to identify and judge the quality of tools, in order to align them with standards of teaching and learning set for speaking. Curriculum managers use professional/cognitive knowledge to identify the type of tools (hardware) relevant to teaching speaking. Professional experiences are considered important as they influence teachers to carefully select tools and enhance learners' spontaneity in the performance of speaking. Khoza- (2012) recommends the development of professional knowledge through staff training on the use of hardware tools to produce facilitators/teachers with competences to teach, using such. Teachers' capacity to organise and stimulate teaching will rely on using hardware tools (Budden, 2017b; Khoza, 2015d; Morojele, 2018; Ndlovu, 2017).

2.8.2 The software (SW) tools

Software tools are any materials used in conjunction with hardware tools to carry information (Khoza, 2013a; Morojele, 2018). Nkohla (2017) refers to software tools as multimedia with the potential to motivate second-language learners in English language classrooms. Multimedia promotes interactive application of software that integrates text, colour, graphics, images, animation, and audio sound and full motion videos in a single application (Czerniewicz & Brown, 2014; Khoza-, 2012; Nkohla, 2017; Pather, 2017). When teachers use these software tools, they provide learners with opportunities to use complex multi-sensory learning experiences. In this way learners explore the outside world using speaking skills (Khoza, 2013b-b; Van den Akker et al., 2009a).

Khoza- (2012) professes that software tools influence learners to enjoy communication in a social space, with the intention to socialise and entertain one another, rather than learning with others. Learners may benefit personally from using soft-ware tools: learners are able to construct social knowledge; there may be a negative to teaching with tools. The use of software tools may have positive outcomes for learners. To teaching entirely on social learning experiences may compromise teachers' professional position on how to use such tools (Fomunyam, 2014a; Khoza-, 2012; Khoza & Mpungose, 2018a; Shoba, 2018)

2.8.3 The ideological-ware (IW) tools

Ideological-ware is defined as tools/resources or activities for teaching that we cannot see and touch (Amory, 2010; Budden, 2017b; Khoza, 2015b; Mabuza, 2018). These include teaching and learning theories, ideas, beliefs, experiences, as well as learning and teaching methods. Such tools partly reflect personal identity influenced by family, educational background, and context (Budden, 2017b; Khoza & Manik, 2015; Ndlovu, 2017; Shoba, 2018). Other studies (Brown & Nation, 1997; Budden, 2017b; Khoza, 2013b-b) posit that ideological-ware tools drive all educational activities (lessons, teaching, curriculum) about the intended and enacted activities (Brown & Nation, 1997; Khoza, 2016b-b; Morojele, 2018; Ndlovu, 2017; Shoba, 2018).

These definitions suggest that affective experiences, in which curriculum managers use ideological-ware tools are driven by individual innate traits, such as passion and

motivation to teach language skills. These tools are invisible and intangible, yet play an important role in curriculum managers' management or teaching (Day & Tosay, 2011; Khoza, 2016b-b; Morojele, 2018; Ndlovu, 2017; Ntuli, 2018; Shoba, 2018). When these theoretical tools have been understood, therefore, they need specific rules to be applied in order to ensure effective curriculum management and teaching taking place in a professional manner.

2.9 The Curriculum Managers' Rules for Managing the Curriculum

Rules are stipulations to be followed by every manager in managing the curriculum (Taba & Taba, 1962). Rules and time drive and guide interactions, both allowing and restricting behavior. Rules serve as a means of control or guidance on activities of an operation. Such will provide parameters for the community or team when engaging with activities and actions to pursue their objectives (Johassen & Rohrer-Muphy, 1999). For Sipila (2014), rules are the explicit and implicit regulations, norms, and conventions of time. In curriculum management, rules are divided into formative, summative, and peer-driven rules.

Assessment is an example of curriculum-management rules (Killen, 2007; Morojele, 2018). Assessment is a process of collecting, analysing, processing, and storing information in order to use it in decision-making (Dlamini, 2018; Khoza & Mpungose, 2018a). According to (Motshek, 2014a), assessment is a continuous, planned process of identifying, gathering, interpreting, and collecting evidence of achievement, evaluating evidence, for assistance in improving managing and teaching methodology. Curriculum managers should therefore have clear understanding of the three forms of assessment in order to guide and support teachers when conducting assessment in any subject. The South Africa CAPS outlines the specific subject content to be covered for assessment. This is shown below in the assessment of a programme (Tylor, Cornelius, & Colvin, 2014).

Table 2.1: Number of Formal Assessment Tasks

Grade	Term 1	Term 2	Term 3	Term 4	Total
Grade 4	3	1	3	1	8
Grade 5	3	1	3	1	8
Grade 6	3	1	3	1	8

Table 2.1 is an example of formal assessment for English that stipulates all subject policies. Such evaluation helps curriculum managers when managing assessment for effective curriculum management (Motshek, 2014a). The National Protocol on Assessment (NPA) articulates assessment principles through Bloom’s Taxonomy which forms the foundation of the curriculum management in managing and formulating the school’s annual assessment plan. An annual assessment plan is regarded as the main tool for both conceptual and operational content of curriculum management. An assessment plan guides curriculum managers on how teaching and learning processes have to be appropriately planned.

Bloom’s Taxonomy sets out theoretical principles and parameters (qualitatively) for curriculum managers to follow when they conduct assessment. The taxonomy also applies quantitative parameters through the number of tasks that curriculum managers should set out per term in each grade (Earl & Katz, 2006; Motshek, 2014b). Assessment rules guide curriculum managers on what to assess/manage for the assessed task. In addition, curriculum managers use assessments to determine whether the intended outcomes have been achieved. Assessment policy has various assessment forms for deriving relevant and rich feedback on learners’ achievements; such as assessment for learning, assessment of learning, and assessment as learning. Earl and Katz (2006) argue that, when classroom assessment is designed with these three purposes in mind, learners’ learning can improve. Assessment in curriculum management simply means a way of ensuring that assessment is credible,

through the application of relevant policy as guideline documents to measure what learners have acquired.

Formative/informal assessment establishes the need for that person to be supported, and involves the informal task of assessment. Informal assessment is based on oral activities, reading, listening, poetry, novels, paragraphing, and sentences (Motshek, 2014a). Summative assessment collects data in order to grade learners in a particular subject. Examples of formal/summative assessment include tests, examinations, and practical tasks. Memoranda, rubrics, and other assessment tools are used in the process. Time is important in what is assessed: we look for what is missing from learners. Disciplinary needs are addressed. If learner has achieved 90%, the concerns are about the 10% missing, not about celebrating the 90% (Khoza, 2015c). However, moderation is the most important activity during assessment process. This must be conducted by curriculum managers for quality assurance and credibility. Moderation is the validation and verification of the set work task before and after assessment (Khoza & Mpungose, 2018a; Makumane, 2018). This involves checking the standard of assessment; and final decisions are taken by senior curriculum managers.

Peer assessment actively involves learners in an assessment. It allows learners to learn from and reflect on their own performance (Shoba, 2018). According to Taylor (2013), peer assessment is assessing with the aim of promoting group work (Mabuza, 2018). Peer assessment involves class drill work for preparation of learners, such as homework and assignments. Assessment should be administered using the three categories (summative, formative and peer assessments) of assessment in order to address disciplinary, horizontal, and personal needs. The usefulness of assessment is based on the community that has to be assessed.

2.10 Community

Community is defined by Nabwire, Mwaka, and Musamas (2014a) as stakeholders that contribute towards the functioning of the school (Fomunyam, 2016a). For example, studies conducted by Mabuza (2018); Makumane (2018) and Shoba identify three categories of community members or stakeholders, such as the Department of Education, the school governing body, and academic stakeholders. The labour is divided according to these stakeholders (duties/roles. stakeholder in the Department

of Education set the standards and conceptualise the curriculum (Fomunyam, 2016a; Morojele, 2018). This addresses disciplinary needs of the school community.

The next level is the school governing body or school board of directors that monitors the governance of the school. Finance is the requirement for admission in this community, as the rule of school. This addresses the horizontal needs of the school community. Academic stakeholders ensure that the curriculum is delivered according to the needs of individuals within the school. This addresses their personal needs. This suggests that each school should accommodate the Department of Education, school governing body, or board of directors and academic members in order that horizontal, personal, and disciplinary needs are addressed. Emerging from the various studies discussed in this literature chapter, is the Cultural Historical Activity Theory (CHAT). This theory has driven all the concepts discussed above.

2.11 Cultural Historical Activity Theory (CHAT)

The cultural historical activity theory (CHAT) is defined by Vygotsky (1933), and supported by others such as Amory as the process of various curriculum management systems, linked, based on the history and culture of a specific activity. Activities are internally and/or externally identified in order to understand and reflect the history and culture with the aim of transforming the activity (Shoba, 2018). Each activity has outcomes (with aims, and objectives), objects (content), rules (time, assessment), community, division of labour, and actors (curriculum-manager roles) that produce activity systems (Figure 2.11). These principles that form activity systems are all interlinked so that the activity produces the outcomes.

The aim of this study is to explore curriculum managers' perspectives on managing the curriculum. This activity was both internalised and externalised through conceptual and operational objects (content), respectively.

As a result, the CHAT is used as a theory for this study to explore/examine and understand the perspectives through which curriculum activities of the CHAT are put into practise.

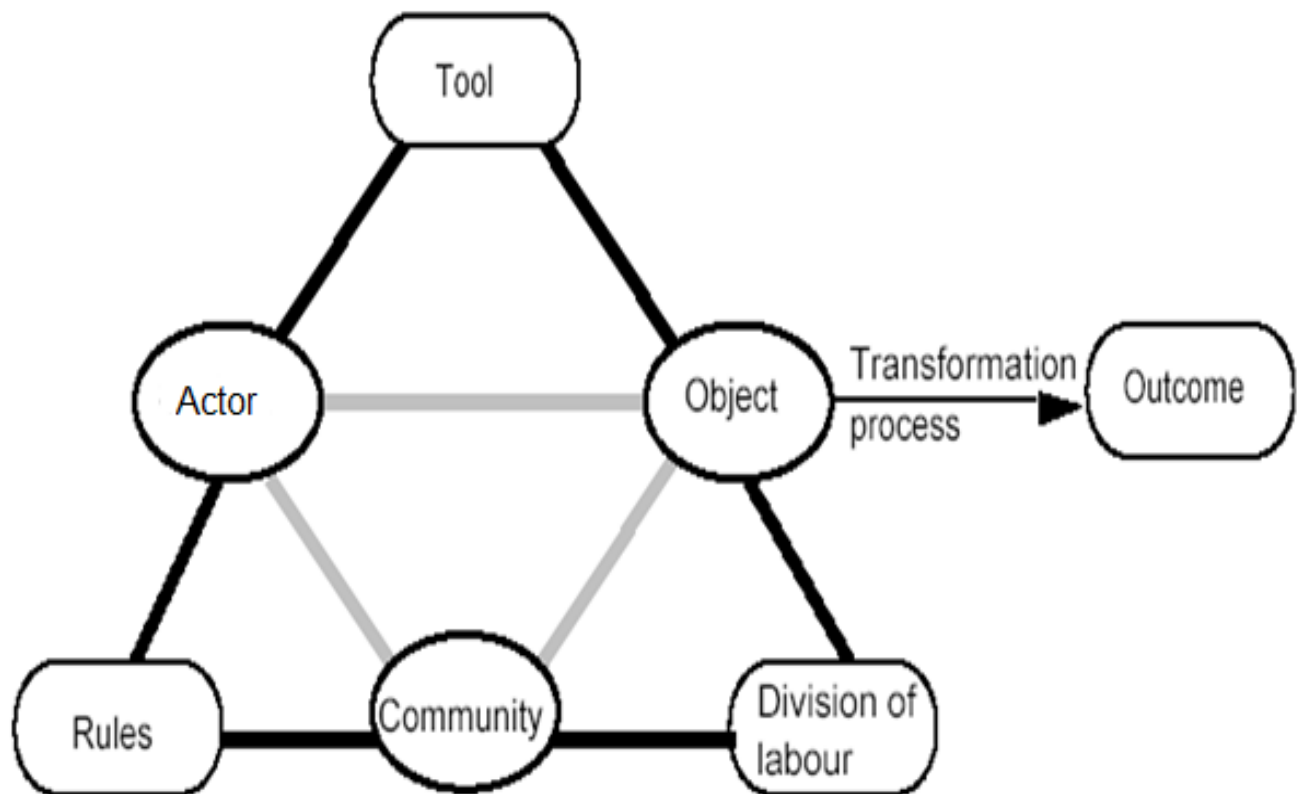


Figure 2.4: Cultural Historical Activity Theory (CHAT) (Engestrom, 2001, p. 35)

The cultural Historical Activity Theory (CHAT) consists of seven principles framing curriculum activities that drive perspectives in the management of the curriculum. Curriculum management follows a specific culture and history of a specific perspective which drives all the principles of the curriculum management activity (Amory, 2012). Such curriculum activities are outcomes (with aims, and objectives), objects (content), tools (resources), rules (time, assessment), community, division of labour, and actors (curriculum manager roles) (Amory, 2012; Berkvens et al., 2014). Outcomes (goals) are regarded as an important guide that gives the curriculum managers a focus on the intended results. Outcomes(aims) are general statements that provide educational intention for a particular curriculum management process (Bernstein, 1999). Outcomes (objectives) are specific statements of educational intention to describe either general or specific results. Outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning.

Outcomes (goals) are generated from the object or content (Berkvens et al., 2014; Creswell, 2014). The object or content in this study is defined as a list of objects or

subjects offered by schools, such as Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences, Life skills, Technology, Economic Management Sciences, Creative Arts, Life Orientation and others (Curriculum and Assessment Policy Statement CAPS). Objects or content is the foundation of all schools: all schools are established to deliver the object or content to the learners (Taylor, 2013). Mastering the object or content is measured through assessment. Assessment is a technique of collecting, analysing and producing data that help curriculum managers to promote learners who have mastered the object or content (Khoza, 2015c). Assessments are divided into summative, formative, and peer assessment. Assessment is as good as the usage of relevant tools in class (maharajh, Davids, & Khoza, 2013). These types of assessment are useful to measure learners' performance accordingly.

Teaching tools are curriculum managers' support material used by them and by teachers to facilitate their lessons. The tools are grouped into hardware, software, and ideological-ware (Govender & Khoza, 2017). The teaching tools are driven by curriculum managers' perspectives in managing the curriculum per the teachers' methods of teaching (Green & Condy, 2016). The curriculum managers' teaching activity is determined by curriculum managers based on their management roles. Curriculum manager roles are about position applied in managing a curriculum in schools (Davids, 2016). This suggests that curriculum managers' role and teachers' role should be aligned to ensure cooperation in the management process. The curriculum-manager role is divided into three types.

First comes the instructor-manager role. Here the curriculum manager gives instructions and applies strict rules from the prescribed policy, which is a disciplinary perspective (Bush, 2013). Second, the facilitator role places the curriculum manager as facilitating the management process. The manager's role is that of transformation and follows the democratic principles as the horizontal perspective in managing the curriculum in schools (Bush, 2013). Third, personal perspectives apply both roles as facilitator and instructor in their curriculum management process (Fomunyam, 2016b). The curriculum manager uses his own choice of management role influenced by personal interests. Curriculum managers are influenced by the teaching/management environment. Curriculum management/teaching environment is found where

management is conducted. This is conducted face to face, for example, in formal classroom contact, rules such as the use of a timetable are followed. This is a disciplinary perspective (Green & Condy, 2016).

The distance environment curriculum management is conducted online with relaxed time frames, which is the horizontal perspective. This environment is relaxed because curriculum managers use the opinions of others (Taylor, 1911). However, from a personal perspective level, curriculum managers combine face to face with online. This is identified by Adam (2004) as a blended-management environment. Blended management is demanded by the learning community because the learning community today is identified as both digital natives and digital immigrants (Khoza, 2013a; Prensky & Sapiens, 2009).

Learning communities are categorised according to financial access, physical access and cultural access. Financial access is influenced by horizontal perspectives because communities may contribute towards the school if there is a financial need. Physical access relates to curriculum managers preparing the space for various communities in order to gain physical access to school (Budden, 2017a). Physical school buildings are built as per departmental specification, and referred to as a disciplinary perspective. Defining communities in term of culture, one has to consider issues of religion, family practices, and varying beliefs (Babbie, 2012a).

Curriculum tools are controlled by management/teaching time which involves all activities of the curriculum. The curriculum-management process is given specific time, for example, time management, through teaching timetables, and assessment of the timetable. This suggests a disciplinary perspective. Curriculum managers are managing according to specific times (Taylor, 2013). From the horizontal perspective, curriculum managers are not restricted by specific time (Bernstein, 1999). This is broken time, as in an hour, a day, or years.

Time management is allocated from a day or week in time to conduct and complete the given task. This is a horizontal perspective of the curriculum-management process – there is no specific time prescribed (Bernstein, 1999). However, from the personal perspective, time management is planned according to personal choice, such as deciding (Engestrom, 1987) to use spare time or contact time for work projects.

Curriculum managers can plan a specific time, such as an hour, for the duration of a test.

2.12 Conclusion

A well-managed curriculum is able to enhance both curriculum managers and learners in terms of creativity, caring, collaboration, and critical thinking which prepares them for disciplinary, personal, and horizontal citizenship (Budden, 2017a). According to Amory (2012); Roth and Lee (2009), curriculum managers should apply a specific theory to their management process. Curriculum managers should declare their curriculum-management perspectives, so that teachers and learners may become aware whether they should follow the disciplinary, horizontal, or personal perspective in their activities.

For example, while collaboration is promoted by the horizontal perspective, it is discouraged by the disciplinary perspective. In his study, Shulman points out that knowing a curriculum-management perspective requires more than knowing its facts, activities of knowledge, and pedagogy. The curriculum activities should drive the perspectives because knowledge and pedagogy produce these curriculum activities. According to Berkvens et al. (2014) and Khoza, these curriculum activities should be identified as the curriculum signals of education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature on curriculum managers' perspectives in managing the curriculum within South Africa and internationally, according to various curriculum-management theories. The reviewed literature also revealed a pattern of CHAT concepts as the theme framing discussion around curriculum management. This chapter outlines the ways in which I planned to conduct the study. It shows how the chosen research design guided me in obtaining data (Welman, Kruger, & Mitchell, 2005). The purpose of this study is to explore curriculum managers' perspectives with reference to South African CAPS implementation at King Cetshwayo district schools. Therefore, this chapter provides a detailed description of the plan and procedure adopted to attain the following objectives:

- 1 To explore eight curriculum managers at two schools of King Cetshwayo district.
- 2 To understand how curriculum managers, apply perspectives in managing the curriculum at schools in King Cetshwayo district.
- 3 To understand the reasons for curriculum managers having particular perspectives on managing the curriculum in schools.

The chapter covers the research paradigm (interpretivism), methodology paradigm (qualitative) research style/approach; the (case study), sampling (purposive and convenient); data-generation methods (document review): observation, one-on-one semi-structured interviews, and focus group discussions; trustworthiness, with authenticity (credibility), dependability, transferability, confirmability, data analysis (thematic guided analysis), and ethical issues. These research designs and methods allowed me to generate data that addressed the following research questions:

- 1 What are curriculum managers' perspectives on managing the curriculum at schools of King Cetshwayo district?
2. How do curriculum managers apply perspectives in managing the curriculum at schools of King Cetshwayo district?

3. Why do curriculum managers have a particular perspective on managing curriculum at schools of King Cetshwayo district?

3.2 Research Paradigm (Interpretivist)

I conducted a research based on exploring curriculum managers' perspectives of managing the curriculum in schools. I used the interpretive paradigm with the case study of seven curriculum managers at two schools. The interpretative paradigm is defined as a comprehensive belief system, worldview or framework that steers research and practice in a field of study, guiding its choice of ontology, epistemology, and methodology. Ontology declares that there are many constructed realities that must be explored and understood within a specific phenomenon (Elshafie, 2013).

According to Burns and Grove (2003), the interpretive paradigm is the best choice of paradigm when one's goals are to explore and understand a specific phenomenon in a natural or social setting. This study was dealing with social beings in a complex situation of curriculum managers, in which the specific phenomenon was the perspectives of managers. The interpretive paradigm is the most suitable paradigm because its goals are of an exploratory and descriptive nature (Christiansen et al., 2010). Such goals were similar to the goals of this study, to explore and understand curriculum managers' perspectives.

The interpretive paradigm was helpful at generating in-depth data through the qualitative approach (Creswell, 2003). The paradigm explored and described how people make sense of their world and how they make meaning of their particular actions. It also helped to give understanding and meaning to human behaviour (Guba & Lincoln, 1994). This phenomenon allowed me to explore and understand the nature of curriculum managers' perspectives in managing the curriculum, driven by their disciplines. Epistemology, as the theory of knowledge, is concerned with the nature of the relationship between me, as researcher, and the participants. This helped me, as one of the curriculum managers, to understand my personal perspective in relation to the perspectives of other curriculum managers.

Research design and methodology directed me to follow steps and processes so that the study might achieve its intended goal (Burns & Grove, 2003; Mouton, 1996).

According to Kothari (2004), the research design consists of research paradigms and styles that produce sampling methods, data-generation methods, data analysis, trustworthiness, and ethical issues. I found methods in each research paradigm that was most suitable. This helped me to achieve the intended goals. These methods were used when data was generated.

This study used the interpretive paradigm with the case study, purposive with convenience sampling, document analysis, semi-structured observation, and one-on-one semi-structured interviews and focus-group discussions. The interpretive paradigm is less about discovering the truth than reflecting the experiences of the participants. That was overcome by multiple reconstructions of reality or ideas (Mills, 2003). The interpretive paradigm's methodology worked well in a qualitative exploratory case study.

3.3 Qualitative Case Study Research Design

A qualitative case study is one of several ways of conducting social science research. This method is preferred, when 'how' or 'why' questions are being posed; when the explorer has little control over events; and when the focus is on a contemporary phenomenon within some real-life context (Yin, 2013). Case study can be complemented by two other methods, 'exploratory' and 'descriptive'. Case study has particular advantages and disadvantages, such as enabling a direct participant's observation of first-hand information to understand "how curriculum managers apply perspectives in managing the curriculum".

This is required by the case study specifically to understand the technical aspects of 'how' I observed curriculum managers' actions, which were influenced by their varied perspectives. The 'how' question was driven by the horizontal perspective (Bush, 2013; Yin, 2013). Observation was conducted concurrently with systematic and planned interviewing of participants, to understand why curriculum managers have particular perspectives on managing the curriculum. The case study was more relevant for my exploring the 'why' part of the perspective which covers the personal aspect of the curriculum managers' perspectives. Observations and interviews of participants will be discussed in detail under the following topic of data generation. The case study helps to provide a primary source of knowledge of individual, and organisational practices (Newman, Wagner, Cameto, Knokey, & Shaver, 2010). The

case study is the most relevant style for providing researchers the opportunity of exploring individuals or organisations (Baxter & Jack, 2008; Yin, 2013).

Cohen (2011) defines the case study as an in-depth study of one particular case. The case may be personal (such as a teacher, or a learner, or a principal, or a parent), or a group of people (such as a family, or an organisation). The case study allows an explorer to retain the holistic and meaningful characteristics of real-life events, such as individual life cycles, and organisational and managerial processes (Creswell, 2003; Yin, 2013). As such, the case study was applied in order to help explore and understand sources of perspectives of each curriculum manager, retaining the holistic with meaningful qualities of curriculum managers' real-life cycles of managing the curriculum. The case study is not easy to design. However, through careful preparations and logical plans, this challenge may be overcome (Yin, 2013). According to Cohen, Manion, and Morrison (2007), suitable sampling methods for selecting participants for case study research are the purposive and convenience sampling methods. I decided to use the purposive method, with convenience sampling as the most suitable and relevant sampling method for selecting the participants (Cohen, 2011).

3.4 Sampling

According to Cochran (1953), in a research conducted, school principals, school teachers, curriculum-management perspectives, and places are studied. To study the entire population of those school principals, school teachers, curriculum management perspectives and places would be impossible because of time and financial constraints. Instead, the idea of generating data from a population was and is still, one that has been successfully used over the years, and is known as sampling (Christiansen et al., 2010). I, therefore generated data from sampling taking data from a limited number of the population. Latham (2007) describes a sample as a subgroup of a population. Irrespective of a discipline, Christiansen et al. (2010) assert that the definition of sampling is standard; and the standard definition always includes the researcher's ability to select a portion of the population that is truly representative of the entire population. There is no one best sampling strategy for any particular research because each strategy depends on the context in which the researcher is working and the nature of research objectives (Plays, 2008).

Cohen (2011) reveals that in educational research, probability and non-probability sampling is used. Probability sampling includes random stratified sampling, cluster sampling, multi-stage sampling, and multi-phase sampling. On-probability samples include convenience sampling, quota sampling, and purposive sampling. This study employed purposive and convenience samplings. I targeted a group of curriculum managers that I could reach easily, who did not represent the wider population, and because I had no intention of generalising findings from this study.

3.4.1 Purposive and convenience sampling

Purposive sampling is the data-generating method I used to select specific data on participants to include in the sample. Purposive sampling is often conducted per convenience sampling, thus selecting convenient participants (Baxter, 2003; Christiansen et al., 2010). Purposive and convenience sampling methods were the most suitable for this study. I could easily access the targeted participants and use efficient techniques (Creswell, 2014). Purposive sampling was used to choose the targeted participants: I targeted curriculum managers of schools in King Cetshwayo district.

Convenience sampling was used concurrently with purposive sampling because convenience sampling allowed me to choose a sample of participants conveniently accessible. Purposive sampling helped me to select two schools, namely, Thambolini Secondary, and Kati Primary, for the purpose of choosing targeted participants. I contacted the case study managers from two schools. I targeted participants who were curriculum managers at these two schools (Creswell, 2014). The study originally targeted eight participants, all school curriculum managers. However, only seven participants agreed to be part of the study.

One participant used her right to refrain from being part of the study despite the ethical issues having been explained. Purposive sampling is not suitable when selecting more than thirty (30) participants. This study targeted eight accessible participants. I went to schools personally to select eight curriculum managers, explaining to them the nature of the study, and asking them to participate in the study. Participation took place over the holidays when participants were conducting administrative work. The study enabled me to have direct observation of participants, and to engage in one-on-one

interviews (Baxter & Jack, 2008). The case study dealt with evidence documents' review, which provided trustworthiness for my study (Guba & Lincoln, 1994).

In most cases, curriculum management is achieved by curriculum managers who are not specialists in school management. These staff members, have only been trained as teachers; they have not acquired formal qualifications for curriculum management. However, all educators manage the curriculum as part of their profession. Purposive and convenience sampling were appropriate for this study, as the study focused specifically on curriculum management at King Cetshwayo district schools. The study explored their management perspectives. I chose curriculum managers from various schools within the same location. This was ideal for generating theory through data from various sources (Morojele, 2018; Nabwire, Mwaka, & Musamas, 2014b; Sookrajh & Joshua, 2009).

The limitations of time consumption were addressed by conducting data-generation processes during schools' holidays. Availability of potential participants was addressed by approaching curriculum managers from any school of the King Cetshwayo district who had assisted me to generate data as required by the study. Therefore, four curriculum managers were selected from one school, as per the plan. Data-generation was accomplished, while another school cooperated partially. This was overcome by approaching two curriculum managers from other schools. I had to approach potential participants from whom I was able to generate data. I succeeded in generating data from seven of eight potential participants targeted. One teacher withdrew during the interview stage. I was able to generate data from two principals, two deputy principals, two heads of department, and one teacher.

Table 3.1: Profile of Participants

Participants	Gender	Age Group	Years of Teaching Experience	Years of Management	Highest Qualification
MPA	M	57	27	11	M+5
MPB	M	53	23	14	M+5
MPC	F	62	31	18	M+4
MPD	M	50	22	09	M+5

MPE	F	51	25	12	M+5
MPF	F	53	25	04	M+5
MPG	F	50	22	n/a	M+4

I had conveniently selected two schools that were located within easy reach so as to ensure ready access to participants. However, the use of purposive and convenience sampling was still appropriate for this study, it being grounded in varied sources of information. This assisted me in generating rich data, drawing on a magnitude of various experiences. The profiles of the sampled participants were presented above. Table 3.4 displays the profiles of purposefully and conveniently sampled participants for this study. The alphabetical codes from A to G are used to refer to participants in descending order of rank in management.

For example, A and B refers to principals. The order of seniority in terms of teaching experience was used to code the principal Deputy principals were given letters C and D. E and F refer to heads of departments. For departmental heads the seniority order used was the management experience, since both had taught for the same length of time and G represents the teacher. The code symbolised manager participant (MP) and alphabet symbolised the position of the participant in management ranking. Furthermore, gender is represented by the letters F and M. However, data generation is driven by ethical issues taken into consideration as per policy of the University of KwaZulu-Natal Research Ethics Policy, which outlines the ethics framework.

3.5 Ethical Issues Considerations

Ethics are referred to as the principles and rules that guide researchers to ensure rights of and respect for the participants during the research process (Cohen, 2011; Morojele, 2018; Yin, 2013). According to Nabwire et al. (2014b); Sookrajh (1995), ethics indicates whether researchers are adhering to the procedures of the research policy. During the research processes, I ensured that the ethics framework was given consideration and important recognition. Schiro (2013) states that ethical issues are the principles that bind the researcher when conducting a research. I had adhered to such when preparing for this study.

Samaras (2011) defines ethical issues as the importance of the researcher acknowledging the participants' availability in a study where confidentiality is taken as

the number one priority. This promotes the right to privacy, as well as honouring the rights to which a human being is entitled. Participants' identity was protected at all times. This ethical acknowledgement assisted participants' willingness to participate in the study in the yielding of good results. Stevens (2013) concurs with Fieser (2016), stating that ethics may be thought of as the study of good conduct and of the grounds for making judgements about what comprises good conduct.

I had categorically followed research guidelines to ensure that this study was professionally conducted. I wrote an application to the KwaZulu-Natal Provincial Department Education, as gate-keeper, to request permission to conduct the study at several schools of the King Cetshwayo district: permission, was granted. I also wrote letters to the principals of schools at which I wished to conduct the study. I further wrote the informed consent letters to my participants (curriculum managers) asking them to take part in the study. Participants were required either to consent or refuse to participate in the study. They signed the consent forms. I wrote a communication letter giving full information about the study, such as aims, objectives, procedures, and time frames, to give participants clarity for decision making. Participants' right to participate was voluntary, and withdrawal would also be freely accepted at any time during the study.

I considered the rights of participants who might wish to remain anonymous. Schools' names were kept confidential. I gave participants contact details of whom they could contact should their confidentiality be compromised. I therefore assumed my ethical duty, which was central. I respected the participants, and the integrity of the research project, by removing all identifying details, replacing names with pseudonyms. Steps were therefore taken not to harm the participants' confidentiality and impair the trust relationship between me and the participants.

The special issues were issues of consent, confidentiality, and privacy, relationships between me and participants in the design, review, and conducting of the research. I had submitted my research proposal to the School Education Research Office which forwarded it to the University of KwaZulu-Natal Research Ethics Committee for review and approval of its ethical acceptability. This occurred prior to the recruitment of the participants, or access of data. I received an approval letter, after I had received an ethical certificate from the University of KwaZulu-Natal Research Ethics Committee. I

started to communicate with targeted schools for accessing participants for data generation.

The data-generation process was conducted in a professional manner to ensure that methods were applied appropriately.

3.6 Data-generation Methods

Data generation is a process of producing data from participants using various techniques suitable for intended study goals (Davids, 2016). I used the following methods: document analysis/review, participant observation, one-on-one semi-structured interviews, and focus-group discussion. Creswell (2003) supports the triangulation of various research methods which would make it possible to understand the management process. Document analysis is the method of data generation in which relevant documents are used to generate data from the participants' documents for curriculum management (Creswell, 2003). The following items and questions were used as a tool for data generation in all four methods stated above during the data-generation process.

- Perspectives: What are your perspectives on managing the curriculum?
- Tools: What tools do you use in managing the curriculum?
- Activities: What activities do you employ in managing the curriculum?
- Actors: What roles do you play in managing the curriculum?
- Rule of time: When do you manage the curriculum?
- Rule of evaluation: How do you assess that the curriculum is well managed?
- Place of management: Where do you manage the curriculum?
- Community: With whom do you manage the curriculum?
- Outcomes: Towards which goals do you manage the curriculum?
- Objects: What objects do you use in managing the curriculum?

Document analysis is a systematic technique for analysis of documents related to the study. This involves both printed and electronic (computer-based and Internet-transmitted) material. Document analysis requires that data be examined and

interpreted in order to elicit meaning, to gain understanding, and to develop empirical knowledge (Corbin & Strauss, 2015). Documents contain text and pictures that have been recorded without the researcher's intervention. Documents are regarded as "social facts" which are produced, shared, and used in a socially organised manner (Bowen, 2009).

Documents that I used to generate data relevant to curriculum managers were as follows: management files, agenda of the school management team (SMT), staff meetings, minutes of meetings, attendance registers, the composite timetable, assessment plans, assessment records, and management plans. I visited the school curriculum managers and spent only thirty minutes instead of an hour to conduct document analysis. This was communicated to participants in a formal meeting, where I outlined the process. In both schools (Thambolini Secondary and Kati Primary) I was helped by deputy principals who provided me with documents as mentioned above. During this meeting I was able to set a plan for the process of data generation: and a focus-group discussion meeting was made available to all participants. I realised that document review was the most efficient data-generation method for my study, allowing me to understand the curriculum managers' perspectives in the management process. I made copies of all documents to save time and to ensure that I had concrete evidence for documents analysis.

Documents provided me with vital data and insight into the management practices. Documents helped me to track changes and development of the school through learner performance. Documents were easily accessible without any cost. However, document analysis may provide incomplete information which might result in limited information (Bowen, 2009a). This was overcome by using participant observation to ensure that data generated were a true reflection of what was taking place.

The participant observation method was used to generate data through observing participants' daily practices, actions and behaviour (Yin, 2013). Participant observation gave me special time to have face-to-face interaction. I observed actions that reflected managers' perspectives as first-hand information. I observed the curriculum managers for approximately thirty minutes, which allowed me insight into curriculum perspectives for me to note or record. I took notes of the observation to prepare for data analysis.

Although participant observation provided important data, it could give a false impression: participants might try to impress me by doing something different from their normal behaviour. Such could be overcome by conducting an interview with each participant. The participant observation helped me to see actual activities of managing curriculum as outlined in the managers' documents. IN so doing, I could see the type of perspectives applied during the curriculum-management processes. Time limitations were overcome by conducting observations at a convenient time for each participant. Participants cooperated very well on the document review and the observation. This was accomplished by using a persuasive approach.

An interview is a conversation between the researcher and the participant different from every-day conversation (Christiansen et al., 2010). An interview is a structured conversation in which the researcher has planned information to lead the participants. I had designed questions to be answered by participants. In a structured interview I used an interview schedule presenting the set of questions in a predetermined order, based on the intended goals. In a structured interview, the closed questions may require one-word answers and open questions may elicit participants' opinions or some information which may give different data. In an unstructured interview, the researcher may simply introduce the topic or main research question. Thereafter, participants answered in the way they wish to in my interviews. As the participant talked, I asked questions, while the participant engaged freely on the topic.

I used a one-on-one semi-structured interview, which combined both the structured interview and tentative questions. I changed during the process of probing for more data by adding more questions or paraphrasing/rephrasing the questions. That helped me to prepare questions in advance send to participants. During the interviews I provided the audio recorder to record the interview. Interviews allowed me face-to-face time with participants, making it easier for participants to talk to me rather than to write down their answers. Power relations can influence the process negatively: participants may feel threatened. I organised the focus-group discussion for my participants to allow for those reticent on the one-on-one semi-structured interview. I did not hire a researcher as I planned to gain the truth personally. Participants' responses could indicate awe of my position as the principal; however, the focus-group discussion addressed such matters.

The focus-group discussion is a method of data generation organised to explore a specific set of issues, such as views and experiences, of those who are participants in the research (Guba & Lincoln, 1994; Kitzinger, 1994). Only one school with four participants (curriculum managers) participated to form the focus-group discussion for this study. However, the focus-group discussion was used to ensure that this study provided true reflection of what was taking place in schools. During the process, I took notes and recordings of the vital points. The focus-group discussion helped to address questions which might be avoided by participants during the individual interviews. Dynamic qualities of the focus-group interaction emerged as participants discussed and debated on key issues. This allowed participants to react to and build on the responses of other group members, creating synergy (Creswell, 2014). The focus group discussion and semi-structured interviews are known to be time consuming. For this study I overcome this challenge by conducting such during holidays. Another challenge encountered was that some participants did not meet for the focus-group discussion; however, I was able to conduct such discussion from another school. Although I managed to generate data successfully, it was a challenging exercise, as some participants did not adhere to the plan agreed. I did, however, gain truth on perspectives they applied when managing the curriculum. This was a stage in which I had to remain calm and patient. I generated data with a smile, to ensure that the participant did not feel uncomfortable during our discussion. This was a great success. Only one participant withdrew after participants' observation.

3.7 The Impact of Data-generation in the Schools' Curriculum Managers

The data-generation strategies applied affected the normal practices of the school one way or another. The study research itself had influenced the participants and teachers positively in a number of ways. The curriculum managers and general management felt empowered and capacitated. They (participants) felt enlightened by the data-generation tool (questions). Quality curriculum management would be improved because participants understood the activities, roles, and tools, as managers. Some three participants and one non-participant teacher approached me for enrolment advice for a Master's degree at the University of KwaZulu-Natal for 2019. This suggests that the study has a positive impact on data generation. At the same time the research could also have had minimal negative effects on the school operation.

These were some of the anticipated effects. The research process tried controlling these effects, conducting interviews during the school holidays.

3.8. Trustworthiness, Credibility, Dependability, Transferability and Confirmability

Trustworthiness is a concept associated with qualitative studies. It ensures that the research process is “truthful”, “worthy”, and “relevant”, (Dlamini, 2018). Some qualitative researchers, such as Creswell and Miller (2000); Denzin and Lincoln (2005); Marshall and Rossman (1995) state that trustworthiness in qualitative research can only be measured using the following terms: credibility, dependability, confirmability, and transferability. Trustworthiness, according to Holloway (2006, p. 126), “is the truth value of a piece of research”. Furstenberg, trustworthiness of the research depends on the extent to which it delves into the participants’ experiences. Apart from theoretical knowledge, qualitative research employs the interpretive paradigm; hence the way to judge trustworthiness is different from judging per the other paradigm. Precautions must be taken to ensure that the principles of trustworthiness are upheld in qualitative studies.

3.8.1 Credibility

According to Guba and Lincoln (1994), credibility in qualitative research is the ability of the research to demonstrate a prolonged period of engagement with participants, to provide evidence of persistent observation, and to triangulate, by using various sources, various methods, and sometimes multiple explorers. Cohen (2011); Creswell and Miller (2000) define credibility as the extent to which the study explores what it intends to explore and the extent of accuracy of the data-generation methods. To achieve such, document analysis was used to generate data; and participants’ observation were based on the documented data. I conducted the one-on-one semi-structured interviews using an audio recorder.

Unfortunately, I could not find an assistant researcher to conduct interviews on my behalf as per planned method, ensuring that participants who may have been overawed by my position would be covered. This was overcome by the fact that I had recorded the participants’ responses when I conducted the interview. The methods and sources of data generation, notes generated during the interview session, and the audio recorder, were also used to ensure credibility. I employed the correct operational measures for the phenomenon studied, and ensured honesty of participants. In this

study, credibility was provided by the use of concepts from the literature, and direct quotes from the interviews (Eisenthart, 2006). The participants' observation, interviews, and focus-group discussions with the document review ensure the appropriateness of credibility of the research study. This is regarded as triangulation (Yini, 2003). Credibility was further established by the use of literature. A conceptual framework informed the design and research methodology, and generated the findings (Christiansen et al., 2010).

3.8.2 Transferability

Transferability refers to the extent to which the findings may be applied to other settings and contexts (Creswell, 2014). According to Christiansen et al. (2010) and Dlamini (2018), transferability is the extent to which a researcher can make some form of wider-claim generalizability on the basis of a research study. According to Yini (2003), transferability has to establish the domain to which a study's findings may be generalised. Yini (2003) suggests that transferability may be ensured in research by use of replication logic in multiple-case studies. Christiansen and Betram (2014, p. 191) state that transferability may be ensured in a qualitative study through "providing sufficient contextual data about the curriculum management in school providing thicker description of the phenomenon under research, providing full description of all the contextual factors that impacted the study and providing full descriptions of the limitations of the study".

In order to offer transferability, I had to increase the extent to which the findings would also apply to other situations with the same characteristics. In the research design of the research study in qualitative methodology, using a case-study approach, there are problematic issues of transferability.

A number of arguments have been expressed on the nature of generalization that may be made from a case-study approach. Richard (2003, p. 10) states that the power of qualitative research derives from its ability to represent the particular. This distinguishes it from those sorts of research which depend on generalizability. Alternatively, Richard has expressed that there is no room for statistical generalization in qualitative research studies. However, there are authors who raise the possibility of naturalistic and analytic generalizations (Nkohla, 2017; Yini, 2003). Analytic

generalization is defined as a study that leads to the development of a theory, which then facilitates data generation in a subsequent case study (Yini, 2003).

Naturalistic generalizations have to do with “conclusions arrived at through personal engagements in life’s affairs or by vicarious experience so well constructed that the person feels as if it happened to them”(Dlamini, 2018). In this context, transferability will be ensured by multiple sources of data, participants, and data-generation methods (Yini, 2003). The study intends to provide thick descriptions that are detailed on the topic of curriculum management under exploration. The analysed data shows evidence of descriptions provided and contextual factors under which research was conducted to ensure transferability of the findings of the study.

3.8.3 Dependability

Dependability of data is the extent to which the same findings could be repeated if the same research methods were simulated with similar participants under similar conditions (Creswell, 2003). Dependability ensures that the research findings would be replicated were the study conducted with the same participants in the same context (Creswell, 2014; Dlamini, 2018). Yini (2003, p. 38) states that to ensure dependability, the researcher “needs to make as many steps operational as possible and to conduct research as if someone were looking over shoulders”. To ensure dependability, the researcher made clear and detailed descriptions of the steps followed in the study. Dependability was assured by using excerpts and quotes from interviews. Participants’ observations and focus-group discussions were used, noting non-verbal communication, participants’ informal comments, and detailed descriptions of the school environment.

For dependability, I provided original evidence of data generated from the reflective activities, using direct quotations. The transcriptions of the recorded responses were also quoted. Unless utilised immediately, there is no guarantee that the same method may yield the same results. Christiansen and Betram (2014, p. 190) suggest that “the common practice in interpretivist research to do an audit trail”. An audit trail allows for transparency in data generation and the analysis process by the researcher, where issues are critically discussed in order to avoid possible bias and distortion. In order to ensure dependability in this study:

The questions were used as a framework: similar questions were asked in all research methods. An audio-recording was made to ensure accurate transcriptions; and transcribed data was taken from participants in order to confirm that the recorded data was a true reflection of their interviews. The researcher went back to participants for purposes of verification, ensuring that the findings of the research were dependable, and that the findings were consistent with data generated through the various methods of data-generation (documentary analysis, participants' observation, one-on-one semi-structured interview, and focus group discussions). The generated data was used as they were, to avoid being subjective. Direct quotations were used to provide evidence of fairness of data that could be produced at any time required.

3.8.4 Confirmability

Guba and Lincoln (1994) define confirm ability as the extent to which findings are free from bias. Confirmability has to do with the extent to which the generated data is reflective of the enquiry (Yini, 2003). This means that someone else following the same analytical process would attain the same findings. I ensured confirmability by laying aside my preconceptions about the issue under research, and by seeking more clarity from the participants themselves through document analysis, and one-on-one semi-structured interviews.

Triangulation is another aspect that promotes confirmability in qualitative researching states that there are various types of triangulation which are used to confirm a study. These include theory triangulation, investigator triangulation, triangulation of data-generation methods, and the methodological paradigm. Triangulation occurs when more than one method is used in a specific study (using more than one method such as interview, observation, and focus-group discussion to triangulate data). The source of triangulation is seen when data has been generated from various participants who have corroborated the same fact or phenomenon).

This study adopted triangulation of data-generation methods (semi-structured interviews, the one-on one and focus-group discussion along with the participants' observation), and source triangulation (gaining data from several curriculum managers). However, this was difficult to confirm. I am also a curriculum manager and teacher. I overcome the hurdle of confirmability by using triangulation methods (Yini, 2003).

3.9 Location of the Study

The study was conducted in schools of the King Cetshwayo district in KwaZulu-Natal. King Cetshwayo district is a mixture of a deep, remote rural area, semi-rural area, and an urban area population. This defines the mixture of its population. Class levels range from a low socio-economic status to working class to middle class. The people in King Cetshwayo area are employed as general workers in Empangeni and Richards Bay which is about a hundred kilometres from rural KwaMthethwa and about fifteen kilometres from local former townships under the King Cetshwayo district.

3.10 Conclusion

This chapter presented the interpretivism paradigm, the methodological paradigm, the case study, purposive with convenience sampling, document review, participant observation, one-on-one semi-structured interviews, and focus-group discussion, trustworthiness, with authenticity (credibility, dependability, transferability, confirmability), thematic with guided analysis, ethical issues, and location of the study. Limitations were addressed in each of the sections. The next chapter presents findings of the study using a table of themes.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter presented issues of research design and methodology. This chapter presents findings of the study, using a table of nine themes and categories based on the data generated by means of four research methods (document review, participant observation, one-on-one semi-structured interviews, and focus-group discussion) of the study. Cited direct quotations are presented to represent evidence from participants. These are mostly generated from the reviewed documents, interviews, and focus-group discussions. I used a deductive approach to manipulate the qualitative data through organising and recording. This is an analytical system in which known facts are organised in order to conclude relevantly.

In this study, deductive reasoning was accomplished through the usage of logical evidence from participants' responses. Responses were interpreted into themes and categories, providing evidence of validity of conclusions drawn from the qualitative data (Bloor & Wood, 2006; Christiansen et al., 2010). This suggests that data analysis requires some logic in order to analyse and interpret the data generated correctly. The use of themes asserts the core existing relationships between the participants and the phenomenon under study. Themes and categories usage were identified as the pragmatic approach to curriculum management. The themes and categories provided understanding and interpretation of the findings and discussions. Table 4.1 presents the themes and categories cited directly from the data generated.

Table 4.1 Finding themes and Categories

THEMES	CATEGORIES
Tools	Paper tools Electronic tools
Checking Time	Weekly Fortnightly Monthly Quarterly
Long-term Outcomes	Visions

	Excellence Citizenship
Evaluation Activities	Class visits Workshops Moderation
Content coverage	Teaching Learning Quality education
Qualities of Curriculum Managers	Instructor Manager Assessor
Schools' Offices Space	Classroom/staffroom Home Departmental head office Deputy principal's office Principal's office
Stakeholders	Parents/learners Department of Basic Education Officials Academic community

4.2 Findings and Discussion

4.2.1 Theme1: Tools

The findings indicate that the two categories of tools used in management of the curriculum range from electronic tools to paper tools. Examples of such tools are cell phones, printers, photocopiers, laptops, year plans, management plans, checklists, mark lists, class lists, timetables, assessment records, communication books and others. MPC: *"I use cell phone to receive circulars and other correspondence from circuit manager, department of Basic Education. I email documents to circuit office. I communicate with the SMT through cell phone conversations or WhatsApp group talks/ communications. I use laptop for admission of learners through capturing South*

African School Management System (SASMS), assessment records are captured, Attendances for both teachers, and learners are loaded weekly, and general administration of the school... we do not have formal training of these tools that can give us specific theories...” (MPA, MPD, and MPG supported).

“We use printer to print teaching aids, and make photocopies for assessments, and use year plan for school activities with management plan...” said MPB, supported by MPE, and MPF. *“We use SMT tools such as checklist, marks list, class list, timetable, assessment records, communication books...”* (MPC).

The above accounts of findings indicate that only hardware and software tools were used. Participants did not mention any theory used to drive the hardware and software tools. This suggests that they were not aware that software and hardware are driven by theories or thinking processes that follow historical cultures (Amory, 2012). Effective management, such as for teaching and learning, is not about hardware or software: it is about theories that carry the historical culture of the software or hardware (Vaughan et al., 2011). These managers were passive in their use of tools. This may lead to usage of a wrong tool, participants not being aware of the history and culture that drive the purpose of the tool, not having had formal training.

Participants had no control over these tools: they were following instructions from the DBE and/or imitating other people who used these tools with limited or without new personal innovations from them. This further suggests that if these tools are not working because they are faulty, curriculum managers may not continue with their jobs, until someone with relevant theory (historical culture) comes to the rescue. For example, if WhatsApp is faulty, someone who knows the historical culture/theory must fix it; others were only passively using the tools. According to (Khoza:, 2016a), any management process that misses theories indicates that it is driven by either horizontal or disciplinary perspectives.

4.2.2 Theme 2: Checking Time

The findings reveal that curriculum managers used four categories of checking time ranging from weekly, fortnightly, monthly, to quarterly. These times were used to check on daily lesson plans, attendance, assessments, management plans, meetings, resource-management records, and general administration (co-curricular). These checking times indicate that curriculum managers are checking various management activities according to their level of management. MPB: *“I check management activities monthly and quarterly using check list received from deputy principal. I give report back formally or informally depending on the nature of the issue in hand. I do general monthly reports about performance to ensure that all staff members can reflect and focus to the plan...”* (MPC and MPD supported).

MPE: *“We check lesson plans weekly to ensure that planning is done appropriately by subject teachers. We check class attendance registers for all grades to do a weekly learner attendance average and we sign those registers. We moderate all forms of assessments to ensure that quality content is relevant to each grade and the amount of work is in line with CAPS. We conduct phase meeting to discuss arising issues either from teachers’ submissions or common concerns like abnormal absenteeism. We keep records of LTSM [teaching aid material] ...”* (MPF, MPG, MPC, and MPB supported). MPD: *“I check HOD files fortnightly to verify that teaching and learning is done as per management plan agreed upon. I conduct moderation panel for the formal assessments quarterly using management plan. I conduct quarterly general sports meetings, cultural committee meetings meetings, and Matric intervention programmes...”*MPA supported.

The above evidence of findings of curriculum managers indicates that times were important in ensuring that managers followed department policy in order to produce effective curriculum management. Effective curriculum management is determined by good time management which may be periodical or hourly (Fomunyam, 2014a). The findings from these participants suggest that they were driven by the Department of Basic Education (DBE) policies to develop knowledge and skills of time management required in producing effective curriculum management (Bush, 2015).

These findings reflect the practice of instructional leadership, in which time is the foundation of all practices. This is also evident in MPD’s responses in which he uses

the first person “I” in his reflection. While this practice reflects the disciplinary perspective, because curriculum managers follow the instructions from the DBE, it has the strong influence of the personal perspective that draws from instructional (discipline), and transformational (horizontal) leaderships. However, the findings only reflect the horizontal perspective in the responses of MPE who uses “we” in reflecting on her practices. According to Khoza (2019), when curriculum managers are driven by the personal perspective they use “I” to report and “we” if they are driven by the horizontal perspective, because they reflect the environment in which curriculum managers grew or from which they developed.

Through observation, this study established that the participants highly respected all the checking times that were prescribed by the DBE, the sign of being driven by discipline perspectives (Bush, 2013; Khoza, 2016b; Mpungose, 2018). These participants were exposed to various policies from the DBE education that promoted or motivated them to respect time in their practices. As a result, they did not miss checking times; they had to submit checks to various structures of the DBE. Their success on curriculum management was influenced by the DBE policy environment which is capable of producing a high percentage in the pass rate if schools need to master their subject content (Fomunyam, 2014b; Nkohla., 2017).

4.2.3 Theme 3: Long-term Outcomes

The findings indicate that three categories of long-term outcomes were used as measurements of success in driving the management of the curriculum. These were vision, excellence, and citizenship. These long-term outcomes indicate that curriculum managers were managing with the ultimate target of achievements for their teaching. The visions were set as the focus points of managing curriculum processes, because the curriculum managers (participants) managed the curriculum to achieve the set vision of the school community. MPC: *“I manage towards achievement set outcomes as outlined in our school vision and mission statement. The school vision is “To provide quality education through commitments of stakeholders in teaching and learning processes”.*

The vision is incorporated in the school motto: *“striving for excellence”* that drives one to focus on set goals. *“I manage curriculum to produce skilled, competence with values of time consciousness, respect, cleanliness and responsibility without supervision for*

developing good citizen from learners. We manage curriculum collectively as SMT to ensure that learners master the content outlined in CAPS where learners are expected to perform at least above level four to level seven of achievement. These performance levels are used as curriculum management tools in various levels of management to measure the standard of teaching and learning done...” These comments were supported by MPG, MPF, and MPA.

MPB: *“We manage both forms of curriculum (competence and performance) to ensure that our teaching cater for both type of curriculum to achieve excellence through our vision of the school. We teach and manage competence using formative assessment through oral and practical tasks as prescribed by CAPS. We manage curriculum towards enforcing values to our learners through conducting morning cycle presentation by learners for public speaking skills. We also manage curriculum performance content coverage using various management tools of summative assessment to that teaching and learning match the performance levels from level one to level seven as outline in CAPS. To ensure that we produce good citizen from our learners. To transform the community through quality education...”* MPD, and MPE supported.

The above accounts of findings indicate that curriculum managers were driven by long-term outcomes through sets of goals in the form of a vision. Curriculum managers should be proactive, as they are responsible for the creating and maintenance of vision and mission statements (Kemp & Dwyer, 2003; Stokely, 2004; Stovely & Bontis, 2002). According to Khoza (2016b-b); (Van den Akker et al., 2009a), the organisational vision and mission statement indicate the conceptual and operational levels of outcomes. The findings from these participants suggest that they were driven by the KwaZulu-Natal Department of Basic Education (KZNDBE). This body has prescribed guidelines for schools’ vision and mission statements in line with the KZNDBE vision “A well-educated, skilled, and highly developed citizenry”. The mission statement is: “To provide equitable access to quality education for the people of KwaZulu-Natal” (Mchunu, 2011).

This suggests that curriculum managers were driven by the DBE policies to develop long-term outcomes in the form of an organisational vision and statement of the school (Bart, Bontis, & Tagger, 2001; Stovely & Bontis, 2002). Fomunyam (2016a); Khoza

(2016b-b)'s curriculum vision and mission are divided into personal, disciplinary, and horizontal processes. This suggests that schools' curriculum managers were driven by personal, disciplinary, and horizontal perspectives. These findings indicate that participants were driven by prescribed guidelines of the KZNDBE to formulate their schools' visions. These practices reflect the disciplinary perspective, because they followed rules, focusing on the vision statement to manage the curriculum.

The study further revealed that participants' objectives were to achieve excellence as per the motto (strive for excellence) of the school, as they adhered to the set targets. The responses of MPB indicate that he was driven by horizontal perspectives when using the formative type of assessment to assess competence through oral questioning. However, through observation, this study established that participants respected the values of time-consciousness, respect, cleanliness, and responsibility without supervision, for developing good citizens from learners. Curriculum managers have combined discipline and horizontal perspectives in managing the curriculum to produce good citizenry.

Therefore, curriculum managers should be able to combine the two types of content to bring about one identity (Fomunyam, 2014b). The use of the summative assessment is in line with objectives that are driven by the prescribed content. This results in a content-centred approach. This approach was prescribed by the DBE in South Africa, so that learners learned the international content that could help them to compete equally with other countries. Participants seemed to be repeating concepts of the DBE vision without necessarily applying them in their practices.

For example, they did not have specific criteria that helped them define excellence and quality education. The DBE has not defined these concepts according to the curriculum managers' perspectives or approaches. The challenge of such a practice is that teachers, because horizontally (socially) or disciplinary (professionally) become passive in their teaching and managing of the curriculum; and curriculum managers fail to understand the perspective they need to apply. According to Khoza, they need to know their self-identity too sure of what they are doing. Curriculum managers seem to take whatever they read or hear from other people, and apply it without interrogating it according to their needs and strengths.

4.2.4 Theme 4: Evaluation Activities

The findings indicate that there are three categories of evaluation activities that are used by curriculum managers in assessment and activities of management processes, ranging from class visits, to workshops, to moderations. These evaluation activities indicate the various activities of managing the curriculum, and how assessment of effective management and teaching are conducted. In response to the question of activities that are involved and assessment in curriculum management:

MPB: *“We conduct class visits where the teacher teaches during the presence of the departmental head this is done to identify the areas of development either in methodology or content gaps. Planning of staff meetings to discuss curriculum matters. I preside over the meetings. I instruct staff members about outstanding duties. I facilitate discussion meeting like results analysis to explore and understand the reality of the outcomes. I record teachers’ work. I prepare report to circuit manager. I collect circulars from the circuit office. I consult with other curriculum managers about curriculum matters. We conduct workshops specific to the methods identified during the class visits...”* MPD supported.

MPE: *“We (SMT) class visits are done for the purpose of assessing curriculum managers teaching methods, to explore gaps in content knowledge application. The class visit assist managers to ensure higher level of planning. We conduct workshop in relation to the identified area of concern. Workshop are conducted into internally that involves one on one meeting to discuss and keep evidence of the meeting, the group workshop the common content, and external workshop include cluster workshop, circuit workshop conducted by subjects’ specialist. We also encourage curriculum managers to empower themselves through enrolment to high institutions of higher learning.*

The class visit is prescribed by Resolution no 8 of 2003/ Integrated Quality Management System (IQMS) policy. We assess the strengths of educators and determine competence of educators for high level of learner performance through competent educators. The IQMS is performance measurement tool for school-based educators. We use the findings to develop a plan for workshop to provide support to educators. The workshop focuses on subject management through appropriate utilisation of teaching methods correctly. We look for lesson plans and systematic

presentation. Assessment techniques, assessment records are evaluated to provide assistance before educators conduct learners' assessments. Workshops motivate educators to teach with confidence and high level of performance is achieved. Workshops develop educators professionally which yield order in school..." These comments were supported by MPB.

MPF asserted the activities of curriculum managers and assessment. She responded in addition to what has been said by MPB, MPD, and MPE. *Speckles visit is educators' performance measurement to assist them to improve their competence which I conduct quarterly. I monitor educators informal and formal tasks for assessments. I check tests, assignments, projects, and homework and do moderations. Moderations are divided into pre-moderation where I check the set work before it goes for printing. I check the following spellings, language grammar, questions levels as per guideline document, time allocation and sign them if I am satisfied. I do post-moderation after tests have been marked by educators to check marks allocation, memorandum, learners' scripts. I do results analysis and compile overall assessment record for reporting purposes. Post-moderations ensure credibility of assessment..."* MPA, MPC, and MPG supported her.

The above accounts of findings indicate that curriculum managers used evaluation activities to measure the levels of performance and competence of educators and learners. Effective curriculum management is determined by planned evaluation activities of teaching and learning to produce high levels of performance. This may be in the form of class visits of teachers, workshops for curriculum managers at their level of management, and moderation of both teachers' work and learners' work (Campbell_, 1997). The findings from these participants indicate that they were driven by the IQMS policy prescribed by the DBE for measurement of educators' performance. The rating levels of performance were outlined, ranging from level 1 to level 4 (1: unacceptable, 2: acceptable, 3: good, 4: outstanding).

The IQMS, as an educator performance measurement of assessment tools provides a discussion on final educators' scores to reach consensus on a final score (Mseleku, 2003). The findings indicate that participants apply a disciplinary perspective when conducting class visits, as they followed the prescribed policy. However, the horizontal perspective was incorporated during awarding of score discussion of the final

educators' scores. This indicates that opinions are considered (Mseleku, 2003). The IQMS allows the educator to conduct self-evaluation. The educator reflects on personal experiences and indicates areas of urgent needs for personal development. These practices reflect the personal perspectives as teachers conduct self-evaluation. According to Khoza (2016a), when curriculum managers are driven by the personal perspective they reflect on personal experiences.

The findings indicate that curriculum managers had planned to conduct class visits as part of their management systems to develop mechanisms of staff development. The IQMS outlines prescribe seven performance standards with performance measurement for rating ranging from 1 to 4, outstanding performance rated level 4 of for educator. These performance standards (PS) are used as the staff-development target to capacitate teachers to the expected or outstanding PS. The performance standard comprises description, expectation, question, and criteria. For examples of each PS for the outstanding performance. "PS 1: Description: Creation of a positive learning environment; Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process. Question: Does the educator create a suitable environment and climate for learning and teaching? Criteria: (a) Learning space; (b) Learner involvement; (c) Discipline; (d) Diversity, with levels of performance from 1 to 4.

Each level of performance has four criteria for scoring. Levels of performance criteria are the (a) Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning; (b) Learners participate actively and are encouraged to exchange ideas with confidence and to be creative; (c) Learners are motivated and self-disciplined; and (d) Educator uses inclusive strategies and promotes respect for individuality and diversity. PS 2: Knowledge of curriculum and learning programmes; Expectations: The educator possesses appropriate content which is demonstrated in the creation of meaningful learning experiences. Question: Does the educator demonstrate adequate knowledge of the learning area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners? Criteria: (a) Knowledge of learning area; (b) Skills; (c) Goal setting; and (d) Involvement in learning programmes.

The outstanding level of performance (a) Knowledge of learning area: Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies; (b) Skills: Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving; (c) Goal setting: Curriculum outcomes are always achieved by being creative and innovative in the setting of goals; and (d) Involvement in learning programmes: Excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background.

PS 3: Lesson planning preparation; Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes. Question: Is lesson planning clear, logical, and sequential; and is there evidence that individual lessons fit into a broader programme? Criteria: (a) Planning; (b) Presentation; (c) Recording; and (d) Management of learning programmes. The outstanding level of performance: (a) Planning: Lesson planning is abundantly clear, logical, sequential and developmental; (b) Presentation: Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities; (c) Recording: Outstanding record keeping of planning and learner progress; and (d) Excellent involvement learning in lessons in such a way that it fully supports learner needs and the development of their skills and knowledge.

PS 4: Learner assessment/achievement; Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement. Question: Is assessment used in order to promote teaching and learning? Criteria: (a) Feedback to learners; (b) Knowledge of assessment techniques; (c) Application of techniques; and (d) Record keeping. The outstanding level of performance: (a) Feedback to learners is insightful, regular, consistent, timeous, and built in to lesson design; (b) Knowledge of assessment techniques: various assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles; (c) Application of techniques: assessment informs multiple intervention strategies to address specific needs of all learners and motivate them; and (d) Record keeping: records are easily accessed and provide insight into individual learners' progress. These four PSs are class-based assessments of teachers which are observed and scored during the class visits assessment processes.

PS 5: Professional development in the field of work/career and participation in professional bodies; Expectation: The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills. Question: Does the educator participate in professional growth activities? Criteria: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of educational issues; and (d) Attitude to professional development. The outstanding level of performance: (a) Participation in professional development: takes a leading role in initiating and delivering professional development opportunities; (b) Participation in professional bodies: takes up leading position in professional bodies and involves colleagues; (c) Knowledge of educational issues: is informed and critically engages with current education issues; and (d) Attitude to professional development: participates in activities which foster professional growth; tries new teaching methods/approaches and evaluates their success.

PS 6: Human relations and contribution to school development; Expectation: The educator engages in appropriate relationships with learners, parents, and staff and contributes to the development of the school. Question: Does the educator create and maintain sound human relations with colleagues and learners? Criteria: (a) Learner needs; (b) Human relations skills; (c) Interaction; and (d) Cooperation. The outstanding level of performance: (a) Learner needs: adds value to the institution by providing exemplary service in terms of learner needs; (b) Human relations skills: demonstrates respect, interest and consideration for those with whom he/she interacts; (c) Interaction: conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner; and (d) Cooperation: supports stakeholders in achieving their goals.

PS 7: Extra-curricular and co-curricular participation; Expectation: The educator participates in extra-curricular and co-curricular activities in such a way that this supplements the learning process and leads to the holistic development of the learners. Question: Does the educator participate in extra-curricular and co-curricular activities; and is she/he involved with the administration of these activities? Criteria: (a) Involvement; (b) Holistic development; (c) Leadership and coaching; and (d) Organisation and administration. The outstanding level of performance: (a) Involvement: educator plays a leading role and encourages learners and staff to

arrange and participate in-activities; (b) Holistic development: educator is the most successful in using these activities for the holistic development of learners; (c) Leadership and coaching: leadership and coaching is at an exceptional standard; (d) Organisation and administration: administration and organisation is outstanding”.

During awarding of scores there are three factors to be considered – strengths of the educator, recommendations for development, and contextual factors. PS one and seven address personal needs as they are more concerned with personal interest. PS two and three address the disciplinary needs as these performances are driven by the prescribed policy of the DBE which outlines the specific content to be applied. However, PS four, five, and six address horizontal needs as they use ideas and a collective decision to conclude.

The observation from the response of MPB provides the reason for the value of class visits. These were to explore areas of development through workshops to be planned internally, within the school, before going out of the school to look for assistance. The methods of teaching and management style have a great effect on performance (Khoza, 2016b-b). Teaching and curriculum management are conceptual content which is the content required at the planning level of the curriculum. The workshop is part of the conceptual content that forms ideological software. This triggers the suitable method for a particular lesson (Fomunyam, 2016a). In other words, any method gaps are regarded as conceptual content which should be addressed through conducting workshops.

However, operational content is based on addressing content gaps to ensure empowerment. This stimulates self-confidence of curriculum managers and performance for teachers and ensures that learners’ improvement is achieved. The type of workshop to be conducted is identified through the collective analysis of the school per consultation processes. The findings reveal that workshops motivate, having a positive impact to influence the culture of the school working environment (Khoza & Mpungose, 2017; Ngubane-Mokiwa: & Khoza, 2016). These findings indicate that the workshop is most important for achieving a high level of competence with performance that is of a high standard. The observation reflects that assessments are the most important section that produces the level of competence and performance.

The responses from MPF indicate that they conduct pre-moderation, and post-moderation checks to ensure credibility of assessment, as discussed above. These practices indicate that curriculum managers were driven by disciplinary perspectives in managing the curriculum. They were following the prescribed assessment policy CAPS in the case of South African schools. Assessment, as one of the rules, is a good example of curriculum-management rules (Killen, 2007; Morojele, 2018). Curriculum managers should have understanding of the three forms of assessment to guide and support teachers when conducting assessments in any subject. For example, the South Africa CAPS outlines the specific subject content to be covered for assessment.

4.2.5 THEME5: Content Coverage

The findings indicate that there are three categories used in managing the curriculum. Content coverage was at the centre of management of the curriculum. This ranges from teaching, to learning, to quality education. The document review, and participants' observation displayed the special tool called "the tracker" used by curriculum managers in managing content coverage. The findings indicate that content coverage is the centre of curriculum management which rotates around the teaching and learning to produce quality education. The findings reveal that content coverage is the most important reason for curriculum management in schools.

MPA: "We manage curriculum to ensure teaching is taking place. To ensure that learners learn what is being taught. We (SMT) manage content taught in various grades as prescribed by CAPS in South African schools. Curriculum managers manage at various levels of management to ensure that relevant content is taught and checked at checking time which is outlined in management plan. We ensure that the content is covered as outlined in CAPS document which is being implemented by curriculum managers. The content coverage is core business of curriculum management. The content coverage is managed on weekly basis by departmental heads as the content to be taught is measured weekly. We manage teaching and learning is in line with CAPS.

We also manage assessment of content in various forms of assessment to evaluate the understanding of learners from what have been taught. The lesson plan is used as the evidence of content taught and workbook with classwork as evidence of learning process..." He was supported by MPC, and MPG. MPE affirm the above

saying *“I manage to track the teaching of the content. I check teachers’ files weekly lesson plans of the content to be taught in each grade. To check learners’ workbooks and assessment records to ensure that learners understand what have been taught in class. The high level of learners’ performance is an assurance of the quality education is provided by curriculum...”* supported by MPC, MPA and MPG.

MPD: *“I manage content to get high levels of learners’ performance. To manage content coverage through tracking to ensure learning is taking place for quality education displayed by high levels of performance. Management plan with checking times enforces the content coverage as the centre of curriculum management. The most of management activities are direct or indirect to content, teaching and learning to provide quality education. The quality education is whereby learners’ performance is above seventy percent achievement as per school set targets as CAPS specific prescribed levels of performance 0 -29 is equal to level 1(not achieved), 30 -39 is equal to level 2 (elementary achievement), 40-49 is equal to level 3,(moderate achievement), 50-59 is equal to level 4 (adequate achievement), 60-69 is equal to level 5 (substantial achievement), 70-79 is equal to level 6 (meritorious achievement) and 80-100 is equal to level 7 (outstanding achievement)...”* supported by MPB, and MPE.

The above accounts of findings indicate that curriculum managers used the content coverage strictly as a measurement for the provision of quality education through teaching and learning. These findings also indicate that curriculum managers were driven by content coverage prescribed by CAPS of the DBE. According to Christiansen, Bertram, and Land (2014), the performance curriculum is driven by the vertical levels of performance with the kind of competition in practice. Findings indicate that most curriculum managers’ performance targets 60% instead of 100%, which gives the impression that they are driven by the horizontal perspective in their management processes. Only a few curriculum managers target to achieve a hundred per cent learner performance, which indicates that they are driven by the According to Khoza (2018), learners should produce a hundred per cent of the given content as they are driven by a prescribed content for each grade. The curriculum managers were tracking curriculum coverage to ensure that the content was taught as per prescribed CAPS. This portrays that the curriculum managers were driven by the disciplinary perspective in their management. The participants’ observation reveals that the

curriculum had a checking time. A day to check the pace of teaching the content is in line with stipulated time. This suggests that curriculum managers are very much concerned with the provision of quality teaching and learning through various interventions and support in the form of workshops.

The levels of learner performance and results analysis enforces the accountability of curriculum managers. The learner performance has an effect on the teachers' performance who wish to achieve outstanding performance standards in teacher measurement through IQMS processes. Such processes motivate and stimulate the personal drive to achieve maximum performance, which creates a positive working climate in school. These findings indicate that curriculum managers are driven by the disciplinary perspective in managing the curriculum, however, the horizontal perspective has been observed during data generation, in which participants' observation was conducted. There was no time frame for submission of files to senior curriculum managers during the stipulated date. As much as the managers' definition of quality education was driven by the disciplinary perspective that deals with the cognitive domain (Khoza, 2019), teachers managed to promote skills as well through the horizontal perspective. As a result of this practice, the dominant perspective was the personal.

4.2.6 Theme 6: Qualities of Curriculum Managers

The findings indicate that there are three categories used to identify qualities of curriculum managers in managing the curriculum. The three qualities are instructional leadership, transformational leadership, and ethical leadership. The qualities of curriculum managers indicate the culture of managers' work based on the history of their experiences. MPA: *"I provide instructional leadership as prescribed by curriculum policy CAPS. I present curriculum management plan to teachers with time frame to ensure that the management plan is implemented. I personal address teachers about expectations. The management plan is the written form of instruction that is given to teachers as prescribed by the DBE policy CAPS in South Africa..."*

"A number of management tools serve as instructions like assessment plan, marking attendance register, textbook control learners' books. I chaired staff meetings where give instructions about the activities that would take place during term..." Moderate term has two schedule staff meetings where the curriculum manager gives order of

activities outlined by school year plan and any outstanding activities. This is done during the first day of each term to ensure that all staff members know their roles as expected...” (MPC). *“The last day of each term instructions are given in the form of reporting and reflection to the expectations and focus on results analysis to review actual challenges of the term activities to ensure that we meet our set targets...”* (MPG) These sentiments were supported by MPB, MPE, and MPE. Document analysis has confirmed this as tangible evidence for the findings.

MPB: *“We do management work as outlined by our management tool. We manage academic performance for both teachers and learners to ensure that quality education is produced. The staff meetings discussions through the implementation of assessment policy are facilitated and managed by curriculum managers to ensure that discussions are within the context of the discussed agenda. We manage infrastructure and control textbooks, time management with attendance registers. We manage stakeholders matters and welfare of human relationship with and outside the school environment. We manage learners’ code of conduct and staff attendance through leave measures as a prescribed policy...”* MPD, MPE, and supported by MPA. Even though MPA was from another school, support was shown because all schools implement the same DBE policy document. This was also confirmed by the document analysis and participants’ observation during the data-generation processes.

MPC and MPD had similar responses but I have used the direct responses of MPC: *“I conduct various forms of assessment where I play an assessor role. I conduct class visit to evaluate teacher performance through IQMS tools. I play an assessor role when I assess learner’s performance through summative assessment, formative assessment and peer assessment. I also conduct moderations to ensure that the assessment process was credible...”* supported by MPB, MPE and MPF.

The above accounts of findings indicate that instructional leadership was at the centre of management through ensuring the curriculum management is not compromised. These findings reflect the practices of instructional leadership, in which rules are strictly followed for effective curriculum management (Bush, 2015; Fomunyam, 2014a). This shows the strong influence of the disciplinary perspective. The curriculum managers adhered strictly to the prescribed rules of the DBE through the management-plan tool. However, the findings reflect the horizontal perspective in

responses of MPB in which he plays a facilitating role in staff-meeting discussions, to draw up the management plan and other management tools. This suggests that transformational leadership had influenced the decisions on curriculum-management processes, through democratic principles based on the policy of the DBE that indicated that the horizontal perspective should be applied (Bush, 2013; Khoza_ & Mpungose, 2017).

Through participants' observation and document analysis, this study indicated that the participants highly respected all management plans that were used in curriculum management, being driven by the personal perspective. The findings indicate that the curriculum has an assessor role. The curriculum was influenced by both disciplinary and horizontal perspectives, which demonstrated that the personal perspective was used for assessment processes. The findings further indicated that participants played the assessor role during the class visits. The IQMS policy was implemented through development of a support group (DSG). Scoring discussion is influenced by a personal perspective which involved disciplinary and horizontal perspectives to attain the final score (Khoza, 2016a; Khoza & Mpungose, 2018b; Mseleku, 2003). This suggests that IQMS policy caters for three perspectives in prescribing the measurement tool for teachers' performance. However, since a consensus is required for the decision on the final score, this means it is dominated by the horizontal perspective. This ensures that most teachers reach the required score for the benefit of incentives.

4.2.7 Theme7: Schools' Offices Space

The findings indicate that there are four specific spaces that were preferred by curriculum managers. The four spaces indicate the levels from which curriculum managers were operating. The spaces are classroom or staffroom, (teachers) departmental head office, (HoD) deputy principal's office, principal's office, and home. MPG: *"I manage curriculum in the classroom where I always look after my learners. I manage the curriculum on daily bases after learners have left. I do my lesson plan for the following day. I do record for work completed. I do mark for class works. At home I am doing set work for assessment..."*

MPB: *"I manage curriculum school deputy Principal office sometimes I take some work to do at home. I do set work at home and moderations. I check teachers' files at the office, and attendance registers. I receive emails with school related information some*

demand me provide electronic information through smartphone while at home...". MPA and MPB supported him in their similar responses. MPB said *"I manage curriculum in the office of the Principal checking HoD files and learners work books, finance records. I do mark at home sometimes..."*

The above accounts of findings indicate that most curriculum managers are managing the curriculum in school offices in their respective spaces. The offices are conducive places for curriculum management, because they have relevant activities that represent the culture of the curriculum managers, based on the history of what they have been doing over a long period of time. For example, all their offices had desk-top computers and printers that are used for most of the teachers' activities. Further to this, the participants' observation indicated that curriculum managers have tables and shelves on which curriculum-management work was placed in an orderly manner to ensure timeous feedback. One-on-one meetings between curriculum managers with relevant tools were used in a suitable place. According to Christiansen et al. (2014), the working environment is important for stimulating high performance. The findings indicate that curriculum managers are driven by the disciplinary perspective as they manage the curriculum in a specifically designed place for curriculum management. These curriculum managers strictly confined themselves to the suitable space designed for them to perform their duties in a conducive environment for their work. The participants' observation indicated that curriculum managers' offices provide privacy and confidentiality for managers to deal professionally with human relations matters.

The findings indicate that other curriculum managers are influenced by the horizontal perspective. Curriculum managers sometimes manage their curriculum at home, as does MPB who used his discretion to do so without assuming a prescribed space. Curriculum managers have a self-identity and are driven by the personal perspective which combines the horizontal and the disciplinary, based on the culture of their working space. The participants' observation indicated that curriculum managers followed the personal perspective when choosing certain work to do at home. The findings have indicated that a conducive environment is important for promoting levels of performance in curriculum managers (Fomunyam, 2014a; Khoza & Mpungose, 2018a). According to Khoza (2016b-b), if one has self-identity it becomes easier not to lose focus, knowing personal identity. This suggests that curriculum managers who

manage their work at home may be seen as pursuing the disciplinary perspective through their self-discipline identity.

4.2.8 THEME 8: Stakeholders

The findings indicate that there are four levels of stakeholders in the community fully involved in curriculum-management processes. The findings indicated the following stakeholders as the most important in education, namely, parents with learners, the school governing body (SGB), Department of Basic Education officials, the professional community (support staff, administrative staff, cleaners), and the academic community (educators). The findings reveal that each level of stakeholders has a specific role (division of labour) to play, to ensure that the curriculum is well managed to produce high levels of learner performance.

MPB: *“We considered the culture of the community. We respect their needs as we serve their expectation through our professional services. We involved the in decision making structure as School Governing Body (SGB). The SGB is consist of parents for learners, professional staff known as support staff, academic staff, and DBE officials. We look for history with experience of any person to be part of curriculum management component. We take the culture of the community into consideration to ensure that learners could easily copy with curriculum performance. The SGB provide governance through rules making as code of conduct for learners. The language policy to be used, the dress code for school communities, the time management rules are defined clearly. The curriculum expectation by community is defined...”* supported by MPC, MPE, and MPF. It was a common factor for all schools regulated by DBE to follow one structure. Therefore, it was clear that participants supported colleagues in other schools when they responded to research questions.

MPD: *“Admission is determined by DBE provide curriculum options and both academic and professional staff. The Professional staff provide essential services for academic staff to focus strictly on curriculum management processes. The labour was divided among the stakeholders to maintain order of responsibilities. This was done in the form of committees as task teams to report to the main body committee quarterly...”* MPA, MPG and MPB supported.

The above accounts of findings indicate that the DBE sets the standard and conceptualises the curriculum to address disciplinary needs (Fomunyam, 2016a). The

SGB sets the code of conduct which addresses the horizontal needs as discussed based on the cultural and historical considerations. The horizontal needs are addressed according to the SGB's opinions that are taken from the school's culture, and informed by the history of the school. The findings indicate that the curriculum should work cooperatively with the community structures to ensure that the curriculum is well managed as schools need parental support (Khoza, 2019). Parents could support the school through enforcing learners' attendance and reducing late coming. Curriculum managers are driven by the horizontal perspective as they cooperate with the community. The community members have a major role in what curriculum managers are doing. Curriculum managers listen to the instructions of the community members more than they read the DBE policies. For example, if an instruction is coming from Inkosi through the SGB curriculum, managers should act on the instruction even if it is not in line with the DBE policy. Further to following instructions from the Inkosi, they celebrate cultural activities that involve all stakeholders. Parental involvement in education has a positive impact, upgrading the commitment of learners to improve their performance (Nkohla:, 2017).

4.3 Conclusion

In concluding this chapter, the findings indicated that curriculum managers used the disciplinary, horizontal, and personal perspectives in managing the curriculum in schools. These were in evidence when curriculum managers indicated how they operate. The most important reason for curriculum managers to be driven by these perspectives emanates from the history behind the culture which has developed through experience. The next chapter concludes and summaries the findings, addressing directly the three research questions, and providing recommendations for the study.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main aim of this study was to explore curriculum managers' perspectives of managing the curriculum at schools of King Cetshwayo district. The intention was to understand reasons for curriculum managers' perspectives in managing the curriculum within their context. It also intended to understand the lessons that could be learnt from curriculum managers' perspectives in managing the curriculum in schools. The study set out to answer the specific research questions: What are curriculum managers' perspectives of managing the curriculum at schools of King Cetshwayo district? How do curriculum managers apply perspectives in managing the curriculum at schools of King Cetshwayo? and Why do curriculum managers have particular perspectives on managing the curriculum at schools of King Cetshwayo district?

The purpose of this chapter is to summarise the main findings discussed in the previous chapter, which presented, interpreted, and analysed the generated data. The chapter begins with the overview of the previous chapters, giving the study an overall meaning. Findings are categorised into eight themes and summarised. The conclusion which encompasses explanations, assertions, and patterns (Creswell, 2014; Fomunyam, 2016a; Morojele, 2018) is presented along with implications and recommendations that emerged from the study.

5.2 Summary of Chapters

5.2.1 Chapter One

Chapter One outlined the title, focus, and purpose of the study. It presents the overview of the details, content, location, and background of the study. It also states the rationale for undertaking the study. Furthermore, the objectives and research questions are outlined in this chapter. The description of the scope, and limitations of the study, are highlighted. Last, the chapter provides the reader with an overview of the research method.

5.2.2. Chapter Two

Chapter Two discussed in depth the literature on the curriculum managers' perspectives of managing the curriculum in schools. It defined the perspectives on management of the curriculum as disciplinary, horizontal, and personal perspectives. It provided the nature of content, with two types of curriculum management of content, namely, conceptual, and operational content. According to the literature, these three levels of perspectives of curriculum managers underpin curriculum-managers' interactions with aspects of curriculum-managers' perspectives. Chapter Three outlined the Cultural Historical Activity Theory (CHAT) consisting of seven principles that frame the curriculum managers, driven by perspectives in the management of a curriculum. Curriculum management follows a specific culture and history from specific perspectives.

5.2.3 Chapter Three

Chapter Three laid out the research design, as well as methods adopted within the qualitative approach, which locates this study as an interpretive paradigm. This study was a case study of seven curriculum managers at schools of King Cetshwayo district. The subjects were selected through purposive and convenience sampling. Document review, semi-structured interview, participants' observation, and focus-group discussion, was used to generate data methods. The chapter presented the way in which trustworthiness, data analysis, and ethical issues were addressed: giving limitations encountered during the data-generation processes.

5.2.4. Chapter Four

Chapter Four exposed the findings and discussion on participants' responses when they practised curriculum management in schools. The chapter highlighted the position of the curriculum managers and participants and the study. The aim of the study was to foster curriculum-management quality assurance in the education system. It also unpacked how the curriculum managers positioned themselves when they manage the curriculum. The chapter further acknowledged the receipt of information from the participants when the data were analysed; and the findings on the curriculum-management perspectives were discussed.

5.3 Summary of Findings and the Conclusion

The reflections from curriculum managers found that disciplinary, horizontal, and personal reasons were important factors influencing curriculum managers through the culture that has developed their practices. The eight themes of data generated based on the curriculum-management processes, explored in-depth the curriculum managers on the curriculum-management perspectives. This addressed the research objective and research question of the study. Perspectives were the major reasons that influenced curriculum managers' practice based on the culture and history of the schools. This has been considered most important in any activities and the findings revealed that perspectives have a positive impact on performance, always guaranteeing quality results. Culture and history also have an effect on performance. Curriculum managers' perspectives assist curriculum managers to manage the curriculum from a particular perspective. This ensures that curriculum managers manage the education transformation despite ever-changing policies at national, and provincial levels. Curriculum managers must focus their management from a disciplinary perspective through their self-identity. These reasons address the second objective and research question of the study, which includes factors that drive curriculum managers to apply a particular perspective in their curriculum-management process. From curriculum managers' reflections, it was learnt that the curriculum was dominated by the disciplinary perspective. It has also been found that the curriculum managers' tools were limited to paper (hardware) and electronic tools (software), which omitted the ideological-ware tool. This latter is the most important tool, according to the cultural historical activity theory (CHAT). It was learnt that most curriculum managers may not be well informed about the ideological-ware aspect of the curriculum-management processes.

Curriculum managers' experiences in the field of management and the education system also assist in developing their culture. Their history has also groomed curriculum managers to face all the professional challenges they may come across. The support from district, provincial, and national levels in the form of organised workshops assisted the personal development of curriculum managers; helping them to apply the disciplinary perspective in managing their curriculum-management processes. The DBE has introduced the CAPS as a performance curriculum, with specific content to be followed in performance measurements. Such steps ensure that

quality education is produced in schools. The findings indicated that curriculum-management is an ongoing process experienced by any country undergoing transition, as in South Africa. These are the lessons that may be learnt from curriculum managers' perspectives, in managing the curriculum in schools, as asked by the third question.

5.4 Responding to the Research Questions

5.4.1: What are curriculum managers' perspectives on managing the curriculum at schools of King Cetshwayo district?

The study findings indicate that perspectives employed by curriculum managers were categorised into disciplinary, horizontal, and personal perspectives. Curriculum managers often have more than one perspective. Curriculum managers driven by a specific rule and a management plan are viewing their employment from a disciplinary perspective. However, the horizontal perspective referred to curriculum managers driven by opinions or ideas as a democratic principle, when the SGB elects the committee. The personal perspective has been observed when the curriculum manager displays his or her personal respect for other members.

5.4.2: How do curriculum managers apply perspectives in managing the curriculum in schools?

The curriculum managers applied the disciplinary perspective during the checking time, when they used the specific time, honouring the written management plan. The personal perspective was applied by curriculum managers when using management tools of their choice for a particular activity. Curriculum managers taking work to do at home indicates a personal identity. This applies to the personal perspective, combined with a disciplinary perspective. Conducting schoolwork at home indicates the application of the disciplinary perspective. The MPD is dominated by the disciplinary perspective. Other perspectives are limited, as indicated in the responses.

5.4.3: Why do curriculum managers have particular perspectives on managing the curriculum in schools?

The findings indicate that curriculum managers have particular perspectives because of the experience that they have acquired and developed on the culture and history over the years. The cultural environment of the curriculum managers drives them to develop a particular perspective of management. The findings of the study indicate that curriculum managers used mostly paper tools when managing the curriculum in schools. This suggests that curriculum managers have developed the culture of using paper rather than electronic tools. For example, curriculum managers are driven by a horizontal perspective when they address the community, the SGB, and formalising decisions at meetings. Actors' culture and history drives the perspective of managing the curriculum.

The conclusions that follow were derived from the findings of the study, and will be categorised into themes.

5.5 Themes

5.5.1. Theme 1: Tools

The findings indicated that the seven principles of CHAT were used to frame the curriculum activities, driven by perspectives on the management of the curriculum. According to CHAT, tools refer to resources. The findings revealed that curriculum management follows a specific culture and history from a specific perspective. This applies to all the principles of the curriculum-management activity (Amory, 2012). Findings indicated that conceptual and operational perspectives on curriculum-management were driven by ideological-ware.

Curriculum managers used hardware (paper tools or management plans, and attendance registers), and software (electronic tools or printers, computers, and photocopiers) to enhance their curriculum management. According to Fomunyam (2016a); Khoza (2019), curriculum managers overlook ideological-ware, when discussing tools. Ideological-ware comprises initial steps taken which is determined by either by the culture or history of the curriculum manager. The manager uses the tool for ease of curriculum management. Culture drives one to think about tools to use; the personal perspective drives choice of a tool. Ideological-ware is overlooked as an important tool, owing to its abstract nature.

Furthermore, curriculum managers in both schools used computers, printers, smartphones, photocopiers, and other devices as their hardware tools. For the software tools, findings revealed that curriculum managers use CAPS and DBE prescribed policies, and worksheets for management activities and the management plan. However, the findings indicated that for the curriculum, management tools in schools are used to their maximum potential. This confirms Morojele (2018)'s argument that the efficacy of tools is contingent on how they are used. Curriculum managers' gaps in technology literacy should be taken seriously by individual curriculum managers. Skills must be relevant to the system, and in the transformation of education. The DBE should implement programmes for reskilling of curriculum managers for effective curriculum management without technological hindrances.

Also, the findings revealed that curriculum managers are challenged on using software tools effectively. The majority of curriculum managers have not received any special training on such tools. This shows that, even though the Department of Basic Education provides policy documents, it does not enhance effective curriculum management in schools. Moreover, participants' responses indicated that the majority of curriculum managers use the tools available. One curriculum-management tool is the ideological-ware tool; others used are the software and hardware tools (Fomunyam, 2016a). Curriculum managers were only aware of the software and hardware tools. These tools are meaningless without ideological-ware tools driven by the specific culture and history of the tool to be used for the specific purpose of the activity.

5.5.2 Theme 2: Checking time

The findings indicated that curriculum managers were using checking times to manage the curriculum. Curriculum managers separated their management activities according to their seniority order of management (ascending order of management). It revealed that tasks were checked weekly at a lower level of management (teachers); middle-management checking time was fortnightly (departmental head); and senior-management checking time was monthly and quarterly on principals and deputy principals' levels of management. These checking times ensured that quality of education is provided through curriculum management, in line with the CAPS' specific time for task completion. This had driven the curriculum managers to follow a disciplinary perspective in managing the curriculum (Motshek, 2011).

Curriculum managers indicated their dissatisfaction with the one hour per day reserved for management. Curriculum managers would manage the curriculum more effectively if they used their extra time to ensure that the curriculum was well managed. The findings indicated that curriculum managers were mostly driven by the disciplinary perspective in managing the curriculum process (Fomunyam, 2016a). The literature indicated that there should be a specific time for task completion of any activities to ensure that there are no clashes of activities. The time for completion of tasks and the management plan for management to check work must be in line with stipulated time as prescribed by CAPS (Motshek, 2011).

The findings further indicated that time is the most important measurement of content coverage management. Therefore, curriculum managers focused on the content and time to complete the topics and to record the date of completion. The findings indicate that the annual curriculum-management plan is driven by the annual teaching plan, which ensured curriculum managers strict adherence to the checking time in terms of management plans of the school. The CAPS does not allow for external or local knowledge to be incorporated into the school's curriculum management.

Thus, the over-scientism nature of CAPS may disconnect the curriculum from a micro-ideological reality. Earl and Katz (2006) assert that learners find it difficult to be assisted in their homework by their parents and siblings, particularly in rural areas. Curriculum-management plans are aligned sequentially with CAPS as a performance curriculum for international standards (Berkvens et al., 2014). Findings indicate that checking times had focused curriculum managers to work objectively. Curriculum managers worked towards the set targets as per checking times with the purpose of the curriculum-management process. This indicates that curriculum managers have developed a culture of professionalism in their work, being driven by a disciplinary perspective.

5.5.3 Theme 3: Long-term Outcomes

The findings indicate that curriculum managers were driven by long-term outcomes in the form of goals. This reveals that the vision outlines and influences the curriculum-managers' perspectives in managing the curriculum in schools. It reveals that vision is an obligation: any organisation should have vision. Such vision drives the

curriculum management to apply any of the following perspectives: disciplinary, horizontal, and personal (Khoza, 2019). The findings indicate that curriculum managers manage both types of curriculum, namely, competence, and performance, through various forms of assessment. This ensures that they produce excellent and responsible citizens.

The findings indicate that curriculum managers were driven by CAPS to design their specific checking time, ensuring that curriculum activities are not compromised. This was achieved in a professional manner. Levels of management had specific activities outlined on a management--plan to focus the full curriculum on the set targets of the school. According to Fomunyam (2014a), effective curriculum management is determined by good time management, which may be periodical or hourly. The findings from these participants suggest that they were driven by the DBE policies to develop skills of time management required in producing effective curriculum management (Bush, 2015). Participants' observation in this study indicates that the curriculum managers highly respected all the checking times that were outlined in the school management plan. This signified being driven by the disciplinary perspective (Bush, 2013; Khoza, 2016b-b).

The findings further indicate that curriculum managers' objective was to achieve excellence as they adhered to the set targets. The participants' observation revealed that curriculum managers respected the value of time consciousness, respect, cleanliness, healthy working relationships, and responsibility without supervision, for developing good citizenship in learners. This indicates that curriculum managers had combined the disciplinary, and horizontal perspectives in managing the curriculum to produce good citizenry. According to Fomunyam (2014a), curriculum managers should be able to combine the two types of content, namely, conceptual and operational, to bring about one identity. The findings indicate that curriculum managers used the summative assessment with the objectives that are driven by the prescribed content. This results in a content-centred approach. The approach was introduced by the DBE in South Africa so that learners learned the international content that could help them to compete with other countries.

5.5.4 Theme 4: Evaluation of Activities

The findings indicate that curriculum managers used various assessment measurements to ensure that curriculum management is conducted professionally and is internationally competitive, to provide quality education. Findings reveal that curriculum managers conducted class visits as the performance measurement tool with which to assess the strengths of educators. In this way they determined competence, and identified challenges of educators, to ensure that learner performance is at the highest level possible. The findings through participants' observation class visits, were taken seriously by educators. This has a great impact on the development of teacher performance. The findings indicate that there are four basic levels of teacher performance measurement observed in class, as discussed in findings.

The findings indicate that class visits play a significant role in teacher performance development, covering a range of areas of curriculum management. The IQMS class visits are driven by the horizontal perspective; scores are discussed by a development support group (DSG) to reach consensus. The DSG consists of peers, immediate supervisors and the educators. The findings also indicate that the IQMS is driven by the three combined perspectives. This suggests that the IQMS is driven by the disciplinary perspective: it outlined time frames of the processes of the cycle of the implementation of prescribed policy.

A personal perspective is used when an educator applies self-evaluation: the educator has to evaluate herself or himself. This is the most important step for self-identity in teacher development. This step guides the whole process of performance measurement in curriculum management. The educator is expected to provide the areas of development in which assistance is needed for personal development. The horizontal perspective is applied when scoring of the final scores is conducted. A discussion must follow to reach consensus on the final score. This does not follow any prescribed rule. This is done to ensure that the educator reaches the minimum percentage of incentives of pay progression. However, IQMS is the best educator performance measurement.

The findings indicate that school-based workshops are conducted internally organised by the school to improve school performance through networking. The workshops are

defined as intervention strategies to overcome gaps in content knowledge or methods of managing curriculum. The workshops are organised by the BDE, provincial education departments, district offices, and circuit offices to support educators, ensuring that educators' performance improves. The workshops motivate and stimulate commitment of educators to their work. The curriculum-managers' workshops are set based on the content gaps. The CAPS must ensure that curriculum managers master the content for operational application. The workshops are driven by the disciplinary perspective, as organisers prepare specific content for each specific grade (Bush, 2015). The attendance registers are signed by all curriculum managers who attend, to enforce accountability.

The findings indicate that credibility of educator performance is achieved through moderation of the assessment tools or methods. Moderation is conducted by senior curriculum managers to ensure the targets are met. The findings indicate that moderation is conducted per pre-moderation and post-moderation. Moderation is the checking on quality of assessment tasks (Motshek, 2011). Moderation ensures a high level of accountability during the assessment process. This suggests that moderation is the most important activity for curriculum managers when managing the curriculum during the assessment, to provide credible results.

The findings indicate that curriculum managers' performance measurement ranges from performance standard one to performance standard seven for educators. The departmental heads range from one to ten, while the deputy principal and principal's performance standard ranges from one to twelve. The findings indicate that learners' performance demonstrates the level of effective curriculum management. Peer evaluation indicates that the horizontal perspective is applied during IQMS implementation.

The empowerment of educators is encouraging, and enforced through continuous professional teacher development (CPTD). The CPTD is managed and controlled by the South African Council of Educators (SACE), which requires all registered professional educators to accumulate one-hundred-and-fifty points in a three-year cycle. This suggests that educator development is very important for a high-level achievement performance. The findings indicate that the IQMS and the CPTD are the

central pillars of curriculum-managers' development and curriculum-managers performance measurement, which is mandated by the SACE policy.

5.5.5 Theme 5: Content Coverage

The findings indicate that curriculum managers were driven by content coverage in curriculum management, through a teaching and learning culture to produce quality education in schools. The findings indicate that curriculum managers are driven by the prescribed policy, which is the CAPS by the DBE, to be implemented in schools. The findings indicate that this theme was dominated by the use of the disciplinary perspective. Instructional leadership curriculum managers were driven by the prescribed CAPS giving the outlined time frames of task completion (Motshek, 2011). The findings indicate that content coverage is the core and nucleus of curriculum management. The curriculum managers designed their management plans to ensure that operational content was covered.

The findings indicate that curriculum-management content is divided into conceptual content, which is the framework and rules, the guide on how work should be done; and operational content, to be used to teach learners. Curriculum managers focused on establishing a conducive environment for teachers to teach effectively, so as to produce a high level of learner performance. The findings indicate that the CAPS outlines tasks for each grade, setting time for completion. Curriculum managers used checking times of daily activities. The departmental head checked daily lesson plans weekly. The deputy principal checked monthly assessment tasks and scope of work done, to ensure that the curriculum tallied with the set times outlined by CAPS.

The principal checks quarterly tasks and gives a comprehensive report on learner performance. Learner performance acts as the measure of curriculum-management performance. Curriculum managers have the assessment plan which is checked by the various levels of management to ensure that the operational content is covered. The findings indicate that the CAPS provide specific content to be taught in each grade. The summative form of assessment is used with prescribed guides on levels of questions types. This is the performance curriculum with the vertical levels of learner performance achievement ranging from the lowest to highest. The highest level of achievement is level seven, as discussed above in detail.

The results are categories according to the learner level of performance, which becomes the measurement of curriculum managers' performance through the school performance. The findings reveal that curriculum managers spend most of their time teaching and learning, so as to develop the teaching and culture of the school. The checking times or days are driven by the management plan, worksheets, mark sheet and programme of assessment, including the homework timetable. This ensures that the curriculum is well managed through content coverage. The level of commitment and accountability produces quality education.

The content coverage is compulsory since the curriculum is the performance which requires learners to reproduce the content taught (Khoza, 2018). The findings indicate that curriculum managers should be disciplined in ensuring the content coverage. There are a number of school-improvement plans and interventions programmes which ensure that content has been covered as per CAPS for quality performance during the final examination. The interventions programme assists in identifying learners with various learning berries and referred those learners to the relevant institutions suitable for them.

This intervention reduces the high rate of failure and helps learners to make progress in mainstream schools. The findings indicate that content coverage is the main focus of curriculum managers in managing the curriculum. The school management planning is based on content coverage. The special condition reduces any reasons for uncovered content and creates a healthy working culture in all curriculum managers, as this is a collective decision of the whole management.

5.5.6 Theme 6: Qualities of Curriculum Managers

Findings indicate that curriculum managers were identified through their personal and leadership qualities in managing the curriculum. The three most identified qualities of curriculum managers are instructional leadership, transformational leadership, and ethical leadership. The qualities of curriculum managers reveal the culture of managers' work, based on the history of their experiences. The findings indicate that curriculum managers provide instructional leadership as strictly as prescribed by the curriculum policy CAPS, without compromising any guidelines. The instructional leadership is driven by the disciplinary perspective which is driven by the performance

curriculum through the prescribed content to ensure that learner performance is of the highest level possible (Kanu_ & Glor, 2006).

The findings further indicate that curriculum managers, as instructional leaders, combine expertise with charisma. Participants' observation indicated that curriculum managers were hands-on curriculum managers "hip-deep" in the curriculum. Curriculum managers were unafraid of working with educators on the improvement of curriculum management and learning (Cuban, 1984; Hallinger, 1986).

Curriculum managers are goal-oriented, focusing on the improvement of curriculum management following management plans and checking times to ensure that content is covered for a high level of achievement by learners (Purkey & Smith, 1983). The findings indicate that curriculum managers were viewed as culture builders. Curriculum managers sought to create an "academic press" that fosters high expectations and standards for learners, as well as for curriculum managers (Mortimore, 1993). Curriculum managers' qualities displayed more of instructional leadership which is driven by the disciplinary perspective in managing the curriculum in schools.

The findings indicate that curriculum managers possess qualities of trustworthiness as managers of resources of the school, used for curriculum management. These findings are affirmed by the participant observation during data generation. Curriculum managers managed a number of aspects as human resources. They referred to check lists of their submission, records of registers for those who failed to submit their files as per school-management plan, assessment records well filed, financial records always up to date, records of attendance for both curriculum managers, learners, and support staff.

The curriculum managers kept staff meeting minutes to ensure that decisions taken were implemented as part of the policy collectively taken and signed by all attendees. This indicates that curriculum managers are driven by the horizontal perspective: they used staff minutes as management tools (Fomunyam, 2016a; Mortimore, 1993). Curriculum managers used ideas, not specific rules. The managers' qualities developed the culture, drawing from experience gained over the past years, assisting in curriculum-management processes. The findings indicate that curriculum managers applied the horizontal perspective when conducting one-on-one meetings

with other curriculum managers. Discussions were open on the performance progress of learners (Khoza, 2016b-b; Van den Akker et al., 2009b).

The findings further indicate that curriculum managers displayed qualities of assessors. Curriculum managers conducted moderations of set work from teachers to ensure that the standards were met, as outlined by the CAPS. The curriculum managers played an assessor role in moderating teachers' work for credibility of the whole assessment, driven by the personal perspective. Curriculum managers conduct pre-moderation before the question paper or set work is written, and post-moderation before marks are entered into the mark sheets. There is a prescribed percentage of scripts with the memorandum and question paper given for verification of mark allocation, and general learner performance. The findings indicate that curriculum managers combined both the disciplinary and horizontal perspectives when playing an assessor role (Khoza, 2018).

5.5.7 Theme 7: Schools' Offices/ Home Space

The findings indicate that curriculum managers are not confined to one place for managing the curriculum. The culture and experience developed over the year and the technology development allow for ease of management in any convenient place. Curriculum managers often take work home to complete their curriculum management. However, the findings indicate that curriculum managers have a well-defined suitable place to use when managing the curriculum (Fomunyam, 2016a; Khoza, 2016b-b). The school offices have their respective spaces to ensure that curriculum managers are able to manage the curriculum professionally. The school offices have suitable equipment for curriculum management.

This suggests that curriculum managers are driven by a disciplinary perspective when they manage the curriculum using their office as a prescribed place of management. The findings indicate that some curriculum managers use the staffroom to manage the curriculum. The findings indicate that a conducive environment is essential in managing the curriculum as it provides privacy, and confidentiality, during one-on-one meetings. The findings indicate that personal identity drives the curriculum managers to take some work home. They are driven by the personal perspective through the culture established over the years (Fomunyam, 2014a; Khoza, 2018). The findings

indicate that space for curriculum managers to manage the curriculum professionally and efficiently cannot be over-emphasised.

5.5.8 Theme 8: Stakeholders

The findings indicate that there are four most important stakeholders in the community that are fully involved in the curriculum-management processes. The following are the stakeholders: parents with learners, school governing body (SGB), Department of Basic Education officials, support staff (professional community), and academic community (educators). The findings reveal that each level of stakeholders has a specific role (division of labour) to ensure that curriculum managers are managing the curriculum without serious challenges, so as to achieve maximum learner performance.

The findings indicate that the SGB is mandated by the South African School Act Number 76 of 1996 to provide governance in schools to ensuring order and stability. This includes developing the society with democratic principles in making and taking decisions wisely. Curriculum managers engage parents in the education system as part of the school activities, offering a learner code of conduct for the smooth running of the school. Therefore, curriculum managers are driven by combined disciplinary and horizontal perspective (Christiansen et al., 2014). The personal development of each stakeholder is envisaged; the school develops the culture of teaching and learning as a working community (Motshek, 2014b).

The findings indicate that curriculum managers are influenced by a horizontal perspective as they manage parental interests. The history and experience of the SGM members would assist the school to achieve professional targets for learner performance. The SGB is responsible for policies of the school, such as the admission policy, the learner code of conduct, the language policy, dress code, and school times. The curriculum expectation by community is shared to conceptualise or formalise them.

The findings indicate that professional staff provide essential services for academic staff to focus strictly on curriculum management. The responsibilities are divided according to the stakeholders, to ensure that stakeholders know their role in achieving the mission of the school. The horizontal needs are addressed according to the SGB opinions. These are taken from the school culture, which is informed by the history of

the school. Findings indicate that curriculum managers should work cooperatively with community structures to ensure a high level of learner achievement (Motshek, 2014b).

Further findings indicate that parents could support the school through enforcing learners' attendance, with late coming eliminated. Curriculum managers are driven by the horizontal perspective as they cooperate with the community. Parental involvement in education has a positive impact on developing of a learning culture that will improve learners' performance (Nkohla:, 2017).

5.6.Recommendations

5.6.1 Recommendation:1. Tools

Most public schools in rural areas are under-resourced for textbooks, impeding effective curriculum management's achieving of set goals for the school (Nkohla:, 2017). It is recommended that curriculum managers should be given the theory that informs them on activities. Curriculum managers have a clear understanding of the culture and history of the tools to use: CHAT has outlined the seven principles above in Figure 2.4 (Engestrom, 1987). The findings indicated that ideological-ware is a challenge for most curriculum managers. Therefore, the study findings recommend that the DBE organise workshops for curriculum managers to realise how ideological-ware is identified. The study recommends that the DBE provide media centres to ensure that communities access the Internet gratis. This may transform the community; and education could be improved, as homework would be easier for the learners.

5.6.2 Recommendation:2. Checking Time

The study recommends that curriculum managers be specific about times for submission of educators' files to the senior management for checking progress. This will avoid unnecessary conflict. Curriculum managers should plan for the revision timetables, and turnaround plans to cover any lost time. Participants indicated their satisfaction with six hours per day especially in primary schools. More time to complete their assessments should be given to learners who require such. However, secondary schools have shown uncertainty about their time owing to the language barrier. As a result, they use extra classes to cover/master the entire prescribed content. The curriculum managers' management plan should include the purpose of the submission. The checking times are arranged according to their levels of management

from bottom to top, to ensure that gaps are attended to immediately. Therefore, the DBE should provide incentives for secondary teachers' extra-class teaching; and they should sign a special performance contract for any extra-class lesson activities, to ensure that time is used wisely.

5.6.3 Recommendation:3. Long Term Outcomes

The findings based on the study suggest that proper planning should be the priority of the DBE to ensure that long-term outcomes are well known by stakeholders, to discover the common misunderstanding of the main focus of the curriculum managers. This would create a mutual cooperation that defines the clear individual role to ensure set goals are achieved accordingly. The DBE ought to empower curriculum managers with a clear developmental workshop based on long-term outcomes which involve the vision and mission of the school.

The vision of the school should be known by all stakeholders. A simplified vision in schools prepares learners to become responsible citizens. This could promote the social involvement for change in a rural community with regard to curriculum-management knowledge, together with passion and commitment in curriculum managers. The DBE ought to collaborate with non-governmental organisations (NGOs), business owners, and communities to support the programme, focusing their goals.

5.6.4 Recommendation: 4. Evaluation Activities

Curriculum managers should link management activities with assessment activities to ensure that appropriate methods of assessment are utilised. The study recommends that curriculum managers be informed by CAPS to plan management activities to maintain standardization with all forms of assessment, both formal and informal activities. Teachers should be evaluated annually to assist with in-depth content knowledge and assessment techniques. This will ensure that teacher performance produces quality learner performance. Teachers' measurement standards are outlined by a prescribed policy of IQMS in the form of performance standards (PS) ranging from PS one to PS seven.

The recommendation is that curriculum managers utilise this teacher performance measurement as the yardstick and diagnostic tool to identify areas of development. The teacher and curriculum managers should attend formal workshops to develop

themselves in their field of work, as per evidence submitted. The DBE should organise at least two formal workshops during long holidays. This would motivate teachers, and commitment would be stimulated. The study recommends that both teachers and the curriculum should be capacitated on the importance of moderation of set work, and any activities that relate to learner performance. Curriculum managers should understand and have a moderation policy which outlines pre-moderation and post-moderation activities.

5.6.5 Recommendation: 5. Content Coverage

The study recommends that the DBE organise specific curriculum management workshops. The workshops should be aligned with the CAPS curriculum. Therefore, workshops should be a separated focus for both types of curriculum, namely competence and performance, to ensure that curriculum managers plan appropriately in line with the type of curriculum. The study findings recommend that a curriculum manager have self-identity in order to know what perspective they are following in their management processes. The curriculum managers should look for more content information from various sources. Curriculum managers should timeously conduct checking points to ensure that content coverage is well managed within the school.

The conceptual content should be applied in line with the expectations of the operational content to coordinate management with teaching. This suggests that when curriculum managers understand the perspectives it will be easier to apply them appropriately in curriculum management. This would ensure that teaching and learning will produce quality education in schools. The study recommends that subject advisers conduct a sample of moderation of content file curriculum managers to assess the quality of work for each term.

5.6.6 Recommendation:6. Qualities of Curriculum Managers

The findings of the study affirm the importance of quality of curriculum managers based on CHAT. It recommends that recruitment of curriculum managers should be informed by the history and culture of the school, to ensure that curriculum managers are suitable, having relevant skills and responsibilities. The recruitment policy structure for the curriculum should be reviewed in a three cycle to ensure that suitable curriculum managers with dynamic management skills are placed in such positions, with consideration of the culture and the history of the school.

The DBE should organise special curriculum workshops to expose managers to the general managerial areas to gain deep understanding of their responsibilities. It is recommended that curriculum managers be lifelong learners to ensure that they keep abreast of information. This suggests that curriculum managers be technologically literate to cope with education transformation. Curriculum managers should improve their skills to assist in moderation of assessment processes as per CAPS guidelines. This will ensure that assessment is credible, as it meets requirements.

5.6.7 Recommendation: 7. Schools' offices Spaces

The DBE should ensure that a suitable place with full equipment is available at each school to ensure that curriculum managers perform their professional duties in a conducive environment, school offices providing privacy. The school offices provide a safe environment for curriculum managers. The classroom should have a safety cupboard to store resources and other administrative materials. Curriculum managers should be technologically literate to manage their job.

5.6.8 Recommendation: 8. Stakeholders

Curriculum managers should always act professionally when they deal with stakeholders, to ensure that the agenda is within the prescripts of CAPS. In South Africa, the South African Schools Act outlines the community involvement. Curriculum managers should ensure that any community cultural interest is taken into consideration, offering clear minutes on meetings. It is recommended that curriculum managers utilise the SGB to formulate disciplinary policies, language codes, code of conduct, and religious policies to ensure there is order in schools. The interests of the local Inkosi should be formalised in a formal SGB meeting, taking resolutions within the prescripts of the act. Curriculum managers should be able to present the vision and mission of the school to engage them in understanding the main focus of the school. This may help schools, as they know and preserve their expectations.

5.7 Further Research Recommendation

Further research ought to be conducted. Based on the findings of this study the following areas of concerns may need further research:

1. Although curriculum managers' perspectives were mainly characterised by challenges, some curriculum managers were relatively successful in managing

the curriculum in schools. It may therefore be necessary to explore the qualities of curriculum managers informing their success in managing the curriculum of CAPS in schools.

2. The SGB contributions to the development of the school indicate a positive impact on the functioning of the school. A research study could be conducted to explore curriculum managers' strategies for parental/ SGB involvement to improve learner performance in rural schools.
3. Curriculum managers' leadership in the development of healthy working relationships with the parent (SGB), may need addressing
4. Curriculum managers' transparency in managing school finances may be examined for learner performance improvement.

5.8 Conclusion

Curriculum managers' perspectives of managing the curriculum were explored. The objectives have been achieved, and research questions were answered. I observed that curriculum managers struggled to identify their roles as curriculum managers. Curriculum managers are not aware of differences in curriculum, namely, competence and performance curriculum. The study indicates that perspectives are important in providing effective leadership driven by a specific perspective. Teachers and learners know the climate and culture of the school if the curriculum managers are driven by a disciplinary perspective. The study recommended that curriculum managers not be afraid to take critical decisions for effective curriculum management.

When curriculum managers use both perspectives: disciplinary and horizontal, they are regarded as dynamic and vibrant curriculum managers, who can handle various situations, understanding the appropriate perspective to follow. Curriculum managers would be able to identify specific content between the conceptual and operational content.

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10 APPENDICES

- A. Ethical clearance certificate from the University of KwaZulu-Natal.
- B. Permission to conduct research in the UKZN DoE institution
- C. Turnitin
- D. Permission letter to Circuit Manager
- E. Permission letter to school Principals
- F. Permission letter to teacher participants
- G. Reflective Activity
- H. Interview schedule for teachers
- I. Focus-group discussions

A Appendix -A



15 October 2018

Mr ME Khoza 218083975
School of Education
Edgewood Campus

Dear Mr Khoza

Protocol reference number: HSS/1259/018M

Project title: Curriculum managers' perspectives of managing Curriculum in schools at King Cetshwayo District

Full Approval – Expedited Application

In response to your application received 15 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Dr. Basem Elkhanda (Deputy Chair)

B Appendix -B



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 2/4/8/1548

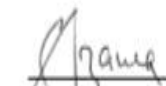
Mr ME Khoza
PO Box 792
Richards Bay
3900

Dear Mr Khoza

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**CURRICULUM MANAGERS' PERSPECTIVES OF MANAGING CURRICULUM IN SCHOOLS AT KING CETSHWAYO DISTRICT**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2018 to 01 October 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.



Dr. EV Nzama
Head of Department: Education

C Appendix -C



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **Mo Khoza**
Assignment title: **Theses**
Submission title: **Re-submission**
File name: File size: **496.08K**
Page count: **119**
Word count: **38,190**
Character count: **224,364**
Submission date: **21-Jun-2019 12:06AM (UTC+0200)**
Submission ID: **1143928197**

Abstract

The case study explored curriculum manager perspectives of managing curriculum in schools at King Cetshwayo district. The study employed the qualitative case study design grounded within the interpretive paradigm. Consistent with qualitative studies, purposive sampling was used to select the school curriculum managers of schools at King Cetshwayo district around Ekurhuleni, and selection of case generation methods as document analysis, participant observation, semi-structured interviews, and focus group discussion. The gathered analysis was utilised as the appropriate strategy to analyse data. Furthermore, the Cultural Historical Activity Theory (CHAT) framed the study.

The findings of the study indicated that instructional leadership is a well-situated for curriculum managers who are given flexibility perspectives in managing CAPS curriculum in schools. The study findings also indicated that CAPS is a performance curriculum. Therefore, the study suggests that a specific curriculum content is not enough to get across to an educational content to ensure that good performance of learners which is a prerequisite for curriculum management. The study recommends that curriculum managers should provide both flexibility in contextual and operational content, understanding of curriculum that offers their curriculum management perspective experiences to address students performance.

D Appendix -D

Khoza M.E. (Mr)

P.O. Box 792

Richards Bay

3900

01 December 2018

Dear Circuit Manager

Re: Application for Permission to Conduct Research at Thambolini High School

I am Khoza Mandlakhe Ephraim, a candidate studying for Masters of Education in Curriculum Studies at the University of KwaZulu-Natal, Edgewood campus, Pinetown, South Africa. I am conducting a study to exploring curriculum managers' perspectives of managing curriculum in schools. I have observed that curriculum managers are not sure about what perspectives they are applying when managing curriculum in schools, which yield different results (attained curriculum) in schools. I am doing a case study research of two schools curriculum managers at Umfolozi Circuit Management Centre, thus I am also involved in doing this research since I am also managing curriculum. To generate all the information successfully to complete my studies, your schools (Kati Primary and Cwaka Primary) are of paramount importance as they also have all required levels of curriculum management. Therefore, I would like to kindly request to use your schools and Curriculum Managers (One Teacher, One Departmental Head/HOD, One Deputy Principal and Principal) to conduct this research project. Please note the following:

- The school and educators' confidentiality is guaranteed.
- The interview, reflective activity and focus group discussion may last for about 1 hour.
- Any information given by your educator cannot be used against the school, and the generated data will **ONLY** be used for purposes of this research.
- There will be no limit on any benefit that the school and educator/s may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Educators have a choice to participate, not participate or stop participating in the research. The school and educator/s will not be penalized for taking such an action.
- The school and educator/s are free to withdraw from the research at any time without any negative or undesirable consequences;
- Real names of the school and teachers will not be used, but symbols such as A, B, C, D, E and F will be used to represent school and educators' names;
- The research aim is to understand the curriculum managers' perspectives of managing curriculum in schools at King Cetshwayo district.

- School and educators' involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:
 Cell: 0834946285 /0721809691
 Email: khozamandla09@gmail.com

My supervisor is Dr. SB Khoza who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.
 Contact details: email: khozas@ukzn.ac.za Phone number: 0312607595.

Discipline Co-ordinator is Dr.NMNzimande,
 Curriculum Studies, School of Education,
 Edgewood College, University of KwaZulu-Natal
 (Tel) 0312602470 (Cell) 0822022524, Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:
 XimbaPhumelele
 HSSREC Research Office,
 Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

218083975 ME MED 2019

DECLARATION

I..... (Full names of the school principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school/s and educators/teachers to participate in the research project.

I understand that the school/s and educators/teachers are at liberty to withdraw from the project at any time, should they so desire.

.....

SIGNATURE OF CIRCUIT MANAGER

DATE



E Appendix -E

Khoza M.E. (Mr)

P.O. Box 792

Richards Bay

3900

01 December 2018

Dear Circuit Principal

Re: Application for Permission to Conduct Research at Kati Primary School

I am Khoza Mandlakhe Ephraim, a candidate studying for Masters of Education in Curriculum Studies at the University of KwaZulu-Natal, Edgewood campus, Pinetown, South Africa. I am conducting a study to explore curriculum managers' perspectives of managing curriculum in schools. I have observed that curriculum managers are not sure about what perspectives they are applying when managing curriculum in schools, which yield different results (attained curriculum) in schools. I am doing a case study research of two schools curriculum managers at Umfolozi Circuit Management Centre; thus, I am also involved in doing this research since I am also managing curriculum. To generate all the information successfully to complete my studies, your schools (Kati Primary and Cwaka Primary) are of paramount importance as they also have all required levels of curriculum management. Therefore, I would like to kindly request to use your schools and Curriculum Managers (One Teacher, One Departmental Head/HOD, One Deputy Principal and Principal) to conduct this research project. Please note the following:

- The school and educators' confidentiality is guaranteed.
- The interview, reflective activity and focus group discussion may last for about 1 hour.
- Any information given by your educator cannot be used against the school, and the generated data will **ONLY** be used for purposes of this research.
- There will be no limit on any benefit that the school and educator/s may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Educators have a choice to participate, not participate or stop participating in the research. The school and educator/s will not be penalized for taking such an action.
- The school and educator/s are free to withdraw from the research at any time without any negative or undesirable consequences;
- Real names of the school and teachers will not be used, but symbols such as A, B, C, D, E and F will be used to represent school and educators' names;
- The research aim is to understand the curriculum managers' perspectives of managing curriculum in schools at King Cetshwayo district.
- School and educators' involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:
Cell: 0834946285 /0721809691
Email: khozamandla09@gmail.com

My supervisor is Dr. SB Khoza who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: khozas@ukzn.ac.za Phone number: 0312607595.

Discipline Co-ordinator is Dr.NMNzimande,
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(Tel) 0312602470 (Cell) 0822022524, Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:
XimbaPhumelele
HSSREC Research Office,
Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za
Thank you for your contribution to this research

DECLARATION

I..... (Full names of the school principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school/s and educators/teachers to participate in the research project.

I understand that the school/s and educators/teachers are at liberty to withdraw from the project at any time, should they so desire.

.....

.....

SIGNATURE OF PRINCIPAL

DATE

SCHOOL STAMP



F Appendix -F

3900

01 December 2018

Dear Participant

INFORMED CONSENT LETTER

I am Khoza Mandlakhe Ephraim, a candidate studying for Masters of Education in Curriculum Studies at the University of KwaZulu-Natal, Edgewood campus, Pinetown, South Africa. I am conducting a study to exploring curriculum managers' perspectives of managing curriculum in schools. I have observed that curriculum managers are not sure about what perspectives they are applying when managing curriculum in schools, which yield different results (attained curriculum) in schools. I am doing a case study research of curriculum managers; thus, I am also involved in doing this research since I am also managing curriculum. To generate all the information successfully to complete my studies, your school (Kati primary) is of paramount importance as it also has all required levels of curriculum managers. Therefore, I would like to kindly request to use your school and Curriculum Managers (One Teacher, One Departmental Head/HOD, One Deputy Principal and Principal) to conduct this research project.

Please note that:

- Your confidentiality is guaranteed as your contributions will not be attributed to you in person, but reported only as population member option.
- The interview, participant observation, reflective activity and focus group discussion may last for about 1 hour.
- Any information given cannot be used against the school, and the generated data will **ONLY** be used for purposes of this research.
- There will be no limit on any benefit that you may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- You are free to withdraw from the research at any time without any negative or undesirable consequences;
- Your real names will not be used, but symbols such as A, B, C, D, E and F will be used.
- The research aim is to understand the curriculum managers' perspectives of managing curriculum in schools at King Cethwayo.
- School and educators' involvement are purely for academic purposes only, and there are no financial benefits involved.
- If you agree to be interviewed, please indicate by ticking whether you agree or not, to be recorded by the following equipment

The following work plan will be used to complete this research project:

Equipment	Willing	Not Willing
Audio recorder		
Cell phone		

I can be contacted at:

Cell: 084946285 /0721809691

Email: khozamandla09@gmail.com

My supervisor is Dr. SB Khoza who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: khozas@ukzn.ac.za Phone number: 0312607595.

Discipline Co-ordinator is Dr.NMNzimande,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) 0312602470 (Cell) 0822022524, Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:

XimbaPhumelele

HSSREC Research Office,

Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

218083975 ME MED 2019

DECLARATION

I..... (Full names of Participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

.....
SIGNATURE OF PARTICIPANT

.....
DATE

G Appendix -G: REFLECTION ACTIVITY

Document analysis, Participants' observation, Interview Schedule Question

1	What are your reasons for managing curriculum?
2	What tools do you use in managing the curriculum?
3	What activities do you involve in managing the curriculum?
4	What role do you play in managing the curriculum?
5	When do you manage the curriculum?
6	How do you assess in the curriculum is managed well?
7	Where do you manage the curriculum?
8	Who and with whom do you manage the curriculum?
9	Towards what goals do you manage the curriculum?
10	What rules do you use in managing the curriculum?

H Appendix-H

One-on-one semi-structured interviews

Question1	What are your reasons for managing the curriculum?
Sub-questions	1.What are your personal aims for managing the curriculum? 2.What are your social reasons for managing the curriculum? 3. What are your perspectives of managing the curriculum?
Question2	1.What tools do you use in managing the curriculum?
Sub-questions	1. What resources do you use to manage the curriculum? 2. How do get the resources are you using to managing the curriculum? 3. Why are you using the tools you are using in managing the curriculum?
Question3	What activities do you involve in managing the curriculum?
Sub-questions	1What are you doing when you manage the curriculum? 2 What roles do you play in managing the curriculum?
Question4	What roles do you play in managing curriculum?
Sub-questions	1 How do you give instructions in you staff? 2Why are you using the style of management in curriculum? 3How do you facilitate management of curriculum?
Question5	When do you manage the curriculum?
Sub-questions	1What time/s do manage curriculum?

Question6	How do you assess in the curriculum is managed well?
Sub-question	1 How often you conduct workshops? 2What level of management have you conducted any educational support?
Question7	Where do you manage the curriculum?
Sub-questions	1Can you tell me places where you manage the curriculum?
Question8	Who and with whom do you manage the curriculum?
Sub-questions	1What other structures that support you in managing the curriculum? 2How do you involve the parents and the SGB in managing the curriculum?
Question9	Towards what goals do you manage the curriculum?
Sub-questions	1What is your goals of managing the curriculum? 2 What are theories that inform your activities?
Question 10	What rules do you use in managing the curriculum?
Sub-questions	How do you control attendance problem in managing the curriculum? How do you manage absenteeism in your school?

I Appendix-I Focus-Group Discussions

Question1	How do you assess in the curriculum is managed well?
Sub-question	1 How often you conduct workshops? 2What level of management have you conducted any educational support?
Question2	Where do you manage the curriculum?
Sub-questions	1Can you tell me places where you manage the curriculum?
Question3	Who and with whom do you manage the curriculum?
Sub-questions	1What other structures that support you in managing the curriculum? 2How do you involve the parents and the SGB in managing the curriculum?
Question4	Towards what goals do you manage the curriculum?
Sub-questions	1What is your goals of managing the curriculum? 2 What are theories that inform your activities?
Question 5	What rules do you use in managing the curriculum?
Sub-questions	1How do you control attendance problem in managing the curriculum? 2How do you manage absenteeism in your school?

Question6	How do you assess in the curriculum is managed well?
Sub-question	1 How often you conduct workshops? 2What level of management have you conducted any educational support?
Question7	Where do you manage the curriculum?
Sub-questions	1Can you tell me places where you manage the curriculum?

--	--