UNIVERSITY OF ZULULAND

EVALUATING AND ENRICHING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO DISTRICT HIGH SCHOOLS

THANDIWE NONKULULEKO NGEMA

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EVALUATING AND ENRICHING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO DISTRICT HIGH SCHOOLS

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Supervisor: **Prof M. C. Maphalala**

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DECLARATION

I, Thandiwe Nonkululeko Ngema, declare that the thesis titled: **Evaluating and Enriching Curriculum Delivery in Selected King Cetshwayo District High Schools** is my own study and that all sources I have used or quoted have been indicated and acknowledged by means of complete references. It has been submitted for the degree of Doctor of Philosophy (Curriculum Studies) the University of Zululand. It has not been submitted for any degree in any other university.

CANDIDATE SIGNATURE_____

Date: 20 December 2020

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DEDICATION

Firstly, this work is dedicated to God, the Almighty, who has always had good thoughts and intentions about me and my future.

Secondly, this work is dedicated to my dear husband, Themba Leonard Ngema, who has always supported me on my success journey. May God the Almighty richly bless him.

ABSTRACT

Curriculum delivery is a critical part of education system, it is the process of determining learning outcomes and the learning contents of what learners have been exposed to. This qualitative study evaluated the process of curriculum delivery in King Cetshwayo district high schools of Kwa-Zulu Natal province, South Africa. The aims of the study were to investigate the nature of curriculum delivery and monitoring; determining the factors which enable or constrain successful curriculum delivery for the achievement of learning outcomes; to ascertain the measures put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes; establishing if the objectives of curriculum delivery are clear to all educators as curriculum implementers and to propose strategies that can be employed to enhance curriculum delivery in schools. Gross, Giacquinta and Bernstein's (1971) Curriculum Implementation Theory was used to underpin this study. The theory describes the process of curriculum implementation based on five critical conditions for effective curriculum delivery in schools. Existing related literature on curriculum delivery across the globe, Africa and South Africa were extensively reviewed. Data for this study were built and collected through semi-structured interviews.

Participants for this study were from twelve high schools. School Management Team members from six high schools were organised into two focus groups. There were three high school principals, two from urban high schools and one from a rural high school. There were five teachers, three from two rural highs schools and two from urban high schools. There were six high schools that were involved in focus groups interviews and six high schools that were involved in semi–structured in-depth interviews. There were three district officials that were sampled of which two were from the district office and one was from the circuit office.

Findings revealed that curriculum delivery in these schools faced numerous challenges. The educators have negative perceptions about curriculum delivery and these perceptions affect curriculum delivery in schools. The study indicated that monitoring and evaluation needed to be improved upon, with effective monitoring tools. Findings also showed that several factors such as infrastructural facilities, parental involvement, teachers' and learners' absenteeism, overcrowded classroom,

inadequate Learner Teacher Support Materials and other factors constrain curriculum delivery. The study established some measures that can be put in place by the Department of Basic Education to support schools, these include frequent school visit and provision of necessary support materials to teachers. The study further suggested that teachers should be involved in curriculum planning to improve teachers' clarity of objectives and ownership of curriculum. Additionally, it is suggested that teachers attend regular and adequate training for their professional development to improve curriculum delivery.

The study therefore recommends that subject advisors and School Management Team members should concentrate more on strengthening the foundation rather than concentrating more on a roof of a fallen house. Furthermore, the district officials should be exposed to training courses on monitoring and evaluation, so that curriculum planners may be supported with valuable feedback for future planning. The study also recommends that teachers should be supported regularly with necessary professional development activities as this may ensure clarity of the objectives of the curriculum delivery and how to effectively deliver their lessons in the classrooms. The use of adequate and regular monitoring tools for feedbacks on curriculum delivery may also assist in future planning for the curriculum to achieve learning outcomes. The Department of Basic Education should work collaboratively with community leaders to mobilise whoever can be involved in the enhancement of curriculum delivery in the education sector. There is a further need for the department to allocate funds to schools equitably, the resources should be distributed equally to both urban and rural schools and different kinds of learners should be considered.

Conclusively, for effective curriculum delivery in schools, the study proposed a model for curriculum delivery in schools, this model follows a systematic approach for curriculum delivery in real classroom practices.

Keywords: curriculum, curriculum resources, curriculum delivery, monitoring, evaluation,

ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
M&E	Monitoring and evaluation
SMTs	School Management Teams
DBE	Department of Basic Education
DoE	Department of Education
GET	General Education and Training
FET	Further Education and Training
ICT	Information and Communication Technology
LTSM	Learner Teacher Support Materials
OECD	Organization for Economic Cooperation and Development

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

Curriculum delivery is a critical component of education system; it is the process by which learning experiences are delivered to attain learning outcomes in the learners. Curriculum is a plan for learning and teaching activities in education system with stated learning outcomes and learning contents to be taught at a given time of the school calendar. It also makes provision for assessment criteria as well as methods of facilitating learning and technology that will be used (the how)" (Holtzhausen, 2012:147). This means that the school is the implementation site of the curriculum. Curriculum delivery focuses on the entire schooling sector while curriculum implementation focuses on the classroom practice. It is therefore necessary to support optimum conditions for Curriculum delivery. This can be achieved through the availability of Learner Teacher Support Materials (LTSM), teachers, infrastructure and resources (Department of Education (DOE), 2012:4). Curriculum delivery largely depends on internal and external environment to ensure curriculum implementation.

The oversight visits conducted by the Minister, Mr. S.E. Mchunu in August 2012 to various schools in 12 Districts within KwaZulu-Natal (KZN) revealed the urgency and need for curriculum delivery to be enhanced. The assessment by the Minister showed the extent of curriculum implementation in KZN schools, the key findings of these visits revealed were: there was poor time on task; poor supervision and monitoring of curriculum implementation at the classroom level by the School Management Team (SMT); and lack of content knowledge among teachers. To remedy this situation, the Curriculum Management and Delivery Strategy was developed 'to standardise the approach and to promote uniformity in curriculum implementation and support in the province', in the hope that there will be 'a common strategy that will compel schools to make use of each and every minute of teaching time effectively'.

The strategy declares that curriculum delivery is the core function of the Department of Education (DoE, 2012). Maringa (2016) cites (Sigilai & Bett 2013) as they highlight that human resources, physical resources as well as financial resources are crucial

resources needed to ensure the effective delivery of the curriculum in secondary schools. Maringa further argues that besides teachers who teach learning areas, finances, time-tables, supplies and instructional material resources are needed for the delivery of the curriculum because together they provide the greatest possible educational opportunities for learners in the most cost-effective manner (Maringa, 2016).

Based on Holtzhausen's (2012) definition, curriculum consists of a set of courses that are offered in the formal learning environment. It may also form part of a procedure designed for the education system to achieve certain objectives of education. This may be translated into the question: 'Who does what to whom and how?' The question leads to another question on who are the role players. The answer to which names the teacher, learners, the content and the methods through which the content is taught. Maringa, Mafora and Phorabatho (2013) believe that successful implementation of a new curriculum depends on the school environment. They view the school as an environment that should be characterised by goal focus, synergised communication, decentralised power, effective utilisation of curriculum resources, cohesiveness, adaptation and a sound morale (Maringa, 2016).

Curriculum delivery is not a matter of choice since learning outcomes are determined during curriculum planning. In her celebratory note, the then MEC, Peggy Nkonyeni, emphasised on curriculum delivery by mentioning seven key areas that had been identified for maximum learner performance as: curriculum management and development, teacher supply and capacity building, infrastructure, classroom equipment, management challenges and transformation of the schooling system (DoE, 2014). Nkosinathi Sishi further explained that the branch of curriculum management and delivery's main function is to provide planning and strategic direction to the Department as well as provide support to the operations on the ground through allocation of all other non-financial support resources (DoE 2014). To highlight the importance and urgency of curriculum delivery, the MEC concluded her speech by saying: "We are convinced that with selfless service to the child: effective curriculum delivery for quality learning and teaching for all and allegiance with disciplined commitment to the corporate and institutional values of our democracy, we will make the Department achieve more in curriculum delivery in schools. Let us join hands and

deliver quality education to all the people of the province and ensure we produce enterprising citizens." (DoE, 2014:13)

The content on curriculum delivery inevitably touches on curriculum management which is a vital element. Maphalala, Khumalo, Buthelezi, Mabusela, Gamede, Sibaya and Nzima (2018) cite Stansbury and Huenecke (1973) as they define curriculum management as a process that is based on four points: (1) it involves the identification and establishment of goals; (2) it requires the formulation of a process to guide educational and instructional specialists (teachers) towards the attainment of the mentioned goals; (3) it is the establishment of managerial techniques to assist in the implementation of the identified process; and (4) it includes constant evaluation and re-evaluation of the validity of the identified goal, process and management techniques. To share more light on curriculum management, Maphalala et al. (2018) cite Hoadley, Christie and Ward (2009, p. 375) as they identify the following curriculum management variables: regulation of time; monitoring and support for planning delivery in relation to curriculum coverage; the procurement and management of books and stationery; and the quality of tests and monitoring of results. The aforementioned variables complete the idea of curriculum delivery.

Curriculum delivery greatly affects teachers and parents. It is assumed that parents send their children to school with one objective, to be taught, learn and survive the vicissitudes of life. To parents sending a beloved child to school is equivalent to endowing them with heritage. This is a wonderful opportunity, the opportunity to learn. Kilpatrick, Swafford and Findell (2001) are of the opinion that opportunity to learn is the most important predictor of learner achievement. Apparently, if educators spend their time focusing on the taught curriculum they will be able to greatly impact student achievement. Zmuda, Kuklis and Kline (2004) maintain that when school staff have a more informed conception of curriculum, a teacher's daily decisions about how to deliver instruction not only affect student achievement in that classroom but also future student achievement, for it is assumed that students will be entering the next classroom prepared to handle a more sophisticated or more expansive level of work. The best question is now on the teacher calibre, knowledge of content, teaching methods and curriculum coverage. The Minister of Basic Education, Angie Motshekga (2009), stated that there is a problem of curriculum coverage in South Africa. In her

re-analysis of the results of the First International Study of Mathematics achievement, Fletcher (1971: 145) concludes that achievement "is virtually synonymous with 'coverage' across countries".

The present study therefore aims at evaluating factors that contribute to curriculum delivery with reference to achievement of learning outcomes in King Cetshwayo high schools. The ultimate objective is to influence and improve professional practice which may have a ripple effect thus leading to a better South African education system.

In the section that follows, preliminary literature on curriculum delivery is reviewed; and literature gaps are identified to warrant the need for this study in the King Cetshwayo District.

1.2 Problem statement

In 2012, the KZN Department of Education developed its Curriculum Management and Delivery Strategy (DoE, 2012). In this process, as already noted above, the then MEC of Education in KZN, Mr. ES Mchunu, conducted oversight visits to twelve education districts in the province and found that KZN had no common and effective strategy for the monitoring of curriculum delivery across the twelve districts, and no instrument designed to inform the system early enough of the extent to which learners are achieving learning objectives. In addition, there was poor time on task; poor supervision and monitoring of curriculum implementation at the classroom level by the SMT; and lack of content knowledge among teachers. As a possible remedy to this appalling situation, the Curriculum Management and Delivery Strategy was developed ‘to standardize the approach and to promote uniformity in curriculum implementation and support in the province’, in the hope that ‘a common strategy that will compel schools to make use of each and every minute of teaching time effectively’. Three of the six elements that guide the KZN strategy are:

- Supervising the taught curriculum at classroom level.
- Monitoring and evaluating the curriculum implementation.
- Providing support services and resources to teachers.

The recognition that poor curriculum management contributes to poor level of achieving learning outcomes was the starting point of the partnership between the KZN Department of Education and the Programme for Improving Learner Outcomes (PILO) in the development of the Jika Imfundo initiative. This implies that curriculum delivery is critical to education system, as it remains the only approach to attain learning outcomes in learners and also to indicate the relevance of education system to the society. Hence, the rationale for this study is to evaluate the curriculum delivery in the selected district high schools of the province. However, so many factors have been raised in some extant literatures on factors that influence curriculum delivery in schools.

Notably, curriculum management by the school managers plays significant role in curriculum delivery in schools. According to Khumalo (2016) and (Makhathini 2010), observation from their study indicated that school principals fail in their capacity to effectively monitor the activities of the Head of Departments (HOD) in ensuring that the curriculum is effectively delivered successfully by the teachers. Ensuring the delivery of the curriculum entails the use of innovative and modern ways of curriculum management, which is a shift away from commonly used traditional curriculum management, that is characterised by checklists and 'box ticking', needs to give way to innovative curriculum leadership. Mucavele (2009) in his longitudinal study on curriculum implementation in Mozambican schools, declares that principals and teachers need to identify innovative approach to curriculum implementation. "Principals' responses showed that it was important to recognise the association between leadership, innovative classroom practices and capacity building, while participating teachers' responses showed that there was an important link between capacity building and leadership, rewarding and innovative classroom practices" (Mucavele, 2009: V).

The outcomes of school curriculum management and delivery are the means of internal assessment of performance and annual matric outputs or trends (Mushayikwa, 2009). Maringa (2016) asserts that school principals face challenges when it comes to the internal assessment of performance because learners perform poorly in various learning areas (as seen in their progressive

performance). The dysfunctionality of schools is due not only to low learner performances in Grade 12, but, poor performance in lower grades also plays a part since education is regarded as a continuous process. Learners in Grades 10 and 11 also perform poorly, whereas Grade 9 learners do not even come close to the National Department of Basic Education target of an 80% pass rate in the Annual National Assessment tests.

Hence, this researcher seeks to explore how curriculum delivery is carried out in the district high schools and to enrich the stakeholders on better curriculum delivery in schools; with focus on the research questions emanating from the problem statement. The main research question is: What are the factors that contribute to curriculum delivery in order to enhance achievement of learning outcomes in King Cetshwayo District High Schools. Based on the main research question, the study poses the following sub-research questions:

- What is the nature of curriculum delivery and monitoring in King Cetshwayo District high schools?
- What are the factors enabling or constraining successful curriculum delivery and achievement of learning outcomes?
- What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?
- How clear are objectives of curriculum delivery to educators as curriculum implementers in King Cetshwayo district high schools?
- What strategies can be employed to enhance curriculum delivery in schools?

1.3 Study objectives

In order to answer the aforementioned research questions, the study is designed to achieve the following objectives which seek to:

- Establish the nature of curriculum delivery and monitoring in King Cetshwayo District's selected high schools.

- Determine factors which enable or constrain successful curriculum delivery and achievement of learning outcomes.
- To highlight the necessary measures put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes.
- To assess the level of clarity of the objectives of curriculum delivery are always clear to all educators as curriculum implementers in King Cetshwayo district schools.
- Propose strategies that can be employed to enhance curriculum delivery in schools.

1.4 Significance of the Study

This study focuses on improving Curriculum coverage by seeking teachers', Heads of Departments' and principals' perspectives of the Curriculum coverage and the contributing factors towards covering or not covering the curriculum. These perspectives will hopefully lead to the effects that curriculum coverage impose on Grade 12 results. This may contribute positively to the Department of Education, schools and other stakeholders by creating awareness and subsequently suggesting a provision of how negative factors can be circumvented. Understanding these factors may furthermore, propel the stakeholders to provide the necessary support and solutions to most problems. It is also envisaged that the findings could assist the District authorities to purposefully devise monitoring plans and provide support that can improve the teaching and learning set up in schools and thereby improve academic performance that could yield positive results in Grade 12 performance.

It is believed that the findings could be used as a reference material to those that have interest not only in passing grades but also in endowing learners with relevant curriculum knowledge that is applicable in the world of work. This could also caution educationist that learners not only survive examinations but they are fit to survive in the world and can stand the test of time. Furthermore, it is expected that the results of this study could contribute in encouraging learners in that they themselves contribute positively to the education of coming generations.

There is scarcity of research that has been conducted in terms of curriculum delivery at King Cetshwayo District. It is for this reason that this study aims to evaluate factors that contribute to curriculum delivery in order to enhance achievement of learning outcomes in King Cetshwayo District High Schools and ultimately suggest the possible solutions towards remedying the situation.

1.5 Operational terms

1.5.1 Curriculum

Van den Akker, (2003: 2) calls a “plan for learning” a tool which distinguishes between various levels of the curriculum which are at society, nation or state level. Meso level is at a school or institution level. The micro level is concerned with the classroom level. The nano level operates at an individual or personal level. In concurring with Van den Akker (2003), Khwaja, et al. (2014), posit that the term curriculum refers to the contract between society, the state and educational professionals with regard to the educational activities that learners should undergo during a certain phase of their lives to learn something desirable. This study touches on each of these levels at varied extents.

Additionally, the KZN Strategy advances that the curriculum may be attributed to the following factors: planning, monitoring and evaluation, influencing factors like: teachers’ professional development, the kind of learners taught, availability and use of resources, support by the department of education to schools, involvement of teachers in planning and the strategies that can be used in enhancing curriculum delivery.

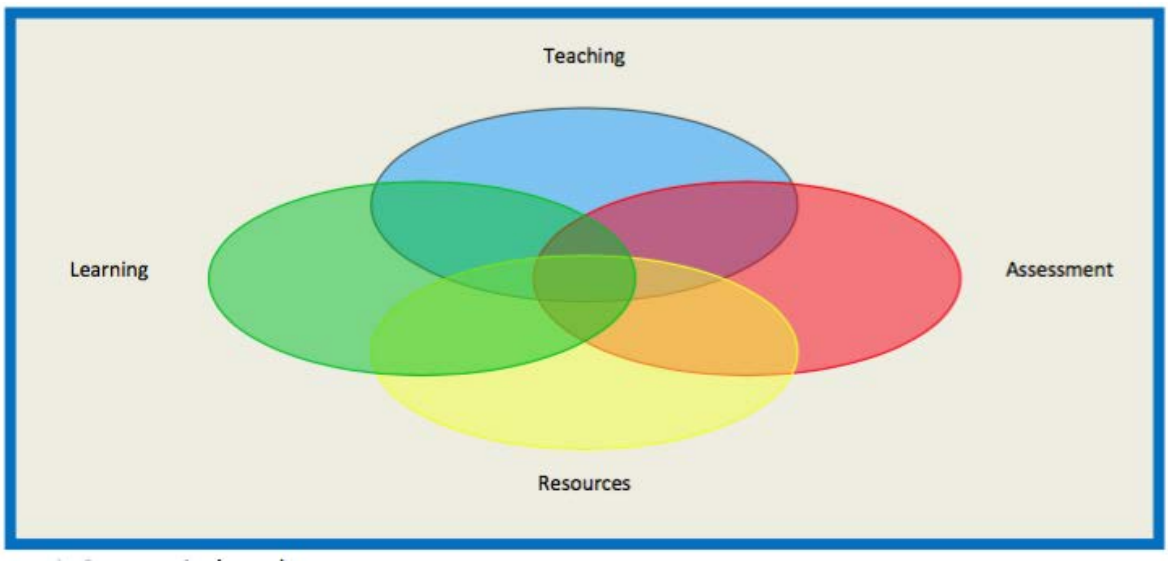

Fig 1: components of curriculum

According to the DoE (2014), the curriculum is the heart of the education and training system. It balances race, class, gender and ethnic divisions, while it also separates and promotes the values and principles of our new democratic society.

1.5.2 Curriculum resources

Curriculum resources are defined as the resources that schools provide to teachers and learners. Resources can also have a significant effect on curriculum delivery. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach thus influencing curriculum coverage. A study by the World Bank, (2016) reveals that successful learning outcomes should not be expected without sufficient teaching and practice opportunities.

1.5.3 Curriculum delivery

The DoE (2012) avers that curriculum delivery focuses on the entire schooling sector while curriculum implementation focuses on the classroom practice. Curriculum implementation depends on both internal and external environments. Curriculum delivery can be through the availability of LTSM, human resource which includes teachers, infrastructure and other resources. In a nutshell, Udosen (2014) posits that

curriculum delivery embodies the strategies, techniques, approaches, methods and resource media which teachers employ to facilitate learning. In this study, curriculum delivery and curriculum implementation will be used as separate entities but sometimes these terms will be used interchangeably. Curriculum delivery involves the provision of support services, distribution of resources to the teaching staff and then supervising, monitoring and evaluating the curriculum taught at the classroom. To effectively deliver curriculum in schools, team effort is the key to this, effective management and team leadership culminate in good performance in schools. Without teamwork, curriculum delivery as the core business of the school cannot be achieved because the teams are the units of performance in organisations (Armstrong, 2008; Madondo, 2016).

1.5.4 Monitoring

Monitoring is defined as the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts (The Organization for Economic Cooperation and Development (OECD), 2014). Furthermore, monitoring is referred to as the process of gathering information to provide an overview of a subject area, which will allow informed decisions to be made to guide future planning and development within the school (OECD, 2014). The term monitoring will be used interchangeably with management or supervision. The purpose of monitoring is to:

- Inform future planning and development work.
- Ensure the subject coordinator has an overview of the teaching of their subject throughout the school, through which they can support staff, develop the subject and ensure adequate resources are in place.
- Provide information for interested parties (e.g. parents and governors)
- Meet the requirements set out within the framework that require that schools monitor teaching and learning.

1.5.5 Evaluation

OECD (2014) defines evaluation as the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.

1.5.6 Monitoring and evaluation (M&E)

For the purpose of this study, monitoring and evaluation (M&E) will be treated as one entity. OECD (2018), posits that for the success of monitoring and evaluation project, the following components are essential: aspects or fields to be evaluated, time taken for the evaluation be completed, human and material resources that needs to be provided, constituencies to be asked for inputs and stakeholders to be involved.

1.6 Organisation of the Thesis

Chapter One: Orientation to the Study

This chapter provides the orientation for the study, the research problem statement, purpose of the study, research questions and objectives of the study, contribution to the body of knowledge and operational definition of terms. An outline for the whole study is presented.

Chapter Two: Literature Review

The second chapter presents previous and relevant research studies related to the study that is evaluating curriculum delivery in King Cetshwayo high schools. Furthermore, there is a detailed overview of the theoretical framework that is closely related to the study of curriculum delivery.

Chapter Three: Research Methodology

Chapter three focuses on the research design and methodology that was used and followed to conduct the study in curriculum delivery. It details the paradigm, design, targeted population and sampling procedures with detail information on instruments used for data collection and procedures and processes of data analysis.

Chapter Four: Data Analysis and Interpretation

Chapter four presents a detailed account on how the collected data were analysed and presented. The chapter provides the presentation of main findings of the study, which were collected in accordance with qualitative research prescripts.

Chapter Five: Summary and Conclusions

Summary of the findings and conclusions according to the research objectives are made to indicate the success of the study.

Chapter Six: Recommendations

Recommendations, implications of the study and avenues for further research studies are presented in this last chapter. Furthermore, the proposed model on curriculum delivery is also presented.

1.7. Chapter Summary

In this chapter, the researcher presented the orientation to the study, the problem statement and research purpose for the study. Aims of the study were formulated and presented for the study's rationale and its contribution to the body of knowledge. The researcher presented the research questions which were aligned to the research objectives and also provided the operational definition of terms for the study. The structure for the entire research study was clearly outlined. The next chapter will focus on the theoretical framework that underpins the study and review of the related literature to the key areas of the study in curriculum delivery.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the background to the study, problem formulation, research questions, objectives and clarification of crucial concepts. This chapter reviews literature since this is an important part of a research study as it allows the researcher to engage with accumulated knowledge that is related to the research objectives (Neuman, 2011). It provides foundational knowledge and a very clear understanding of the research area by indicating findings of previous and related studies to the problem in which the researcher is interested and what body of knowledge is available on the research topic (Johnson & Christensen, 2004; Leedy & Ormord, 2005; Creswell & Clarke, 2007).

The aim of this chapter is also to identify and discuss various aspects of the theoretical framework, as synthesised, analysed and evaluated by other researchers. The clarification of ideas based on others' understanding is used as a foundation to enhance the validity and accuracy of the study. This chapter, therefore, reviews relevant literature and research studies associated with curriculum delivery, factors that influence effective delivery and strategies to enhance effective curriculum delivery. The chapter also provides theoretical viewpoints and perspectives regarding curriculum delivery in school system. The chapter views curriculum delivery and factors enhancing or limiting it from global and local perspectives. Theories of both pedagogy and experientialism are used as lenses to view curriculum delivery. Several factors are highlighted as enhancements and constraints to curriculum delivery in high schools. Concepts such as planning, monitoring and evaluation, resources, teaching methods, learner engagement, DoE interventions and parental involvement are also examined in this chapter.

2.2 Theoretical framework

The theoretical framework selected for understanding the evaluation of curriculum delivery in King Cetshwayo selected high schools is Gross, Giacquinta and Bernstein's

(1971) Curriculum Implementation Theory. It is a theory that describes the process of curriculum implementation based on five critical conditions for effective curriculum delivery in schools. Gross et al. (1971) theory enumerates conditions that should be considered in the education system for curriculum delivery to take place effectively. They argue that the degree to which a curriculum is implemented is a function of the extent to which five conditions are present during the process of implementation. These conditions are:

- the extent to which members of the school organization possess the capabilities and competencies needed to carry out the process of curriculum implementation;
- existing organizational arrangement and the willingness to expend the time and effort for the implementation of the curriculum;
- the attitude of the implementers, recipients as well as other stakeholders of the new curriculum; the support provided by the management staff;
- the availability of facilities and equipment; and
- the degree to which members of the school organization are clear and aware about the scope and content of the curriculum.

In addition to the five conditions, the theory indicates that there are five factors that play an important role in curriculum implementation, namely: clarity and awareness of curriculum, teacher competence, support by management, availability of facilities and materials and the attitude of stakeholders has an influence on the outcome of an innovation. It is against the mentioned five conditions and the other factors that influence curriculum delivery, that the discussion will examine the relevance of Gross et al.'s (1971) curriculum implementation theory in an attempt to evaluate curriculum delivery in King Cetshwayo District's selected high schools.

In the first condition, curriculum implementation theory postulates that the success of curriculum delivery depends largely to the extent to which members of the organisation possess the capabilities and competencies needed to carry out the process of curriculum implementation. The relevance of the theory is that this study examines the capabilities and competencies of the King Cetshwayo District officials, the SMT

members and teachers in the execution of their duties as they implement and monitor curriculum delivery. The study involved the district officials as participants because they have a very important role to play in rolling out curriculum delivery plans, cascading information through conducting workshops, visiting schools to offer support and guidance and conducting workshops to endow teachers with relevant updated content. The School Management Team (SMT) members were also involved since their duties include mentoring, supporting and guiding teachers in the implementation of the curriculum. This helped the study in acquiring information on the challenges that the SMTs and teachers face in schools as they implement the curriculum. The importance of this theoretical framework is how it address capabilities and competencies needed to ensure successful curriculum delivery.

According to Gross et al. (1971), curriculum starts as a plan that only becomes a reality when teachers implement it with real students in a real classroom. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classrooms (Koskei, 2013). It is on the foregoing view that Bishop (1986) suggested that the implementation phase of curriculum be regarded as a distinct process amongst other curriculum development phases. It is the professional responsibility of the teachers and education managers, including other stakeholders, for example, parents to concertedly propel the curriculum to its logical accomplishment.

Effective curriculum delivery hinges on solid management. This is supported by Gross et al.'s (1971) suggestion that the management must structure the process of deliberation within the curriculum system and must lead the planning process. Thus, the manager has to anticipate implementation problems and consequently seek out and resolve the impediments to facilitate successful implementations. In essence the manager functions as an implementation leader who has to co-ordinate or organise those organisational parts or elements that must operate in harmony in order to achieve implementation goals. Basing this on their study, Gross et al. (1971) came to the conclusion that planners and leaders in curriculum innovations must have the capabilities and competencies to carry out the innovation.

Relevant capabilities and competencies are drivers that may influence curriculum

delivery negatively or positively. In studying reasons for the failure of implementation, Gross et al. (1971) distinguish between initiation of an innovation and implementation. They highlight that most studies of innovations dealt with initiation, but these works were weak because they were not competent enough thus treated the implementation of organisational innovations as an event rather than as a process. In this instance, curriculum delivery should be treated as a continuous process, carried out by capable and competent stakeholders to avoid failure. In their study, Gross et al. (1971) discovered five reasons for failure of curriculum implementation venture, namely: lack of clarity about the innovation, lack of skills and knowledge to adapt, lack of required instructional materials, incompatibility of organisational arrangements with the innovation and lack of staff motivation. The foregone discussion clearly indicates that curriculum delivery really depends on the extent to which stakeholders of the department of education possess the capabilities and competencies needed to carry out the process of curriculum delivery.

Furthermore, Gross et al.'s (1971) study highlighted the importance of support by management by exposing the second condition embedded in the curriculum implementation theory which is: the extent to which the existing organisational management is willing to expend the time and effort for the implementation of the curriculum. In support of Gross et al. (1971), Orodho's (2005) longitudinal study adds three factors that are involved in curriculum delivery. Those factors are: first, school related factors which include; presence of teachers, education policy regarding the programme, resources to be used, networking and in-servicing of teachers. The second factor is teacher related factors which include: attitude of the teacher, training and qualification of the teacher, time management of the teacher, motivation of the teacher and preparation of the teacher towards teaching. The third factor is management or head teacher related factors, this involve the supervisory role, advisory role, financial support and provision of available resources. Similarly, Fullan (1992), in concurring with Gross et al. (1971) adds indicators that are important determinants of effective curriculum delivery. These are: the clarity of the school policy with respect to the objectives of the curriculum taught; the organisation of the staff development activities; the establishment of procedures for monitoring and evaluating the curriculum and the supply of technical support to the teachers in need of help.

Furthermore, Gross et al. (1971) argue that it is a management's task to plan, support and monitor the innovation process and, therefore, clarify the teachers' role. Management needs to provide access to training, to ensure that the necessary materials are available, to modify the organizational arrangements and to devise feedback mechanisms. The World Bank (2016) clarifies that the following are monitored and evaluated: policy or programme relevance, its effectiveness and its impact or sustainability.

Furthermore, Shipman (1994) argue that the support by management to schools involves the locating and organising of necessary human, material, technical and financial resources establishing and facilitating organisational structures, locating, creating and operating an effective communicating network, and developing viable decision making procedures. Gross et al. (1971: 203) emphasise the invaluable need for support when they posited that:

> Teachers were unable to implement the innovation largely because the administration failed to recognise, cope effectively with the problems, difficulties, and uncertainties to which it exposed teachers when it asked them to carry it out.

The authors further postulate that subordinates have a right to feel that management is committed to an innovation. If there is initial resistance, it is management's job to overcome it. In a nutshell, if the management is not willing to expend the time and effort for curriculum delivery, resistance from subordinates who are implementers will precede the failure of innovation. This is why Gross et al. (1971: 203) summarily wrote:

> It follows that the degree of implementation of an organization innovation will be a function of the extent to which management creates and/or maintains these conditions.

The other important feature in monitoring, evaluating and giving support is to try by all means to remove the obstacles that implementers encounter. This is evident in Gross et al.'s (1971:196) assertion that "Failure to implement the innovation was attributable essentially to a number of obstacles that the teachers encountered when they

attempted to carry it out that were never removed" and that “Teachers were unable to implement the innovation largely because the administration failed to recognize, cope effectively with the problems, difficulties, and uncertainties to which it exposed teachers when it asked them to carry it out” (Gross et al., 1971:201). Gross et al.’s (1971), curriculum implementation theory therefore helps the study in examining monitoring and evaluation of curriculum delivery in King Cetshwayo District selected high schools.

The third condition is about attitudes. Gross et al. (1971) posit that the attitude of the implementers, recipients as well as other stakeholders of the new curriculum; the support provided by the management staff, is the third condition that determines the success or failure of curriculum delivery. Several researchers have declared teachers as the critical agents in implementing the curriculum. Therefore, Gross et al. (1971), Fullan (1982), Molapo (2016) and Maphalala and Mpofu (2018) advance that since teachers are the key role players, the very implementers of the curriculum, they themselves should be the major focus of analysis and source of evidence. Gross et al. (1971) and Fullan (1992) argue that the right conditions necessary for implementation are changing attitudes of people involved in the implementation process, providing adequate facilities and equipment, providing sufficient and continuous administrative support to teachers and persuading a variety of people about the need for the innovation and its acceptance.

It is of utmost importance to highlight that teachers’ positive attitudes do not only influence their willingness to implement the curriculum but also empower them with willingness to learn. Research carried out indicate that there is a positive correlation between teachers’ attitudes and their teaching methods. It is believed that teachers have to change their teaching beliefs and behaviours radically in order to meet the new curriculum demands (Yan & He 2012; Park & Sung, 2013; Nkosi, 2016). As a point of emphasis, Gross et al. (1971) posit that educational programmes may have been ineffective simply because they were never effectively implemented but the circumstances and conditions facilitating and blocking implementation were never examined or understood.

The attitude of the teachers really matters in curriculum delivery. Hawes' (1979) view concurs with Gross et al.'s (1971) third condition by pointing the need for changing people's attitudes to enhance the implementation of any particular innovation related to the curriculum. Hawes (1979) further clarify that the task of curriculum implementation can be said to involve two main processes. First, changing the attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, parents and ultimately the learners. Secondly, providing the materials and administrative means to make this possible. It follows then that teaching methods are enhanced through training or teachers' professional development.

Gross et al.'s (1971) theory state that one should only be called a teacher after successfully completing a teacher training course because whoever teaches without having gone for training destroys and demoralises the learners. This idea tallies with Orodho's, (2005) second management factor, namely, teacher related factor which include: attitude of the teacher, training and qualification of the teacher, time management of the teacher, motivation of the teacher and preparation of the teacher towards teaching. This factor centres on the capacity of the implementer. Orodho (2005) advocate that there should be different levels of teacher training and a teacher should adhere to his or her level of training.

Various professional development activities and documents support classroom practices. It is, therefore, important that the school teachers should be equipped professionally for the effective execution of curriculum delivery. When teachers are professionally developed and their attitudes positively sharpened, they can easily deal with intervening variables like home-based factors, learner-based factors and special needs factors assumed regarding the introduction of curriculum delivery (Gross et al. 1971; Fullan, 1982). The study, therefore, integrates Gross et al.'s curriculum implementation theory in order to understand teacher involvement and their challenges in their journey towards effective curriculum delivery.

The fourth condition in Gross et al.'s (1971) curriculum implementation theory is the availability of resources. Studies conducted in countries such as Uganda, Thailand, Ghana, India, Chile, Brazil and Malaysia indicated that access to textbook and other learner Teacher Support materials (LTSM) have shown to be consistently related to

achievement of positive curriculum delivery. In their study, Gross et al. (1971) also identified time and inadequate materials as barriers to curriculum delivery. They argued that even highly competent teachers will find it difficult to teach effectively in inadequate facilities or if they are lacking the necessary instructional materials. To minimise or eradicate obstacles, Shiundu and Omulando (1992) suggest that a new programme requires relevant and adequate facilities. Even before its implementation, physical facilities must be prepared and materials purchased to ensure the successful activation of the programme.

The availability of teaching resources relates to this study' research objective of unveiling the factors that enable or constrain the successful implementation of curriculum in schools. Barrett et al. (2019) highlight that equity is achieved when all learners receive resources. They advised that policymakers need to ensure that there is equal and fair distribution of resources. Furthermore, Alimi (2012) clarify that facilities refer to classrooms, laboratories, staffrooms, laboratories, workshops, libraries, equipment, consumables and audio-visual aids,

The instructional materials provide a clear picture of what is to be implemented and how to implement it. The resources are vital as they impact the teaching and learning. Therefore, there is a need for adequate and relevant resource to enhance effective teaching. The books, the syllabus and the writing materials must be made available to build the teachers' confidence in teaching (Koskei, 2013).

The fifth condition in Gross et al.'s (1971) curriculum implementation theory relates to the degree to which members of the school organisation are clear and aware about the scope and content of the curriculum. The authors posit that factors such as clarity and awareness of curriculum, teacher competence, support by management, availability of facilities and materials and the attitude of stakeholders have an influence on the outcome of an innovation. Additionally, Fullan (1982) argue that lack of clarity about goals and means, that is, diffuse goals and unspecified means of implementation is a perennial problem of curriculum change. In clarifying his notion further, Fullan (1982) state that when teachers engage in professional development activity, they are partaking in something which raises or advocates the possibility of changes in beliefs and behaviour with all that this might involve regarding new

theories, knowledge and skills in attempting to improve practice. This translates to that teacher's clarity of curriculum objectives may encourage ownership thus successful curriculum delivery.

According to Gross et al (1971), the major implementer of curriculum is the teacher, who should be aware of new reforms in curriculum delivery. When the teacher is not aware of the changes in the curriculum then he/she cannot implement it well. The implementer needs to be innovative in the implementation of the curriculum. It is therefore important for the teachers to understand the curriculum and be clear in the implementation of activities in schools. Teachers' clarity of what is expected of them or what is expected to be taught in schools at different time of the school calendar, describes effectiveness of curriculum delivery. With clear understanding of the curriculum, the ability of the educators is higher for curriculum delivery.

Failure to involve teachers in curriculum planning and excluding them in clarifying objectives of curriculum delivery, may result in resistance. Giacquinta (1975) concur with Gross et al. (1971) by arguing that when people do not understand innovation, they assume that it is risky. Giacquinta (1975) further advance that when there is high risk, people openly refuse or subtly undermine the implementation by various means, including reversion to the old ways after the innovative spotlight has passed. He further illustrated that teachers may give lip service to curriculum innovations while maintaining their old behaviours. The obvious advice is that management can reduce perceived risk by being clear about the innovation before people start resisting

"As professionals, teachers deserve to be allowed to have their vision and self-direction in order to produce knowledge and find out what their students need. This is an empowered vision of their profession that enables them to become classroom-level curriculum developers. Furthermore, getting teachers involved in the reform process equips them with skills required by the innovation and enhances the likelihood that the reform will be adapted to local circumstances" (Kopweh, 2014:146). Seemingly, Mucavele (2009) affirms that involvement of teachers in curriculum design has always be problematic, and this influence the delivery of the curriculum by the teachers. Clearly, non-involvement of teachers in planning and being empowered regarding implementing reforms may result in them exhibiting negative attitude, which is evident

in resistance, thus yielding to failure of curriculum delivery. In summary, Gross et al. (1971) aver that to overcome resistance to the implementation of innovations, the management must share its power with those who must implement the innovation by allowing them to participate in decisions about the changes to be made.

Rationale for the integration of Gross et al.'s (1971) curriculum implementation theory into this study as the theoretical framework is its understanding and contextualising of the nature of curriculum delivery and monitoring; factors which enable or constraint the successful curriculum delivery; measures put in place by the Department of Education; clarity of curriculum delivery objectives and the strategies to enhance curriculum delivery. The presence of all the identified elements of curriculum implementation theory makes curriculum delivery effective in schools and also underpin the research objectives, making the rationale for the adoption of this theory to be relevant to the study.

Gross et al.'s (1971) theory is relevant to the theme of curriculum delivery as it embraces almost all the elements of curriculum delivery. It gives the researcher suitable guidance in digging deeper into issues pertaining to curriculum delivery. Additionally, the theory will assist in searching for answers to the research questions and in facilitating a systematic interpretation of the data gathered from the participants. Conclusively, the curriculum implementation has theorised that teachers are significant to curriculum delivery in King Cetshwayo district high schools, the theory indicates the importance of teachers' involvement in the planning of the curriculum for smooth delivery of curriculum. However, the critical role of curriculum management by the designated individuals like heads of department, the deputy principals, the principals and district officials has been identified for successful delivery of curriculum in the schools. Gross et al. (1971) affirm that every stakeholder must have clarity of the curriculum implementation in order to determine their competencies for successful curriculum delivery in schools. Teachers' competencies are critical for classroom delivery of curriculum to attain learning outcomes as stipulated by CAPS.

2.3 Nature of curriculum delivery

Udosen (2014) maintain that curriculum delivery embodies the strategies, techniques, approaches, methods and resource media which teachers employ to facilitate learning. According to DoE (2012), curriculum delivery focuses on the entire schooling sector while curriculum implementation focuses on the classroom practice. Curriculum implementation depends on both internal and external environments. Curriculum delivery can be through the availability of LTSM, human resource which includes teachers, infrastructure and other resources. Different authors posit that curriculum implementation is possible if there is an educator, learners and classroom. Fullan (2001) and Faubert (2012) maintain that implementation occurs at schools and classroom levels, which are the learning sites where educators, the ultimate implementers of all curriculum reforms, operate. According to Molapo (2016), curriculum implementation is how the planned or officially designed course of study is translated by the educator to the actual practice. Implementation occurs when the educator-constructed syllabus, the educator's personality, the teaching resources and the teaching atmosphere interrelate with the learners. It is against this definition that curriculum delivery is examined in international countries, African countries and South Africa. It is, therefore, imperative to know what transpires in these countries, through looking at factors that enhance or constrain their curriculum delivery systems.

Like many other countries, to South Africa, curriculum delivery is significant to education system. To this effect, the National Department of Education places high priority on quality curriculum delivery as a national priority after the post-apartheid era, this is why the National Development Plan 2030 highlights clearly the need for Government to build more schools to improve teaching and learning. In 2011, the Minister of Higher Education at the time, Naledi Pandor intensely specified that government needs to achieve its goal at all levels by engaging every member of the society to support educators for quality curriculum delivery (DoE, 2011; Maringa, 2016). As a result, Badat and Sayed (2014) record that after the invent of democracy in 1994, South African education was called on to address and respond to the needs of all citizens, and to the social and economic development imperatives of the new state. This was done through the South African constitution which empowers the Department of Education through its internal branches to promote quality education

(DoE, 2013b).

The branches were organised as follows: finance and Administration Branch (Branch A); Curriculum Policy; Support and Monitoring, (Branch C); Planning and Delivery Oversight Unit; Planning Information and Assessments (Branch P). Social Mobilisation and Support Service (Branch S); Strategy, Research and Communication (Branch R); and Teachers, Education Human Resources and Institutional Development (Branch T) (Kokela, 2017). Maringa (2016) concur with Kokela (2017) that changes in education policy and legislation drive school principals to change styles of curriculum management for effective delivery. This could be interpreted to mean a lot of reactions that may enhance or limit curriculum delivery in schools.

According to the DoE (2012) several factors that can influence curriculum delivery may include the following: teachers, learners, content/focus of the instructional core, availability and use of resources, curriculum monitoring and evaluation using monitoring tools. Armstrong (2008) and Madondo (2016) share the same view with the Department of Education that curriculum delivery involves the provision of support services, distribution of resources to the teaching staff and then supervising, monitoring and evaluating the curriculum taught at the classroom. To this effect, curriculum delivery is the core business of the school.

2.4 Factors that influence curriculum delivery

This study will look into the following aspects of curriculum delivery: curriculum planning, monitoring and evaluation, teacher involvement, learner engagement, availability of resources, parental involvement, support to schools by DoE, teachers' understanding of curriculum delivery objectives and strategies that may be used to enhance curriculum delivery. The aforementioned aspects will be addressed in this study as factors that influence curriculum delivery.

2.4.1 Planning

Planning is essential in matters of curriculum delivery since it is the starting point for curriculum development. Learning experiences for teaching and learning is carefully

designed to achieve learning outcomes. According to Fitzpatrick and Tinning (2014), most developed countries like United States of America, Turkey, New Zealand, Brazil, Scotland, Australia and Canada, have collaborated and combined the subject fields into one area where curriculum documents formally outline how the subjects are to be taught. Many states play prominent roles in determining public school curricula as they determine the content outlines and arrange the sequence of topics that should be covered. This means that proper planning is done on what to teach as subject-contents, how to teach these subject-contents, who to teach and when to teach amongst other planned activities for education system.

Some curriculum planners design curricula to address national issues, to apply corrective measures and or to impose authority to citizens through curriculum delivery. For example, Chao (2017) echoes this sentiment by noting that the United States of America (USA) is working towards changing student and teacher education to address deficits in international assessments and to remain globally competitive. For this reason, the involvement of the Government is sometimes viewed negatively. For instance, Massell, Kirst and Hoppe (1997) refer to federal government officials as making use of the “bully pulpit” to issue direct statements about curriculum. Watt (2015), concurs with Massell, Kirst and Hoppe (1997) and adds that states in the USA and Australia that use local-level procedures for adopting instructional materials, confer authority to each district or school to establish a delivery plan for selecting, procuring and distributing adopted materials to classrooms.

Similarly, Kashora (2015) in his longitudinal study carried out in Zimbabwe, opines that inplanning curriculum, it is important to involve teachers as part of the stakeholders to design curriculum for easy implementation. According to Kashora (2015:35) involvement of stakeholders “in smaller groups, with the assistance and coordination of the teacher or lecturer, all participants could be involved in every aspect of the planning stage of every phase of learning activity. While for larger groups such as those attending conferences, workshops and large meetings, members of the group could be divided into random sub-groups for the purpose of discussing various aspects of the programme then table their recommendations for the consideration of the entire group”.

In the South African context, Bantwini's (2009) view concurs with what is indicated by Massell, Kirst and Hoppe (1997) and Watt (2015) by highlighting that educational reforms are aimed at rectifying past racial inequalities as well as fighting for current skills shortages in areas like mathematics, science and technology. This indicates that lots of planning is involved to translate educational policies and curriculum into effective tools for quality education. For instance, at the dawn of democracy in 1994, the South African constitution empowered the Department of Education to align curricular in the manner that was aimed at addressing the imbalances of the past (DoE, 2013).

Meleta (2017), Kassaye (2014) and Shishigu (2015) aver that the education system and curriculum delivery are seen through the following perspectives in African schools: academic freedom; curriculum development, quality education and learners' achievements. Various Departments/Ministries of education in African countries operate through hierarchical structures in managing curriculum delivery. "Ideally, the making of a school curriculum is a political process in that the presence of competing values raises contestation and conflict regarding the basis of deciding what to teach" (Kopweh, 2014:147). Education system is planned and monitored through reports, policy circulars, statutory instruments and Education Acts. The education system works according to the following line function: School, District, Province and then Head office. However, in some schools, responsible authorities like churches and councils do complement the government's efforts by overseeing other responsibilities such as infrastructural development (Mufanechiya, 2015). Decisions about curriculum issues are made in close consultation with the learners, parents, teachers, heads of schools, education officers in the regions, the Examination Council, subject specialists, commerce and industry, teachers' colleges and universities (Zimbabwe National Report, 2011). This concurs with Kashora (2015) that the needs of the individual learners, organisation and community are taken into consideration while drawing curriculum for the learners. This affirms Knowles (1980: 122) opinion that ""educational needs are understood as things that people „ought" to learn for their own wellbeing, for the good of the organization and for the good of the community" in Kashora (2015:37) where he declares that "The educational needs analysis usually produces three lists of needs obtained from individuals, the organization and the community". The implementation of these good intentions is a pathway towards good curriculum

delivery. This explains why policy makers have to diagnose the systemic problems and lack of evaluation before implementation affect the success of curriculum delivery. Planning should therefore include mechanism for monitoring and evaluation for effective curriculum delivery. Hence the next section to discuss is on monitoring.

Seemingly, Kopweh (2014) is of the opinion that teachers and some other ekey stakeholders are usually excluded from the planning of the curriculum, most especially in state-controlled curriculum planning. Teachers, learners, parents, and school administrators are significant stakeholders who must be part of curriculum planning, for positive and effective delivery of curriculum in schools; their involvement will address some identified challenges to curriculum delivery in schools (Kopweh, 2014).

2.4.2 Monitoring

Monitoring is defined as the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts (The Organization for Economic Cooperation and Development (OECD), 2014). Similarly, it is defined as the systematic analysis made over a given period of time to identify changes (NSDP Annual Development Report, 2017). From the two definitions it can be deduced that planning is involved in the monitoring process as the latter has to do with systematic collection and analysis so as to make informed decisions. However, at a classroom level, Kyahurwa (2013) defines monitoring as a process of gathering information to provide an overview of a subject area that will allow informed decisions for guiding future planning and development within a school. It should also be noted that sometimes monitoring is used interchangeable with supervision or management, as all these concepts have to do with systematic processes of gathering information with an intention to enhance curriculum delivery. So in the education context monitoring is important to make sure that curriculum delivery is executed correctly.

For effective curriculum delivery to take place, it should be borne in mind that monitoring goes hand in hand with evaluation. Apparently, monitoring without evaluating may remain a fruitless exercise. According to OECD (2014), evaluation is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfilment of objectives, development efficiency,

effectiveness, impact and sustainability. To this effect, NSDP Annual Development Report (2017) maintains that evaluation is the analysis of the effectiveness of activities that would allow for a judgment regarding the progress made in relation to the stated goals. In this instance, the importance of evaluation may not be underestimated. For the purposes of this study though, monitoring and evaluation known as M&E, will be discussed as one entity.

However, it should be borne in mind that monitoring goes hand in hand with evaluation as monitoring without evaluating may remain a fruitless exercise. Evaluation is defined as the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability (OECD, 2014). To this effect, NSDP Annual Development Report (2017) maintains that evaluation is the analysis of the effectiveness of activities that would allow for a judgment regarding the progress made in relation to the stated goals. There are similarities in the two terms as both of them are done systematically so the processes involved are well thought of and they are not haphazard. While the main aim of monitoring is to check process, for evaluation the purpose is to check whether the progress is effective and relevant to fulfil of objectives. Therefore, in the context of the current study monitoring and evaluation, known as M&E, is discussed as one entity.

2.4.2.1 Monitoring and evaluation (M&E)

As discussed above, planning is an important part of monitoring and evaluation and without it the M&E process is never effective. Monitoring and Evaluation is a three pronged process that comprises diagnostic, progress and summative evaluation. Diagnostic evaluation pertains to the initial process to ascertain the needs, progress evaluation takes place when the project in continuing to ascertain hindrances and the summative evaluation takes place at the end of the project to reflect on what has happened so as to inform future decisions. In highlighting the importance of monitoring and evaluation, Wotela (2017) posit that having monitoring and evaluation at all levels enhances the teaching profession as it entails the capacity to assess the development of intervention and public policy. Additionally, M&E provides transparency and

accountability in using public resources by letting stakeholders understand what is going on in curriculum delivery.

Having understood the importance of Monitoring and Evaluation, it is essential to know what is being monitored and evaluated. As a response to the question, the World Bank (2016) clarifies that what is usually monitored and evaluated are policy or programme relevance, its effectiveness and its impact or sustainability. In this case, Research Centre for Leadership in Action (2018) indicates that when monitoring and evaluating curriculum delivery the following questions can be asked:

- Do planned courses, programmes, activities, and learning opportunities as developed and organized actually produce desired results?
- How can the curriculum delivery best be improved, which aspects of curriculum delivery are being evaluated?
- How much time will it take for the evaluation be completed?
- What human and material resources will be provided?
- What constituencies will be asked for input? and,
- Will parents, community members, teachers or/and learners be involved?

So, all the aforementioned question plays a vital role in ensuring that if monitoring and evaluation is done timeously it would be a good indication of whether curriculum delivery is a success or not.

Studies to examine monitoring and evaluation have been conducted in different countries. To this effect, UNESCO (2016) identifies that only a few countries, most especially the developed countries, have well-developed monitoring and evaluation systems for measuring not only the outputs, but also the outcomes of curriculum delivery in education. The following countries are said to have a commendable M&E system: Australia, Brazil, Chile, Mexico, Korea, Singapore, Colombia and Malaysia. Consequently, these counties have consistently integrated M&E system for curriculum delivery. Marriott and Goyder (2009) in their study warn that M&E requires strategic commitment from the key stakeholders since it is a long term effort. However, UNESCO (2016) reiterates that the scope

of M&E is not static and dynamics of perceptions should be accommodated. Thus, many countries like Brazil, Colombia, South Korea, Chile, China, Hong Kong and Malaysia have consistently integrated M&E system for curriculum delivery (UNESCO, 2016).

In support of UNESCO (2016), Vaillant (2015) declares that Brazil has the most complex and complete M&E in the world, and many countries are integrating technology into education management system so as to use M&E successfully in accountability for curriculum delivery through the use of technology. Interestingly, Baradei, Abdelhamid and Wally (2014); Porter and Goldman (2013) and Wotela (2016 & 2017) note that due to the lack of political will and resistance by influential bureaucrats and technocrats, monitoring and evaluation is absent in many countries. Bruns et al. (2014) advance that some African countries, like Mozambique, use School Based Management by which schools are managed, monitored and evaluated by school committees that are able to spend funds on basic classroom inputs and teaching materials. The foregone discussion reveal that although M&E is an essential component in curriculum delivery, many countries are still lagging behind.

In the South African context, Badugela (2012) avers that the principal should work hand in glove with SMT members to monitor and evaluate the process of teaching and learning within the school. Similarly, Khumalo (2014) and Maringa (2016) agree that monitoring and supporting of curriculum delivery, are among the roles of a principal as an instructional leader. Additionally, Maphalala and Mpofu (2018) posit that monitoring and support are seen in the context of class visits that are conducted by the SMTs. To this effect, it is in the classroom setting that the SMT members observe teachers' work, check learners' exercise books and workbooks as against the CAPS document. Importantly, class monitoring should be aimed at assessing progress for both learners and teachers (Reddy et al. 2013; Reddy, Fabiano & Jimerson, 2013).

Clearly, from the foregone discussion, the monitoring and evaluation process need to be done carefully and with a lot of effort put towards to assist teachers, to offer advice and to share alternative strategies that can assist to improve curriculum delivery. Mandukwini (2016) warns that monitoring and evaluation should not be performed as a fault finding exercise. This explains why Maphalala and Mpofu (2018) advocate for

pre and post teaching monitoring sessions. The pre-monitoring session is where the one monitoring and the one being monitored share their expectations and procedures. The post monitoring session seems like an empowering session where challenges are discussed and strategies are proposed. It is, therefore, essential to use monitoring tools for reliable and informed monitoring and evaluation reports. The tools provide evidence based feedback to curriculum planners and stakeholders. The following section will therefore explore tools that are used for monitoring and evaluation at different levels.

2.4.2.2 Monitoring tools

Seemingly, there is a growing demand for evidence based decision-making, accountability and transparency within governments and various departments due to more democratic citizenry and the ruling elite group (Baradei, Abdelhamid & Wally 2014; Porter & Goldman, 2013). It stands to reason, therefore, that for effective monitoring and evaluation to take place, educational planners should use a checklist to gauge the effectiveness of curriculum delivery. The use of technology in monitoring and evaluation contributes to the efficiency and effectiveness of curriculum delivery: proper use of resources; interest and commitment of stakeholders; institutional and organizational conditions; the use of technology; partnerships including involvement of non-state actors and development partners (The Research Centre for Leadership in Action, 2018).

Different countries use different tools for monitoring and evaluation. To mention but a few, these tools include: Measures of Effective Teaching known as MET, Stallings snapshot, and Classroom Strategies Scale known as CSS, Education Management Information Systems known as (EMIS), Short Message System known as SMS, Data Driven Districts Dashboard known as DDD, South African School Administration and Management System known as SASAMS, Subject advisor monitoring tool, integrated Quality Management System known as IQMS, Annual Teaching Plan known as ATP and SMT supervising tools (curriculum tracker, classroom visit tool, file checklist, control sheets and checklist for the lesson plan). The following section will briefly discuss the aforementioned tools.

a. Measures of Effective Teaching (MET)

Resulting from their study, Cantrell and Kane (2013) maintain that in the United States, improving teacher performance through rigorous teacher evaluation has received recent national attention. Classroom observations is the common method worldwide for teacher evaluation and one of the central assessments for identifying and monitoring effective teacher practices in the United States. Measures of Effective Teaching (MET) study found that four brief direct observations conducted by more than one observer yield the highest reliability of teacher practices (Cantrell & Kane, 2013). Several studies reveal that the MET tool characterises principals as the key implementers of teacher evaluation. Its main aim is to do away with inaccurate raters of teacher behaviour which jeopardises the issue of accuracy and integrity in curriculum delivery.

b. Stallings snapshot and Classroom Strategies Scale (CSS)

Reddy and Dudek (2014) posit that the Classroom Strategies Scale (CSS) Observer Form is a multidimensional teacher progress monitoring tool designed to assess teachers' usage of instructional and behavioural management strategies in curriculum delivery. The CSS consists of a three-part assessment which are: direct classroom observation, Strategy Rating Scales of instruction and behavioural management and a classroom checklist.

According to DeStefano et al. (2017) and Schuh-Moore et al. (2010), this is an instrument that generates robust quantitative data on the interaction of teachers and students in the classroom. The classroom snapshot records the participants, their activities and the materials being used in the classroom, at ten separate instances throughout a class period. This happens as if they are being photographed during one brief instant, hence the word "snapshot". Each "snapshot" observation lasts for a duration of 15 seconds. The instrument is language and curriculum-neutral. The results are directly comparable across different types of schools and country contexts. As a result, a growing body of comparative country data from the US and developing countries is available. The importance of the Stallings instrument generates quantitative measures at the classroom, school and district level four main variables

which are: teachers' use of instructional time; teachers' use of materials, including information and communications technology; core pedagogical practices and teachers' ability to keep students engaged. In this instance, this instrument influence policy maker. It is mostly used in Latin America, the Caribbean countries and in more than other seven countries. The importance of this tool lies in the fact that it has helped to design in-service training programmes for teachers and school directors. There has been a change in the teacher pre-employment screening and in the evaluation of policies that are designed to improve teacher effectiveness (World bank, 2015). The foregone discussion shows the extent to which the tool can assist in giving feedback and in informing stakeholders about the necessary improvements that are needed in curriculum delivery.

c. Education Management Information Systems known as (EMIS),

As part of monitoring and evaluation in sub-Saharan countries, the Education Management Information Systems (EMIS) is used to collect data on learner input to schools and on finance matters. The system was used by provinces, districts and schools in all provinces for the purposes of data administration, management and reporting. The Department of Basic Education then decided to upgrade the system to be a cost effective, easy to use and a stand-alone computer solution with the main purpose of addressing the management, administrative and governance needs of public schools in South Africa. The required information is primarily used for planning and monitoring the performance of the education system on a regular basis. However, there is a concern that there are critical weaknesses within the EMIS system in that basic data on enrolments, teachers, learners and expenditures, are not readily available in many African countries and it does not cover the whole education sector (Joyness, 2018).

d. Short Message System, known as SMS,

Bostock and Rakusi (2014) posit that in Uganda, Zambia and Kenya, the Short Message System (SMS) is used to transmit information from schools to the district level. Seemingly, the use of the SMS system is also used in South African schools for the purpose of transmitting needed information to upper levels in education as well as

relaying important information to parents. As a result, this system readily provides the required communication which is an essential component in curriculum delivery.

e. Tablet based software

In Kenya and Malawi, monitoring electronic system is used to monitor the classroom practice. The system is used to record observations of instruction practice in the classroom and monitor provision of support to teachers (Andrews, Clark, & Thomas, 2012; Crouch & DeStefano, 2017 and Piper, Jepkemei, Kwayumba, & Kibukho, 2015). The collected data, using a tablet based software, are submitted to the centralised and well-informed decision making bodies. With this system in place, curriculum delivery is influenced positively.

f. Index of Basic Education Development (IDEB)

According to Bruns et al. (2016) and Kokela (2017), the Brazilian Ministry of Education introduced an innovative tool for systematic annual monitoring of basic education progress in every school, municipality, state and region of the country in 2007: the *Índice de Desenvolvimento da Educação Básica* (Index of Basic Education Development, or IDEB). Similarly, in efforts designed to provide international recognition of teachers' influences on student achievement and the desire to increase instructional quality, this tool has led many countries to establish teacher performance assessments and evaluation procedures. However, Reddy, Fabiano and Dudek (2014:71) report that there are very few teacher assessments that exist to identify and monitor educators' professional practices. Although teacher evaluation systems vary from country to country in terms of method, criteria and data collection instruments, they share two common purposes: the monitoring of teacher performance to promote maximal student learning and the improvement of teacher practice via identifying strengths and growth areas (Reddy, Fabiano, Dudek & Hsu, 2013b; Reddy, Fabiano & Jimerson, 2013; Isore, 2009; OECD, 2009).

g. Integrated Quality Management System (IQMS)

According to the Employment of Educators Act (EEA) number 76 of 1998 and ELRC, (2003), the Integrated Quality Management Systems (IQMS) was instituted during the

post 1994 era, after getting rid of the inspection structures that remained from pre-democracy. It was one of the strategies adopted by the Education Department and teacher organisations to improve the quality of education in South Africa. IQMS is aimed at enhancing and monitoring performance of the education system through ensuring quality public education for all and to constantly improve the quality of learning and teaching. Practical to curriculum delivery, IQMS includes identifying specific needs of educators, schools and district offices for support and development; providing support for continued growth; promoting accountability; monitoring an institution's overall effectiveness, and evaluating an educator's performance.

Dumakude (2008) summarises the purposes of IQMS as to ensure that the school is operating efficiently and effectively. As a result, for curriculum delivery, IQMS benefits the education system in that: the teacher is empowered to possess appropriate content knowledge; the teacher becomes competent in planning, preparation, presentation and management of learning programmes and, teachers demonstrate competence in monitoring and assessing learner progress and achievement. Tsotetsi and Mahlomaholo (2013) describe IQMS as another attempt by the government to improve competencies of teachers in South African schools.

However, various researchers like De Clerq (2008), Mestry, Hendricks and Bischoff (2009) and Malema (2013) advance several reasons for their argument on why IQMS has not been fully implemented in other South African provinces, which are: IQMS is not intensively driven, the provincial departments are not providing sufficient training to teachers, the low morale of teachers due to their poor working conditions and remuneration packages; teacher's inability to deal with massive policy changes; the top-down approach of the different provincial departments in policy matters; the resistance of the different unions because of the unilateral decisions taken by the Department on IQMS; teachers' general lack the general understanding of IQMS and the fact that School Developmental Team members who are supposed to drive IQMS at a school level, do not carry out their roles and responsibilities as expected because, they are also overloaded. In this case, the failure to implement IQMS influence curriculum delivery negatively in the South African schools.

h. South African School Administration and Management System (SASAMS)

The National Education Collaboration Trust (NECT) (2019) describes SASAMS as the system that is used by Department of Basic Education (DBE) to capture multiple data (school information, learner, parent and educators' profiles, timetables, finance information, curriculum data, mark schedules, etc.) for administration and reporting requirements. This system was originally meant to be a cost-effective, easy-to-use computer solution designed with the main purpose of addressing the management, administrative and governance needs of South Africa. It could be used to more than 25 000 schools and over 12 million learners.

Importantly, employing this system afforded schools regardless of their status to have an equal opportunity to access a computerized administration system. Reportedly, the critical role-players in using SASAMS data at school level are educators, school administrators and the school management team (SMT). Apparently, information collected using this tool, is required for planning, decision-making and to support and monitor schools to improve curriculum delivery through achieving learning outcomes. However good this system is, it is reported that there are still some challenges residing within SASAMS. Challenges include lack of standardisation in data and reporting format across schools to circuits, districts and province; the compromised quality of data should be enhanced for better and optimised decision-making. But, the leading challenge is that this system is not well aligned to the CAPS document thus giving problems to SMTs and yielding undesirable results in terms of promoting learners to the next class/level (Joyness, 2018; NECT, 2019).

i. Data Driven Districts Dashboard (DDD)

The Data Driven District dashboard (DDD) is a system that provides a bird's eye view of the detailed information on overall performance that takes place in schools (Yigitbasioglu & Velcu, 2012). Few (2006) defines the DDD as a visual display of the most important information needed to achieve one or more objectives; consolidated and arranged on a single screen so that the information can be monitored at a glance. Pauwels et al. (2009) highlights the importance of the dashboards as providing information of key performances on a visual and orderly manner to organizations. They

further expatiate on that dashboards support operational decision making within organisation. To this effect, Bharosa et al. (2010) classify the purpose of dashboards as strategic, tactical or operational. The strategic dashboard is for tracking achievements of objectives, the tactical dashboard is for analysing and benchmarking and the operational dashboard is for monitoring performance indicators in real time. To this effect, Ganapati (2011) maintains that the choice of what dashboard to use, largely depends on what the main stakeholders want to achieve. However, Ganapati, (2011) warns that dashboards are just tools used to visualise specific data but their effectiveness depends on *how* they are used.

Various studies have revealed that the dashboards are being used by government departments in countries like New South Wales in Australia, London, Atlanta, Netherlands and other African countries to integrate data and information of the private and public agencies to enable integrated cooperation between the Local Government Areas (Wickramasuriya et al. 2013; Ogega 2017). For the purpose of this study, the employment of the dashboard may endow the DBE with the ability to analyse possible future trends, thereby empowering curriculum planners and decision makers in making projections and in defining interventions. (Nutley, 2012; Ogega, 2017). However good this system is, there are reported challenges. In a study conducted by Ogega (2017) in Zambia, findings revealed that access to data was largely limited to the district office staff only, analysed data were lacking which means feedback and data driven decision-making was negatively impacted, there was lack of or no internet connectivity as power block outs or 'load-shedding' were frequently experienced.

j. District officials', subject advisors' and SMT monitoring tools.

There are tools that were introduced by Jika Imfundo in King Cetshwayo and Pinetown Districts. According to Metcalfe (2015), the use of tools in monitoring practices in teaching and learning is essential. She maintains that they add value in the sense that: they can lead to better use of time if well introduced; they can contribute to harmony and coordination among key players leading to sharing of experiences, feedback and exchange of ideas and they can bring comfort and stability within a team where everyone knows what they have to do when and how. Tools are designed specifically

to suit particular purpose and intent. Metcalfe (2015) warns though that the important elements to be careful about is their suitability to context, purpose and use.

The Jika Imfundo Tools were designed to support curriculum delivery, management and supervision in schools. They were meant to correspond and contribute to a seamless flow of information to achieve two key goals, namely:

- Structure supportive professional (management) conversations based on evidence, and
- Assist the routine building of evidence of practice through: planning; review and for reporting.

It is worth mentioning that these tools were designed by Jika Imfundo team in collaboration with Subject Advisor teams and Circuit managers' teams. The rationale behind the collaborations was that role players in curriculum delivery should own these tools. This is in line with Molapo (2016) who warns against handing information to the implementers using a top-down approach. These tools were: Subject Advisors' supervising tools, Circuit Managers supervising tools, Principals' monitoring tools and departmental heads' monitoring tools.

- Subject Advisers Teams have introduced the Jika Imfundo Teacher Toolkits to support the Departmental and teachers. The Teachers Toolkits assist in the implementation of CAPS and consist of a tracker (and in FP include Lesson plans readers and other resources)
- Circuit Managers (CM) teams have introduced a tool to help them support the SMT. The CM Tool has two main parts, Section A: Curriculum Management and Section B: General Management.
- District teams worked on the Departmental heads' supervision tool. The departmental heads had to use their tools to structure the regular supervision of teachers and also to provide a description of best practice in the behaviours described in the CM Tool so that departmental heads could benchmark their progress. The examples of the discussed tools will be attached.

k. School Management Team supervising tools

These tools are: Annual Teaching Plan known as ATP, curriculum tracker, classroom visit tool, file checklist, control sheets and checklist for the lesson plan (See the appendices). Additionally, Mngomezulu (2015) and Mandukwini (2016) enumerate tools to be used for monitoring as follows: subject policies based on CAPs document, classroom observation sheets, school based moderation tools, minutes as record of discussion on curriculum issues. Having alluded to what is to be monitored and how to do it, Mandukwini (2016) notes with disdain that some SMT members are still facing challenges with regards to curriculum monitoring in their schools. She then advocates that the SMT members be empowered with skills, knowledge and values for better understanding of curriculum management through monitoring. This translates to the fact that the availability of monitoring and evaluation tools is not enough for curriculum delivery to take place if the stakeholders do not know how they are used. The challenge posed need to propel the Department of Basis Education to apply effective strategies of cascading information regarding the use of these tools. Monitoring and evaluation is applied on teacher and by teachers which brings us to the next topic of teacher involvement in curriculum delivery.

2.4.3 Teacher involvement

Armstrong (2015) reports that both international and local research findings indicate that an important source of curriculum delivery success or failure in education is the teacher, that is, teacher's judgment determines what is taught and how it is taught. Maphalala and Mpofu (2018) contend that teachers, the very implementers, are not involved in curriculum planning. The authors insist that as drivers of the curriculum, teachers should be at the forefront of curriculum transformation.

Contrary to the value placed on teachers, findings reveal that teachers are experiencing a lots of challenges. For instance, Molapo (2016) in his qualitative and exploratory study on how educators implement curriculum changes in South Africa, arrived at the following findings: lack of resources, inadequate training of educators, non-involvement of teachers in curriculum development, lack of professional development and toiling under heavy workloads. "In the process of implementing a

new curriculum, teachers are supposed to adopt new ideologies to be able to induce change in the learners" (Kopweh, 2014:147). In addition, Mucavele (2009) affirms that successful curriculum delivery in schools depend largely on the teachers. Nkosi (2014) concurs with Molapo (2016) that implementing curriculum is a challenge for many South African teachers who have inadequate knowledge, skills and competences. The findings translate to the fact that teachers who are toiling under severe conditions may not perform well in curriculum delivery. That explains why Yan and He (2012), Park and Sung (2013), advocate that educators have to change their teaching beliefs and behaviours radically in order to meet the new curriculum delivery demands. Kashora (2015) opines that curriculum is a legal framework that guide teaching and learning activities specifically in classrooms. This is why the decisions on curriculum should always be made in consultations with teacher education and teacher colleges where teachers are being prepared for the profession (Kashora, 2015). Clearly, one of the practical ways of changing teachers' behaviour, is to engage them in professional development.

2.4.3.1 Professional development in curriculum delivery

The importance of teachers in curriculum delivery as the implementers may not be ignored. Their value may be enhanced through professional development to sharpen their quality. To this effect, Venkat and Spaull (2015) posit that no education system can move beyond the quality of its teachers. They strongly argue that currently, the South African teachers neither possess content knowledge nor pedagogical skills that are necessary for proper curriculum delivery. To prove the discrepancy of the situation, their study revealed that 79% of maths teachers could not score 60% on Grade 6 or 7 level questions. Furthermore, Spaull and Kotze (2015) and Van der Berg et al. (2016) share the view that South African education is founded on a weak primary school foundation hence the low throughput rates and weak high school performance. This is even proven by Mullis et al. (2017) who confirm by saying the study on reading showed that 78% of South African Grade four learners cannot read for meaning in any language. "Teachers need support in terms of developing their knowledge and skills to perform the new curriculum and their roles, if the changes are to be successfully implemented; the knowledge and skills required can be enhanced through training and professional development" (Rahman, 2014: 41).

Seemingly governments work hand in hand with the department of education to improve the quality of their teachers. For instance, in countries like USA, Australia, Brazil, India, China and Russia, professional development is provided directly to teachers by state education agencies, regional structures, districts or vendors, or indirectly by electronic means, professional associations, intermediary organisations or train-the-trainer models (Ball, 2012; Kokela, 2017). Many researchers argue that it is the responsibility of their governments to improve teacher training. They therefore argue that teachers should be prepared for teaching effectively, motivating learners, disciplining learners accordingly and building learners' self-esteem through well-constructed and interesting lesson plans (Bruns et al. 2011; Manipure, 2011; Shikuku, 2012). In this instance, it is imperative that teachers change the core of their teaching practices. According to Rahman (2014:56) "Inadequate and ineffective training can be a potential barrier to curriculum delivery in classrooms." Curriculum delivery may be unsuccessful if teachers are not adequately trained on its classroom delivery.

As a solution to the enumerated challenges, Park and Sung (2013), Penuel, Gallagher and Moorthy (2011), argue that if educators have to change the core of their practice, they should be provided with on-going in-service training to cope with the problems and difficulties encountered in the implementation process. Teachers should be given trainings on models of teaching. On this point, Badugela (2012) argue that educators need to be trained on how to develop their own resource materials, need time to prepare and construct classroom resources, to profile and track each learner, discuss projects with groups of learners and need to cooperate with one another as teaching is a collaborative effort.

However, Molapo (2016), Park and Sung (2013) posit that in South Africa, most teacher-training is offered as short-term programmes that only take several hours or days of workshops and follow-up activities are non-existent. On comparing curriculum reforms between Korea and South Africa, Park and Sung (2013) maintain that professional development activities are often planned to initiate changes in teachers' attitudes, beliefs and perceptions. The assumption is that changes will subsequently lead to specific changes in the classroom behaviour and practices that will consequently result in better student learning and better curriculum delivery. On the

contrary, Skosana and Monyai (2013) refute the need for teachers to undergo continuous professional training. Their premise is that if teaching is still a calling, then teachers should be able to learn and apply teaching methods and approaches without attending workshops each time there is change in curriculum. They refer to these developmental workshops as excuses and time wasters that could lead to the very failure of a new curriculum programme. However, Steyn (2013), on reviewing official documents and literature on teacher professional development, insists that teacher professional development inevitably leads to plausible improvement in curriculum delivery endeavours.

Similarly, Tsotetsi and Mahlomaholo (2013), in their action research, share the same sentiment with Steyn (2013) that the value of teachers' professional development is clearly reflected in enhanced classroom practices and learners' performance. Kopweh (2014) laments that teachers lack effective capacity-building to effectively deliver curriculum. Kopweh (2014) in his longitudinal study carried out in Tanzania, affirms that teachers do not have access to regular and adequate training as only handful of them are picked for trainings. The professional development activities are also poorly organised and they are poor to empower teachers for curriculum delivery; thus, there is need for teachers to access quality and adequate professional development (Kopweh, 2014).

Discussions in this section have clearly illustrated that to enhance curriculum delivery, teachers' professional development is inevitable. To show that teachers have been developed, their teaching methods are enhanced. This explains why the following topic will examine the teaching methods employed by teachers in curriculum delivery.

2.4.3.2 Teaching methods and strategies in curriculum delivery.

For the sake of this discussion, the terms methods and strategies will be used together or interchangeably. Nel et al. (2016) aver that teachers teaching methods and strategies cause a lot of concerns. This is mainly due to limited teacher knowledge of formal science, low teacher confidence, inadequate resources and teachers' capability to adopt student-centred classroom strategies based on constructivist philosophies. Similarly, Lizer (2013) adds to the complaints by citing the United Kingdom case where the school capacity is ready to deliver science curriculum but they experience some

inhibiting factors such as, teachers' knowledge and expertise, appropriate teaching resources, unplanned nature of in-service training and disparities according to place or region. Likewise, Sharp et al. (2009) recognise these as major concerns that still need special scrutiny and understanding. From the shared concerns, it is clear that some measures should be put in place to improve teachers' teaching methods and strategies.

Maphalala and Mpofu (2018) attribute successes and failures in teaching methods as having their inception from the wrong foundations laid during teaching practice where subjective assessments propel student teachers to graduate into the teaching profession without thorough practice and mastery of relevant skills. This indicates that such teachers leave the teacher training institutions without sufficient content knowledge and pedagogical content knowledge. In this context, Maphalala and Mpofu (2018) aver that student teachers be assessed formatively and summatively to be competent enough in curriculum assimilation and practice. The above discussion concentrated on teachers that are new to the teaching experience.

The next step is to examine teaching strategies used by those that have been long in the field. Roodt (2018) contends that in Africa, teachers continue to use outdated teaching methods thus compromising the quality of learners produced. Harven (2013) concurs with Roodt (2018) as he adds that that teachers prefer using approaches they already understand and their time tested lesson plans. Similar cases were observed in Ethiopia where teachers use inappropriate teaching methods, fail to construct questions during the learning and teaching process, have inadequate understanding of curriculum reform and still fail to handle learning diversity in their classes. Researchers like Meleta (2017), Okogu (2011) and Bruns et al. (2015) are holding the department of education accountable for such occurrences. Their premise is that teachers' recruitment is mistaken since it is not correlated with teacher effectiveness. They further contend that even those teachers that work competently, are not rewarded for their capacities and commendable behaviours. Unfortunately, even the education system fails to sanction teachers who do not perform. In this case, the failure of curriculum delivery, is partly attributed to the department of education.

Similarly, to Ethiopia, Miheso (2012) cites the Kenyan case where poor performance is attributed to poor teaching method and the unavailability of textbooks. Similar to Kenya, Clausen-May and Baale, (2014), argue that even the Ugandan classrooms are fostered by a heavy didactic diet where lessons are teacher-centred instead of being learner-centred. They further maintain that lessons are not taught in context. Similarly, in KZN, the underperformance of learners in Annual National Assessments and National Senior Certificate proved the educators' lack of content knowledge (KZN curriculum management strategy, 2012). The Department promised that the provincial curriculum management strategy could improve the situation by providing direct tuition to teachers on specific topics before they meet learners at classroom level. In response to this crisis, Pilo project provided the just-in-time training for schools in King Cetshwayo and Pinetown districts (Maphalala et al. 2018). On trying to provide solutions, Bruns et al. (2011), Musasia et al. (2012), Shikuku (2012) and Manipure, (2011) emphasise team teaching as one area that can improve curriculum delivery. Onyango (2012) and Shikuku (2009) maintain that poor teaching methods lead to non-coverage of the curriculum and thus impact heavily on curriculum delivery.

In the study conducted by Spaull in 2011, it was discovered that only 53% of the curriculum was covered in South African schools. The legitimate question would be what happened to the 47%. Spaull (2013) maintains that it is because learners experience barriers to learning in the FET phase, such as the inability to understand learning areas, which contributes to a greater drop-out rate in Grades 10 and 11. Similarly, Mouton, Louw and Strydom (2013a) affirm that learners are unable to engage with the content and are also affected by lack of support from teachers in schools. In brief, the poor standard of educators is an influence that leads to shortcomings in supporting and engaging learners towards a quality standard of education as determined by the content of policy (Modisaotsile, 2012).

To prove the point of educators that exhibit poor teaching standards, similar findings were encountered in the studies performed in Kenya, Swaziland and Tanzania, where it was emerged that teachers ask no questions during the teaching sessions. If they do engage learners through asking questions, those questions are closed, rhetorical and of a low cognitive or taxonomic level, only requiring learners to only recall facts thus compromising higher order thinking skills. Kellaghan and Greaney (2013) also

report that teachers could not assess learners' proficiency or get feedback from the problems they experienced since little or no homework was given to learners. The reasons given for not administering homework was that there were no textbooks and exercise books in rural schools, and there were large class sizes in urban schools thus making it difficult to mark learners' work. This clearly indicates that feedback to learners is non-existent. It is also clear that curriculum delivery is equally hampered in both urban and rural schools.

What obtains in Kenya, Tanzania, Swaziland and other African countries is undesirable and contrary to the widely held view that teachers should assess learner capabilities and react appropriately in giving feedback (Bold et al. 2017; Johnson, 2011; Mujis et al. 2014; Higgins & Major 2014). The authors refer to this practice as knowledge of context of learning when teachers ask questions that require various types of responses at different taxonomic level. It would be advisable to adopt the following key elements as identified by Mujis et al. (2014): designing and structuring lessons with clear learning outcomes; frequently checking for learners' understanding through asking questions; varying the questions' cognitive levels and providing substantive feedback. Furthermore, Benoit (2015) recommends that classes should be more conducive to group work, more welcoming, comfortable, more conducive to instructor teaching style, more conducive to course type and more conducive to formative and summative assessments. The findings in this section clearly indicate curriculum delivery is negatively affected. Coupled with professional development and improved methodologies, the teachers' use of technology is of utmost importance.

2.4.3.3 Teachers' use of technology in curriculum delivery

Eady and Lockyer (2013) posit that learning with technology has become essential in today's schools. They report that governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education worldwide. ACARA (2011) reveal that in Australia, it is acknowledged that technology has an influence on the way people create, share, use and develop information in society, and that young people need to be highly skilled in their use of information and communications technologies (ICT). Eady and Lockyer (2013) further advise that developing students' knowledge and skills related to ICT in the school

years provides an important grounding for later in life. The positive factor of including ICT is that it provides equity of opportunity to learners, regardless of background. Furthermore, there is a notion that merely providing access to technology is not enough. Meaningful development of technology based knowledge and skills is important for all students in order to avoid a phenomenon known as the 'second-level digital divide', whereby people have drastically differentiated skills, which in turn influences how people participate in society (OECD, 2016). The foregone discussion reveals how important it is for teachers to be well acquainted with ICT and incorporate it in their teaching.

The significance of ICT in curriculum delivery is highlighted by Roblin et al. (2018), whose research findings revealed that there has been a significant shift from books to materials that require computer-based learning activities. Additionally, Prensky, (2010) posit that the 21st century classroom makes it imperative that teachers are competent in ICT usage since their classrooms comprise learners who have been immersed in technology all their lives. In concurring with Prensky (2010), Flannery (2010) advances that learners are now technophiles who spend much time on video games, fast paced addictive gargets (smart phones and iPods). As a result, in developed countries, there is a Bring Your Own Device (BYOD) policy in schools. Learners bring their own devices to communicate, collaborate and solve problems. Roblin et al. (2018), therefore encourage that the adoption and use of ICTs in education have a positive impact on curriculum delivery and research.

Based on the mentioned notions, Daggett (2014) and Murphy (2015) argue that these technologies increase pressure from the government for the teachers to change teaching approaches from being teacher-centred to being learner-centred. Litvinov et al. (2018) concur with Flannery and Daggett (2014) and Murphy (2015), but, reveal that teachers are not impressed by these continuous technology innovations such that they refer to the innovations as 'another nightmare'. Teachers further complain that every few months, they are inundated with stories about the "next big thing in classroom technology", another "game changer", something that is introduced to "revolutionise" learning and teaching. Schools rush to purchase this equipment which in turn result in technical glitches since teachers are not adequately trained to use

them. In this regard, Gross et al. (1971) caution that if teachers show a negative attitude towards reform, curriculum delivery is negatively affected.

Roblin et al. (2018) advise that for technology integration to be successful, there should be a strong human infrastructure that provides the necessary professional development and technical support. Challenges of lack of a suitable technology infrastructure and support structures have a serious negative influence in curriculum delivery. Research Center for Leadership in Action (2018) advises that the key is that teachers, students, administrators and the external community should see that technology is having a positive effect on learner achievement and that they are performing better because of the technological changes enacted within their schools. In the same breath, Aydin et al. (2017) encourage policy makers and teachers to embrace the power of technology to make learning relevant for learners and adults. Daggett (2014) takes the argument further by alleging that using technology will allow teachers to stretch learners' thinking to prepare them for global economy and the digital environment that is evolving rapidly.

It is worth noting that in South Africa, various initiatives to embrace ICT are successful. For instance, Chigona (2017) reports that there has been a number of ICT initiatives and roll outs, particularly in Western Cape, Gauteng and KwaZulu-Natal. The Khanya Computer Labs projects were evaluated and although the implementation varied, there was a positive impact in schools where they were piloted (Ostrowick, 2016; Meyer & Gent, 2016). In Western Cape, they launched the e-Education Game Changer while in Gauteng, they experimented with Smart Boards and laptops. Upon conducting a review in January 2019, Kearney found that South Africa is generally lagging behind the other developing countries concerning ICT. After conducting a survey comparing the access to computers between 2003 to 2015 and discovering similar findings, Gustafsson (2019) came up with the following recommendations: the department should ensure that all high schools have functional computer laboratories instead of giving each child a device; the teacher development programmes on the use of ICT should be piloted and valuated and different software and apps should be piloted to confirm the one that can benefit learners.

2.4.3.4 Teachers and overcrowding in curriculum delivery

Muthusamy (2015) posit that overcrowding is both a national and an international concern which interferes with opportunities for teaching and learning. The mentioned limitation has a negative influence on curriculum delivery. As a matter of clarity, the National Centre for Education Statistics (NCES) (2000) defines overcrowding as where learners exceed the number that the classroom is designed to accommodate. Department of Basic Education (2014) refers to overcrowding as where the teacher – learner ratio is exceeded. The second definition is the most appropriate to adopt in this discussion.

Muthusamy (2015) traces the root of overcrowding to the injustices of the past where there was a high teacher ratio in disadvantaged schools. In concurring with Muthusamy (2015), Baruth (2009) avers that the ratios were aimed at benefiting white schools much to the disadvantage of black schools. He further explains that as a measure to alleviate the injustice of apartheid, the Post Provisioning Norm (PPN) was introduced. Contrary to the idea of introducing PPN, Muthusamy (2015) contends that with PPN in place, classes are still overcrowded and the apartheid inequalities still exist. Below, two issues will be addressed namely; overcrowding and PPN.

a. Overcrowding

The study conducted by Venketess (2011) proved the existence of overcrowding. The severity of the problem is witnessed where Muthusamy (2015) concurs with Venketess (2011) that in classes where there are 75 even up to 150 learners, teachers struggle to teach and the learners themselves pass-out due to heat exhaustion. Although the Department of Basic Education (DBE) (2014) reported that the current teacher–learner ratio is 30.4.1 in KZN, Venketess (2011) discovered that the opposite obtains. Muthusamy (2015) posits that the overcrowding is an issue of concern in KZN and it impacts negatively on both teachers and their teaching strategies. Some schools are able to hire Governing Body Teachers to assist while many cannot afford. To prove that the effects of apartheid still linger in South Africa and particularly in KZN, Venketess (2011) found that the ratio was 20:1 for Whites, 35:1 for Indians, 40:1 for Coloured and 75:1 for blacks.

The DBE conducted a School Network for Absenteeism Prevention (SNAP) survey in 2013 where findings reflected average ratios of 27:6:1 to 31:4:1. Teachers refuted the results as misleading since overcrowding still exists. Similarly, UNESCO's (2017) findings proved the SNAP survey to be erroneous when it was declared that overcrowded classrooms are still overwhelming in 60% of rural black schools. The extent to which curriculum delivery is hampered is supported by Muthusamy's (2015) findings that overcrowding results in teachers experiencing constrains in monitoring learner behaviours, conducting class activities that engage learners, lack of physical space for movement, excessive teacher workload for teachers and no opportunities for meeting individual needs of learners. This leaves both teachers and learners demotivated, lack of discipline, lack of safety and proper socialisation into the school culture (Emner & Stough, 2010). The resultant behaviour is that some teachers even exit the education system earlier than expected. To this effect, Joyness (2018) and Bashir et al. (2018) propose the following strategies: developing systems for gathering data on and responding to school-based teacher workforce needs at district, state and national levels, engaging key stakeholders in developing teacher allocation and deployment norms, informed by reliable data consolidated from all relevant sources.

Findings from studies from different countries showed the following statistics of overcrowding. The average learner teacher ratio of 11:1 obtains in Hungary, Poland, Italy and Norway, Brazil and Mexico had a learner teacher ratio of 24:1. China, Indonesia and Korea and Japan had average ratios of between 35:1 and 55:1. Comparison shows that European countries have a much lower learner teacher ratio in comparison to the Asian countries. Benbow et al. (2007) posit that in Western countries class sizes of 30 are considered large and in need of reduction while some developing countries have up to 100 learners in a class. It is reported though that teacher shortages and overcrowded classrooms are worsening in countries like New Zealand, Sweden and Germany. In summary, Muthusamy (2015) maintains that the following constraints come as a result of an overcrowded classroom which impacts negatively on teachers and curriculum delivery: lack of physical space in the classroom; diminished opportunities for all learners to participate actively in the learning process; teaching becomes impersonalised; excessive workload for teachers; limited opportunities to meet individual learner needs for self-activity, lack of motivation, lack of discipline and safety. Based on this notion, Maphalala and Mpofu

(2018) warn that the classroom climate is essential since the chaotic and disruptive environment defeat effective curriculum delivery. Clearly, if the matter of overcrowding is not addressed, curriculum delivery efforts will surely be jeopardised.

b. Post Provisioning Norm (PPN)

According to DoE (1996), PPN is aimed at rectifying the imbalances and inequities of racial discrimination. It is aimed at providing a fair and transparent basis for the staffing of schools. Makhoba, et al. (2018), maintains that its underlying principle is that resources needed to be redistributed equitably considering the happiness of the majority of South Africans rather than the minority who benefited during apartheid. Furthermore, Magano (2014) advances that PPN, like other policies, is the key driver of the success and failure of curriculum delivery

The execution of PPN is through the principal who is the implementer of policy at a school level. This is done through holding meetings when there are vacant of excess vacant posts. This is the process by which the school staff get an opportunity of expressing their views. The important feature is to ensure transparency (Makhoba, et al. 2018; DBE, 2013; Ntuli, 2012) posit that PPN has a direct influence on curriculum delivery in the following ways: it dictates what, how and when educational resources should be given to schools as it is the main driver of curriculum delivery.

According to DBE (2013), the PPN in its distribution takes into account the following:

- the maximum ideal class size applicable to a specific learning area or phase;
- the period load of educators;
- the need to promote a learning area;
- the size of the school;
- the number of grades;
- the need for more than one language of instruction;
- disabilities of learners;

- access to curriculum;
- poverty and level of funding.

On the contrary, Salmon and Sayed (2016) presents the manner in which PPN has failed curriculum delivery. They posit that failure is witnessed on the following: there is still distribution of unqualified educators, overcrowding of classrooms, poor access to curriculum, inability to deal with the language of instruction, poor promotion of learning areas, and high duty load for educators. Muthusamy (2015) emphasises that with PPN in place, classes are still overcrowded and the apartheid inequalities still exist. To this effect, Makhoba, et al. (2018) concur with Muthusamy (2015) by advancing that PPM seems not to have considered the needs of the minority of schools, but only the majority, which has caused inequality and disadvantaged other schools. The issue of PPN does not affect South Africa only, Beyami (2013) cites the case of Zambia where their PPN results led to a lot of challenges with curriculum delivery.

2.4.3.5 Teacher absenteeism

Studies confirm that absenteeism by both teachers and learners cripple curriculum delivery (Bruns et al. 2011; Musasia et al. 2012; UNESCO, 2017). When the DBE commissioned a School Monitoring Survey in 2017 to measure progress of public schools through to 2019, it was discovered that teacher absenteeism had increased from 8% in 2011 to 10% in 2017/2018. Northern Cape was leading in primary schools while in Eastern Cape teachers' absenteeism in high schools was leading by 48% followed by KwaZulu Natal primary school teachers at 42%. With this statistics, there is no way that curriculum delivery may thrive under such conditions.

Bruns et al. (2011) and Musasia et al. (2012) attribute the poor learner performance to absenteeism by both teachers and learners, poor school discipline, poor time management, sickness and poor supervision by the departmental heads. Pota (2015) relates absenteeism to the prevalent financial constrains in African countries. He contends that if teacher absenteeism levels are high, it is not necessarily because they are lazy, but it is because they have second jobs since they cannot rely on their government salary being paid on time. UNESCO (2014) shares a similar view with Pota (2015) in that there has been a decline in teacher pay across Africa since 1975.

Furthermore, Pota (2015) and UNESCO (2014) indicate that it is impossible to attract the brightest teachers if their status remains low, conditions remain poor and graduates resort to teaching as the last option. The statement implies that instead of improvement, absenteeism challenges may persist thus compromising curriculum delivery. While Pota (2015) and UNESCO (2014) attribute absenteeism to low salaries, Oduro (2003) relates it to the widespread corruption and nepotism in Ghana by asserting that many teachers also have more than one job. This lead to their frequent absence and lateness with no punishment. There is a ripple effect in the sense that discipline inevitably affect time management which in turn affect curriculum coverage and subsequently negatively affect curriculum delivery.

In a comparison study between South Africa and Botswana, Addy (2012) adds another dimension to teachers' underperformance. He says that survey, interview and classroom data indicated a number of similarities and differences in the non- teaching activities that compete with teaching time which cause gaps between intended and the actual curriculum coverage. His findings reveal that the largest proportion of teachers listed department and committee meetings as activities that take them out of classes more often. Teachers complained that even professional development workshops absent them from classes. This was proved by shortage of written work that was much fewer than expected (Addy, 2012; Carnoy et al. 2012). On being interviewed, some teachers confessed that they spend most of the teaching time on non-teaching activities such as: meetings, union meetings, community or political responsibilities and administrative work (DoE, 2009).

Coupled with teacher absenteeism, the U.S. Department of Education Civil Rights Data Collection (CRDC) reported that during 2015 – 2016 school year, 8 million students missed more than three weeks of school. Similar to international countries, learner absenteeism is also a worrying factor in Africa. Kiveu and Mayio (2009) maintain that natural disasters, floods in particular, are the cause of learner's absenteeism. Lydiah and Nasongo (2009) and Addy (2012), like other researchers, attribute high absenteeism of both teachers and learners to extra mural activities like sports and school choir competitions.

In this instance, Joyness (2018) and Bashir et al. (2018) propose the following strategies: rationalising teacher leave policies to reduce authorised teacher absences when schools are in session, with possible provision of substitute teachers, strengthening incentives for school heads and the local community to reduce teacher absences and planning for the use of substitute teachers to reduce loss of instructional time from authorised teacher absenteeism. So much has been shared concerning teachers, the following section will dwell on learners and their contribution in influencing curriculum delivery.

2.4.4 Learner engagement

Learners mark the core existence of curriculum delivery activities, without learners one would not be spending a large amount of time speculating curriculum delivery. They are a yardstick by which curriculum delivery is measured. According to The Glossary of Education Reform (2018), “learner engagement is a measure that reflects the quantity and quality of a learner’s participation in their courses and every other aspect of their educational programme. Also, it echoes a learner’s interaction and cooperation with co-learners and instructors. In other words, learner engagement is the measure of a potentially successful learning experience for everyone concerned.” Dibapile (2012) attributes learner engagement to teacher efficacy. Wolters and Daugherty (2007) further explain teacher efficacy as “the ability to encourage learners to become and remain involved, invested or motivated for learning.” Motivated students are focused and engaged as they learn.

Dibapile (2012) elaborates on that the ability to motivate learners involves knowing what kinds of tasks support and feedback encourage students to put forth effort and strive to improve. Fredericks, Blumenfeld and Paris (2004), in Dibapile (2012), classified 44 studies of engagement into three categories: “behavioural engagement encompasses doing work, and following the rules and emotional engagement. Furthermore, Dibapile (2012) warns though that engaging students in learning does not simply keep them busy, make the classroom less noisy, or reduce bullying behaviours. She maintains that students who are affectively engaged at school hold positive attitudes towards academic activities and achievement striving. On the contrary, this section will discuss issues pertaining learners who, no matter how

teachers try, still become stumbling blocks in curriculum delivery. For the purpose of this study, those will be progressed and ill–disciplined learners.

2.4.4.1 Progressed learners

The progression policy seems to be among the strong inhibitors of curriculum delivery. The DBE (2011) defines the Progression, as the movement of a learner from one grade to the next. The Progression Policy is regarded as one of South Africa's key change vehicles within the education system since the inception of democracy. The main aim was firstly: to promote learner dignity, self-esteem and the need to encourage socialisation by age and secondly: to minimise the high dropout rate and maximise school retention (DBE, 2012).

Munje and Maarman (2016) highlight that this policy relies more on 'learner support' to be provided by educators in the new grades. However, it is worth noting that the very teachers are infested with a litany of challenges, especially, overcrowded classrooms. Matiwane (2015) posits that this policy was met with sharp opposition from unions, the South African Democratic Teachers Union (SADTU) and National Professional Teachers Organisation of South Africa (NAPTOSA), who tried their best to persuade the government to scrap the Progression Policy but their pleas were in vain. Their failure to convince the DBE could be attributed to that this policy does not apply to South Africa only as it has been found to exist in countries like Denmark, Sweden, Japan and Finland (Schafer, 2015). Despite its recognition by other countries, the Progression Policy has had a negative impact in the education sector. The first being that learners perform below their grade level and they impact negatively on Grade 12 results. For instance, Motshekga (2015) reported that after the first group of these learners reached Grade 12 in 2014, the pass rate decreased by 2,6%.

A number of researchers have dedicated their time examining behaviour of the progressed learners. Findings reveal the following resultant behaviours exhibited by the progressed learners: they cannot cope at all with their school work since they are already weak learners, they read without understanding, they seem to be confused and they cannot even finish their class or homework, they often bunk classes, in some cases they are so emotional that they destroy infrastructure, they seem to have given up on life and their very promotion to the next class is burdensome to them since the

new class workload frustrates them, they frequently absent themselves from school and they lack motivation. Their lack of reading and writing may be traced to lack of basic skills. Their serious lack of educational background from lower grades make coping with FET grades impossible (Zenda, 2016; Mboweni, 2014; Saeed & Zyngier, 2012; Abba, 2013; Knoell, 2012; Kader, 2012; Gama, 2014).

To the teachers, the progressed learners become very burdensome because of the disciplinary behaviour they exhibit. They have dangerous emotional problems. Teachers battle with their ill-discipline that some associate with low levels of mental development (Chetty, 2004). Subsequently, teachers have it tough since these learners occupy the same space with the promoted learners which tends to affect the teaching pace that gets slowed down or completely inhibits it, thus, frustrating teachers (Kader, 2012). They also need more attention from teachers that are already drained by multiple negative circumstances.

It is reported that various interventions have been introduced to help the progressed learners. Some of the interventions are: organising afternoon and Saturday classes just for the progressed learners, arranging boot camps for all learners, including progressed learners, organising DoE second chance programmes for them, inviting educators from neighbouring schools for team teaching which allows learners to meet new teachers and schools inviting social workers to support learners emotionally.

Unfortunately, most of what has been organised for progressed learners has not been successful. As a result, teachers are highly demotivated and have negative attitude towards the progression policy. To this effect Motshekga (2015) had to propose that the DoE needs to strengthen the support programme for progressed learners. Additionally, she advanced that educators need to be trained for remedial teaching.

2.4.4.2 Ill- disciplined learners in curriculum delivery

Gama (2014) posit that absenteeism and ill-discipline in South Africa are major cripplers of curriculum delivery. He further maintains that these behaviours challenge the teaching – learning environment and performance which affect the individual as well as the other learners' performance. This may lead to uncontrollable disruptions that threaten safety. Maphalala and Mpofu (2018) note the urgent need for South African schools to be sites for value education. This follows studies that were

conducted in KZN which rendered schools unsafe since learners engaged in fights and were bullied which made some feel that the school was no longer a safe environment but a place of violence. Violence includes, inter alia, physical, sexual, emotional, cyber-bulling and verbal abuse.

Safety in schools is another area of concern. According to 2018 survey that was conducted by the Pew Research Centre, it was discovered that teenagers were worried about shootings that take place within the school premises. Research shows that in 1999, more than 187 000 students were exposed to gun violence in schools. When it was suggested in May 2017 that teachers be given guns, seven out of ten educators said that would be ineffective at preventing gun violence in schools and they rejected the idea (NEA survey). This yielded more stress to learners and educators. Studies conducted by the University of Missouri in 2018 revealed that 93% of primary school teachers were highly stressed. As a result, learners need more time with psychologists and counsellors (Aydin, 2018). According to OECD (2016) in African countries, drug abuse, aggression and violence, disruptive classroom behaviour, lack of school connectedness and high rate absenteeism render schools unsafe. It is reported that learners use drugs, steal and they participate in group fights. Similar cases have been reported to take place in South Africa (Gama, 2014); Nkanzela, 2016; Nkosi, 2014; Maphalala et al. 2018).

There is a need for supporting teachers concerning corrective discipline since the abolition of corporal punishment. In this case, Zenda (2016), maintains that teachers should foster a culture of mutual respect and trust by working in close partnership with learners when making decisions that enhance the classroom environment. He reminds that according to South African Schools Act 84 of 1996 Section 11(2), school discipline should be corrective and nurturing during teaching and learning. This explains that positive and constructive discipline should be encouraged instead of physical punishment and emotional reprimand that hinders learners' self-esteem.

Similar problems since post colonialism era form the entrenched culture of violence that goes hand in hand with administrative problems. This explains the reasons for trauma and uncertainty among teachers and learners. All these countries share the

misery of unsupportive and dysfunctional school communities and traumatised human resources. Musasia et al. (2012) maintains that the general school discipline, learners' self-discipline and classroom discipline, has a huge impact on curriculum delivery. There is a ripple effect in the sense that discipline inevitably affects time management which in turn affects curriculum coverage and subsequently negatively affects curriculum delivery.

2.4.5 Resources

The success of curriculum delivery requires a number of crucial resources**.** Those are human resources, material, physical as well as financial resources (Sigilai & Bett, 2013). Additionally, Maringa (2016) posits that besides teachers who teach learning areas, finances, time-tables, supplies and instructional material resources are needed for the delivery of the curriculum because together they provide the greatest possible educational opportunities for learners in the most cost-effective manner. In this section, only Learner–Teacher–Support Materials (LTSM) and physical resources (infrastructure) are going to be discussed.

2.4.5.1 Learner – Teacher – Support Materials (LTSM)

Petherick (2018) and Dowling and Flintoff (2015) maintain that instructional materials represent the resources that teachers use to develop student understanding of subject-specific concepts and skills in the enactment of the curriculum. Such materials include textbooks, workbooks, laboratory manuals, manipulatives such as three-dimensional solids, laboratory supplies and equipment, videos, laser discs, CDs, software, and websites. The National Research Council (2012) points out that materials play a more deterministic role in curriculum delivery as they assist in achieving government policy as well as guiding teacher perceptions about their own curricular literacy (Remillard, Harris, & Agodini, 2014; McKenney, 2017). Written research reveals the invaluable nature of learner teacher support materials in curriculum delivery.

Several researchers cite the example of the United States where government agencies have established a number of carefully organised grant programmes that are aimed at supporting the development of innovative curriculum materials that in turn

enhance classroom instruction, reflect national standards, and incorporate recent advances in disciplinary content, research on teaching and learning, and instructional technologies (Baker, Lesaux, Jayanthi, Dimino, Proctor, Morris & Newman-Gonchar, 2014).

Similarly, Cervetti, Kulikowich and Bravo (2015) and Davis, Janssen and Van Driel, (2016) assert that well-crafted materials for supporting teaching and learning which fulfil reform intentions, subject matter content, pedagogy and the classroom daily orchestration, will enhance curriculum delivery. It is therefore imperative that these materials be tested.

For curriculum delivery enhancement, different researchers advise that curriculum materials be tested to ensure their relevance in curriculum delivery. For instance, Marco-Bujosa, McNeill, González-Howard and Loper (2017) emphasise that the design and testing of curriculum materials yield to the understanding of teachers' orientations, pedagogical content knowledge and instructional strategies. Seeing the importance of marrying proper provision of LTSM and curriculum delivery, Molapo (2016) warns that implementing a new curriculum without providing resources, places heavy demands on teachers. "This strains them and especially in the case of huge changes that call for total shift in beliefs and practices" (Kopweh,2014:146). He insists that insufficiency of resources poses serious problems to teachers and implementers. Failure to heed to this warning may abort the dream of reform in any given country.

Hongbiao (2013) cites an example of China where National Curriculum Reform failed because of the limited supportive resources for schools, lack of professional support for teachers and questionable effectiveness of classroom teaching that showed lack in teachers' knowledge of teaching methodologies. Similar failures were experienced in Thailand Vietnam and in Scotland (Prapaisit de Segovia & Hardison 2009; Cahn and Barnard, 2009; MacPhail, 2007). The selection and adoption of textbooks is closely related to state and district policies and funding procedures. In some instances, the availability and administration of financial resources directly affect how often schools and teachers adopt new textbooks.

Similarly, Kellagan and Greanery (2015) found that poor performance in Kenya was attributed to lack of textbooks. They argue that even where resources were provided,

their use to improve student achievement was still problematic for some teachers. Meleta (2017) gives an example of an Ethiopian case where mathematics remained questionable, since the curricula (syllabus and textbook) had not passed through a pilot test and reliable training was not given to all mathematics teachers. It is further argued that even if teachers can be supplied with resources, their teaching methods do not change. According to CDID's (2014) findings, mathematics teachers expressed that they needed training on how to teach the subject matter and on the contents and concepts, orientation on the new textbooks and the new guides, and training on the new books in general. In the UNESCO (2016) report it was alleged that in countries where resources are provided, teachers do not use them. The UNESO's assessment was that in cases where teachers have been used to working without resources, they adapt to that and even when resources become available, thus, compromising curriculum delivery.

Comparatively, South Africa is no exception to this problem. Hoardley (2015) posit that there is improvement in the provision of material resources although there is still a lack of textbooks. Atweh et al. (2014) concurs with Hoardley (2015) and make special reference to mathematics classrooms that are hard hit by lack of textbooks. Similarly, Venkat (2013) attributes this lack to a dramatic increase in class sizes which lead to few learner resources that are spread thinly across learners. Molapo (2016) asserts that the alarming situation is when the shortage of resources is coupled with shortfall in teachers' content knowledge as well as lack of teaching methodology. Similarly, Hongbiao (2013) further states that limited support resources for rural schools in particular, adds a dimension of an unsatisfactory professional support for teachers.

In the same breath, the KZN curriculum management strategy (2012) revealed that lack of LTSM in KZN was a major curriculum delivery inhibiting factor. The DoE strategy came up with what was to ensure the minimum standard of one textbook per learner per subject. It was decided that textbooks and the other print-based materials including print materials like readers, atlases and dictionaries should be provided. Teaching equipment such as maps, charts, globes, skeletons as well as equipment and consumable materials for different subjects had to be provided. The action plan was to improvise by creating corner libraries in schools without central libraries. The Department had also promised to enforce the Retrieval Policy for effective LTSM

management.

2.4.5.2 Infrastructure

According to Barrett (2019), infrastructure comprises the following components: the accessibility of the school, safe and healthy buildings, optimal spaces for learning, synergy with the pedagogy and community and the effective implementation of the school project. Additionally, Alimi (2012) and Armsterdam (2013) enumerate essential facilities as: classrooms, laboratories, staffrooms, laboratories, workshops, libraries, equipment, consumables, audio-visual aids, electricity, water, chairs, tables, playground and storage spaces. These facilities play a major role in curriculum delivery.

Moreover, curriculum delivery is impacted by physical characteristics of a learning space. The following impact positively to the learning environment: good natural conditions; learning space that meets needs of learners; age appropriate learning space; flexible learning opportunities for learners to adapt; infrastructural design that takes local climatic and cultural conditions into consideration (Barrett et al. 2015). There is direct connection between a suitable learning space and curriculum delivery. For this reason, the following are five appropriate questions to be addressed about learning space: First, do all children actually have access to a place at school? Second, do the school buildings provide a safe and healthy environment? Third, are the learning spaces optimally designed for learning? Fourth, does the school's design facilitate pedagogy and community engagement? Fifth, how can the school infrastructure be developed in a sustainable way?

Kokela (2017) concurs with Barrett et al. (2015) by saying the building should be structured to respond to the necessities of the content of the policy. She further argues that the infrastructure should be adequate and comfortable to accommodate its users in order to strengthen access to education and its quality and to respect human rights. Based on her study, Kokela, (2017) avers that Brazil, India, China and Russia are doing their best to provide quality infrastructural resources to education through equitable distribution of funds to prioritised schools. Barrett et al (2015), Petrosino et al. (2012) and Asim et al. (2015), concur with Kokela (2017) that in South Asia, school building programmes rank among the most effective educational interventions. This

prioritisation surely improves curriculum delivery. Molapo (2016) posits that when facilities are available and skilfully employed, they influence learning and formulate it more meaningfully.

On the contrary, lack of proper infrastructure hinders successful curriculum delivery. For example, some researchers point out that overcrowded classrooms impose a serious negative effect on learners' academic performance. Overcrowding leads to learners being overwhelmed, disgusted, discouraged, have high noise levels which often result in interpersonal disputes, hostility and violence (Gershenson, 2015; Finnish National Board of Education, 2016). Studies have also proved that lack of infrastructure really hampers curriculum delivery. World Bank, (2018) reports that teachers in many African countries face difficult living and working conditions caused by the lack of infrastructure. Joyness (2018) confirms this report by adding that lack of equipment and infrastructure negatively affect teachers' efforts no matter how hard they try. Additionally, Bashir et al. (2018) maintain that the appalling school conditions impact negatively on teacher motivation and their quality of teaching which sometimes lead to absenteeism. World Bank (2018) and Bashir et al., (2018) advocate for the improvement of school conditions namely: basic services such as electricity and toilets; manageable teacher–learner ratio and a school climate that is free from violence and abuse.

Fobosi (2018) contends that while South Africa has the highest rates of universal access to primary education with the sharp increase of Gross enrolment from 81% to 94,2% (2002 to 2015), schools continue to suffer infrastructural challenges (StatsSA, 2016). Without proper facilities, curriculum delivery is doomed. Furthermore, Fobosi (2018) maintains that according to the Public Service Accountability Monitor (PSAM), all South African schools should meet the basic learning infrastructure requirements, DBE should commit to upgrading each school's infrastructure to meet optimum standards, DBE should consider learner safety when planning and should address challenges in infrastructure provisioning.

Although the South African government has tried to provide infrastructure to schools, there are huge backlogs in the majority of schools built by the apartheid government. Since public funds are limited, improving school infrastructure quality and levels

proves to be a daunting task. Carelse (2018) calls it infrastructure “woes” and contend that budget cuts impact negatively on subsidies to schools. She further warns that this situation threatens the very existence of schools. Although there is an outcry on the shortage of infrastructure, it is comforting to note that South Africa has made progress in addressing the backlogs in the provision of classrooms, sanitation facilities, water on site and electricity (NEIMS, 2016). However, almost 80% of schools did not have library space and about only seven percent had stocked libraries (NEIMS, 2016). Roodt (2018) posits that school infrastructure plays a role in how well learners perform. Learners in schools with a library scored on average 16% higher than those in schools with no library. Worryingly, over 60% of South African schools do not have libraries. The NEIMS (2018) reported that out of 5 400 schools, 1 945 are still using pit latrines and 154 do not have electricity in Eastern Cape. There has been reported cases of children falling into these pit toilets and dying (Fobosi, 2018).

Kokela (2017) asserts that the infrastructure grants and Accelerated Schools Infrastructure Delivery Initiative (ASIDI) made a significant stride in transforming public schools with deficit infrastructure in South Africa. Contrarily, in the qualitative survey conducted by Amsterdam (2013), respondents kept on reiterating that schools were filthy and strewn with litter, sanitation facilities were smelly and non-functional to a level that some teachers and students confessed that they preferred not using these facilities until they went back home to relieve themselves. Bayat, Louw and Rena (2014) allege that infrastructure is seriously lacking in most South African schools to the extent that circumstances are alarming where some learners still learn under trees while many other schools lack basic necessities like toilets, running water, laboratories, classroom, chairs, libraries, electricity amongst others. Muthusamy (2015) and Nkosi (2014) refer to over-crowded classrooms as another infrastructure problem that contributes to the major setback to achieve excellence by learners in KZN. KZN curriculum management and delivery strategy (2016) and Amsterdam (2013) contend that there is a lack of empirical research on school infrastructure in South Africa. Few studies conducted are quantitative rather than qualitative yet studies that present the voices of school populations on the kind of environment in which they like to learn and work are very few.

2.4.6 Parental involvement

Communities play an important role in curriculum delivery. Empirical evidence from developed countries confirms that increasing parental involvement in their children's education can mediate the effects of a poor socio-economic background and bolster school performance (Avvisati et al. 2013; Goux et al. 2014). It is against this background that Mufanechiya (2015) conducted research on community participation in curriculum implementation in Zimbabwean primary schools. She used the case study that was contextual and descriptive in design. The mixed method approach was used in which data were collected through open-ended questionnaires, in–depth unstructured interviews and focus group discussions. Contrary to other studies, in this study employing focus group interviews stands out from the other studies. Moreover, participants used in this study include School heads, teacher and members of the communities who are parents, church leaders, business people and traditional leaders. This shows a degree of focus of the study, that is, community members who are interested in the education of their children. Purposive sampling, a feature of the qualitative research and non-probability sampling technique was one of the techniques used (Cohen et al. 2011; Gilbert, 2011; De Vos et al. 2012).

Similarly, Donkor (2017) conducted a case study that looked into parental involvement among low income and illiterate parents in Ghana. The study was exploratory in nature and served to identify factors that are associated with parental involvement in education. The study sought to evaluate the nature and degree of educational support that parents provide to their children, including priorities, self-interest, culture, economic circumstances, parental level of education, family structure and family size. The study was underpinned by human and social capital theories and exploratory qualitative in nature. Data analysis was both literal, interpretative and reflexive. On the same note, Bouguen et.al. (2015) also conducted a randomised study on parents' participation, involvement and impact on student achievement in South Africa. The study sought to examine relationships between parents and teachers. The three above-mentioned studies are similar in that they interrogate parental involvement in education but different in the sense that Mufanechiya (2015) used focus groups in her study.

Westerlund et al. (2013) posit that parents play a major role in curriculum delivery. Several reports confirm that parental involvement in their children's education impacts on health and well-being and thus improves learner's academic achievement. It is, therefore, imperative to educate, workshop and provide parents with strategies of supporting their children. Bruns and Luque (2015) view this as a long-term academic investment that can yield improved academic achievement even with children from poor background.

Montero-Sieburth (2015) posits that communities need to see their role in more active terms. She encourages governments and local education authorities to change their negative perceptions about community involvement. The perception that parents care less about their children's education should be changed. She highlights that the contextual change towards curricular change and reform include more expectations about the role of parents, community, teachers and learners. According to Kallatavi and Stephen (2016), a lot of research studies in education have proved that parents' educational levels influence a child's performance at school. Parents with higher education are more likely to provide their children with better educational opportunities. Arguably, parents with higher levels of education support and encourage their child's schooling. They understand and value the economic and social benefits that better education will provide (Inoue et al. 2016). Kokela (2017) maintains that China is one of the countries that involves parents and community at large in its education system. China has the largest public education systems in the world. China's curriculum delivery matches the pace of economic development. The curriculum is decentralised to engage several agencies such as: key community leaders, local, regional and international agencies. China has also improved on the following: qualified teachers, improved teaching processes, better management of schools and has adopted better philosophies of running schools (Kokela, 2017).

According to Donkor (2010) in Ghana parents do value education and they are aware of the relationship between education and the future economic well-being of their children, their level of participation in school activities, the degree to which they understand their role in supporting their children's schooling, a consciousness of their empowerment in making decisions, their belief in Christian moral principles that

support acceptance of family responsibilities, and the diminishing influence of traditional cultural norms. Contrary to this view, according to the Field note report of May (2008) after conducting an exploratory case study with school administrators, it was discovered that parents prioritise their jobs over their children's education. Examples given were that parents send children to school hungry, with unkempt hair and with worn out school uniform. On top of that, teachers complained that parents hardly visited the school to check progress. Apparently, their value for education was still on the transitional stage. Teachers also complained that there was a wide discrepancy between what parents said about the importance of education and what they practically did to support their children in education. Parents of children that were doing poorly at school, admitted that lack of homework supervision was the primary cause of poor performance. Although Bruns et al. (2011) and Greenman et al. (2011) concur with Donkor (2010) on that parents are supportive of their children, academically and otherwise, they contend that families are living in high poverty, high unemployment and low education neighbourhoods. This causes them to employ fewer education oriented practices with their children.

2.5 Support by DoE and other stakeholders

2.5.1 Support by the Department of Education

For any curricular delivery venture to succeed, there is a need for adequate support to schools. Skosana and Monyai (2013) posit that there should be strong monitoring and support by the district and quality assurance officials. This is to ensure that learners are equipped with necessary skills, knowledge, values and qualifications. Furthermore, Skosana and Monyai (2013) substantiate the need for support by stating that teachers are not meeting the required levels of teaching, learning and assessment. The problem is even escalated by that principals are not dealing with teachers who are lazy, bunk classes, corrupt, cannot teach effectively and hold illegal meetings during teaching hours. With the introduction of curriculum reforms, Molapo (2016) confirms that teachers do not understand principles and goals of the education system. Skosana and Monyai (2013) aver that these teachers use "obsolete teaching practices and learning theories". They further contend that although teachers seem to teach and learners seem to learn, the learning outcomes and critical outcomes are not

attained. They strongly contend that districts are not doing effective monitoring to make sure that teachers are using policy guidelines and this renders learners unprepared for assessment and examinations.

The foregone discussion suggests that the Department of Education should be proactive and be involved in supporting curriculum delivery matters at all levels. Other countries have thrived for this empowerment and improvement. For instance, India has instituted a programme where there is initial training for teachers as well as a programme to support them through the year (World Bank, 2018). Similarly, Shanghai has followed suit and involved teachers in an ongoing Teacher–Research groups for effective development, mentoring and peer evaluation based on classroom observation (Joyness, 2018). According to World Bank (2018), the Jamaican Government has invested in principal training programmes where they are empowered with better management skills and coached on how to give profound support to teachers. Consequently, Bruns et al. (2016), posit that all the investment done to principals and teachers bear the following fruits: enhanced emotional connection and relationships among teachers and learners, support teachers' instructional approaches to maximising student engagement, improving students' understanding of content and encouraging problem-solving and providing effective feedback.

As much as there is support from the Department of Education, stronger support should also exist within the school, that is the support by School Management Teams (SMTs). The SMT consist of the principal, deputy principal and departmental heads. Mandukwini (2016) posits that Monitoring by SMTs involves professional observation of teaching and learning events. It also ensures the improvement of teachers' teaching abilities with the view to provide professional development. Joyness (2018) concurs by saying the school leadership plays an essential role in supporting professional development and quality of curriculum delivery among teachers. In some countries, they are called School Management Teams (SMTs) yet in some countries they are called School Based Management (SBM). Bruns et al. (2011) conducted a survey of how the SBMs work around the world and discovered that the use of SBMs in international and African countries yields a lot of fruit in curriculum delivery. World Bank (2018) posit that the role of SMTs and SBMs are to: set goals with teachers to prioritise and achieve high levels of learning, improve the quality of teacher-learner

interactions and to be actively involved in assisting teachers to solve problems by proving instructional advice.

According to Vaillant (2015), SMTs should possess a range of cognitive and effective qualities, strategies and skills. Yet, the UNESCO report (2017) contend that some SMTs are not adequately empowered to support teachers as required. Lumadi (2012) concurs with UNESCO (2017) by mentioning teachers' following complaints towards the SMTs: failing to provide professional development to teachers, failing to review and interpret assessment data that leads to non-improvement in curriculum delivery, failing to provide opportunities for teachers to share teaching ideas and strategies. Even the DBE (2017) still complained that SMTs are weak, lack leadership and commitment. This explains why Bashir et al. (2018) maintains that the education management systems should contribute strategies to improve school leadership and school based support to teachers through: building SMTs capacity to monitor and evaluate activities and outcomes that are aimed at improving teachers' professional competence, proving training for SMTs to perform on-site coaching and guidance to teachers and through providing SMTs with peer-to-peer exchange and support mechanisms.

In response to the mentioned weaknesses, in a study conducted by Mandukwini (2016) SMT members confirmed that they need training on leadership and management skills. They rated time management as a key skill necessary for effective curriculum delivery. Teachers were also with being monitored and guided by the SMT. On the contrary, Lumadi's (2012) study explored factors that bear negative impact on the roles of SMT. The findings revealed the SMTs' plights as follows: political appointments of both principals and teachers, wanting quality of teachers through the lack of pedagogical content and negative attitude towards maths and physical science. Mandukwini (2016) concurs with Lumadi (2012) and add lack of physical, human and financial resources as great inhibitors to the role of SMTs.

Mandukwini (2016) warns that SMT monitoring should not be a fault finding exercise, hence, an instrument should be used to avoid hostility and victimisation of teachers. On that point, Maphalala et al. (2018) while conducting their research, discovered that

PILO in Jika Imfundo project had designed the forms that are evidence based and standardised.

2.5.2 Availability of funds

Funds are essential for purchasing learning and teaching support materials, organising experts to facilitate workshops at school level, providing transport to meetings and workshops, building halls, laboratories for experiments and libraries to encourage reading and research work and artwork and providing sports facilities for various sporting codes (Bush & Bell, 2002). For effective curriculum delivery to take place, Powell and Anderson (2008) maintain that the governments and department of education, should place maximum priorities on financial and organisational resources to implement educational policies, set timelines for curriculum development and implementation. They further need to attend to requests for research, staff development, curriculum development and assessment, provide equitable technical assistance for the implementation of innovations, set licensure/certification criteria that encourage professionalism and scientific literacy for teachers. They should also support professional development efforts with funding for classes and release time, sponsor workshops for teachers to come and review materials and provide curriculum frameworks that support the selection of reform-based curriculum (Powell & Anderson, 2008).

According to Gonzalez and Kuenzi (2014), the annual government investments for science, technology and mathematics education in the United States are in the range of $2.8–$3.4 billion. Andreas Schleicher, Director for Education and Skills at the OECD (2018) attest to that PISA shows an important relationship between spending per student and the quality of learning outcomes. He argues adamantly that ‘the world seems no longer divided between rich and well-educated countries and poor and badly educated ones and success is no longer about how much money is spent, but about how that money is spent’. Bybee (2013), Hazelkorn et al. (2015) and Roblin et al. (2018) concur that the curriculum materials produced in the United States encourage a move away from comprehensive curricula to the increased reliance on technology-based materials, a growing trend towards open access but also a decrease in teacher supports. From this discussion it is clear that some countries prioritise curriculum delivery through funding.

For countries that do not provide adequate funds for education, the following reasons are tabled: funds are not allocated equitably; decisions to use public funds are not well aligned with learning; government agencies do not have capacity to use funds effectively and funds sometimes do not reach schools or they are not used for their intended purposes (Joyness, 2018; Steenbergen, 2016; Bruns et al. 2015; Education Commission, 2016; World Bank; 2018; Bashir et al. 2018). Kellagan and Greanery (2015) posit that the lack of human and financial resources make it difficult to carry out the Education for All (EFA) mandate in African contexts. They attribute the failure to EFA mandate and lack of financial resources to the unexpected and enormous education expenses that have resulted from an unexpected rise in learner enrolment. They cite a Ugandan and Zambian case where there has been sharp rise in learner enrolment thus posing a challenge in financial resources. In the Zambian schools, enrolment rose from 2.5 million to 6.5 million in just 3 years thus yielding to disparities between quantity and quality education. This was evident in a number of countries and it gave rise to a loud outcry from parents that were questioning the sudden drop in the quality of teachers, employment of less qualified teachers, ballooning of classes coupled with poor facilitation skills and the shortage of textbooks (Kellagan & Greanery, 2015).

Meleta (2017) attests to this by adding that financial constraints lead to implementing mathematics curricula without pilot tests. For example, in Ethiopia, upon conducting qualitative research based on constructivism theory, the CDID (2014) reports that due to time, financial and human resource constraints, the curriculum was implemented without having been piloted. Above and beyond that, teachers complained that they were neither trained on how to use the materials provided nor how to teach new concepts. The same applied to Kenya, where teachers continued to use teaching methods they had always used even when resources were available.

Motshekga (2015) admitted that SA's education system lacks the necessary remediation required for social promotion to be successful when she called for the need to strengthen our support programmes. Even in KZN, when Dr E.V. Nzama presented the Annual Performance Plan 2018 – 2019 he identified the following fundamental challenges that hamper sustainable delivery of high quality education: poor curriculum management and delivery, teacher supply and capacity building, lack

of classroom equipment, poor infrastructure, management challenges, finance and transformation of the schooling system.

2.5.3 Support from the private sector

According to Badugela (2012), South African schools receive financial support from the government, private business or parents in order to implement the new curriculum effectively, the government provides large financial assistance to public schools. This is mainly due to Education for All policy. (Kokela, 2017, Maphalala et al., 2017). Some schools receive financial and service support from the private sector but it is worth noting that financial assistance from private businesses to all schools is not guaranteed. (Joyness, 2018, Bashir 2018).

Nag et al. (2014) conducted research to review intervention offered by agencies to support curriculum delivery in Bangladesh, Ethiopia, Costa Rica, India, Kenya, Uganda, Zanzibar, Tanzania, Philippines and Turkey. This study evaluated intervention for multilingual children and the findings were that interventions were robust and efficient. Inoue et al. (2016) maintain that there are curriculum delivery interventions in Africa. The contention is that in cases where training does occur, it is arguably done by foreign international agencies that unfortunately concentrate more on urban arears while compromising rural areas. Like in the case of Ghana, the following international agencies conducted training in selected urban and semi-urban schools: USAID, UNESCO, World Bank, CIDA and DFID. Subsequent to these trainings, the complaint is that once the project comes to an end, the training no longer continues on account of shortage or unavailability of funds from the Ghana Education service. Namibia and Zimbabwe do also receive external funding from international organisations such as the World Bank, the Swedish International Development Agency (SIDA), the United States Agency for International Development (USAID), United Nations agencies (UNESCO, UNICEF, etc.).

2.6 Teacher involvement in curriculum delivery planning

Paula Armstrong (2015) reports that International research findings indicate that an important source of curriculum delivery success or failure in education is the teacher. In their study, Bold et al. (2014) conducted research on seven Sub-Saharan African

countries which are: Kenya, Nigeria, Mozambique, Senegal, Tanzania, Togo, and Uganda. These countries represent close to 40 percent of the region's total population. Findings that emanated from the study were that education is highly centralized, but unfortunately weak, state controlled and of low capacity. There are no incentives for performance, neither career progression nor financial rewards. This section therefore seeks to examine teacher involvement in curriculum delivery. The two main questions to be answered are: are teachers involved in planning, and are they clear on the objectives of curriculum delivery?

2.6.1 Teacher involvement in planning

Everything that has been discussed under teachers and their involvement in curriculum delivery warrants that teachers should be involved in curriculum planning and implementation thereof. UNESCO's (2015) Global Monitoring Report on Education for All study on teacher involvement in planning, found that teachers were not involved in curriculum planning which left them disempowered by the top-down process. Molapo (2016) warns against the top down approach to curriculum delivery and maintains that educators should be involved in curriculum reforms. He terms poor teacher involvement as a top-down approach. Additionally, Ng (2009) cites an example of Hong Kong where this approach failed. The same obtained in Ireland where teachers were not involved in planning but expected to be implementers of the reform curriculum. Tong (2010) cites China as an example where non-consultation with teachers jeopardised and hindered curriculum reforms. Flores (2004), as cited by Molapo (2016), highlights the importance of involving educators in the curriculum reform in which they play a crucial role as curriculum designers and developers, and not just 'Doers' or 'ordinary technicians' who implement curriculum instructions. Molapo (2016) and Park and Sung (2013) share the view that educators resent curriculum developers as they are often not conversant with what happens in the classroom. Educators consequently perceive curriculum reforms as top–down or imposed mandates by those external to the classroom setting.

In South Africa, while teachers are regarded as recipients of educational curriculum changes, it is noteworthy that they play a pivotal role in curriculum delivery. Taole (2013) refers to teachers as curriculum implementers and encourages that they therefore should be involved in curriculum planning and delivery. He therefore emphasizes that inclusion

of teachers in curriculum planning will steer the curriculum delivery process to the right direction. He even stresses that teachers have to be the main source of analysis when the new curriculum is introduced (Park & Sung 2013). Nkosi (2014) calls for teachers' views and conception about curriculum to be investigated.

2.6.2 Clarity of curriculum delivery objectives to teachers.

According to Rahman (2014) the clarity of curriculum documents and the succeful delivery of the curriculum in the classroom are interwoven and dependent. Teachers can only deliver what they understand as learning experiences as designed in the curriculum. When teachers fail to have clarity on curriculum, then its delivery becomes a problem. When teachers are clear on the objectives of curriculum delivery, the ownership of curriculum innovations can be enhanced. This is in line with Gross et al.'s (1971) assertion that it is a management's task to plan, support and monitor the innovation process.

Rahman (2014) affirms that one of the factors responsible for failure in curriculum delivery is non-clarity of the curriculum to the teachers who are the implementers. Karavas (1993) in Rahman (2014:51) opines that "If teachers are to implement and apply a teaching theory in their classroom successfully, they must fully and clearly understand the basic principles and practical implications of that theory". The management also needs to clarify the teachers' role, to provide access training for the new role, to ensure that the necessary materials are available, to modify the organizational arrangements and to devise feedback mechanisms. Becuwe et al. (2015) concurs with Gross at al. (1971) by advancing that teachers' active involvement in planning and being clear about objectives propel them to feel the need to change their practice as they become convinced that their effort will bring about that change, and the assurance that they themselves are indeed able to promote and install that change in curriculum delivery. Similarly, Voogt, Pieters and Handelzalts (2016) add that when teachers are clear on the objectives, they are able to address all curriculum components namely: rationale goals, content, teacher roles, learning activities, materials and resources, time allocations and assessment, when redesigning and aligning course syllabi.

The foregone discussion succinctly indicates that teachers' change of attitude and behaviour may be enhanced by understanding the objectives of curriculum reforms. This suggestion is in line with Maphalala and Mpofu (2018) who advance that teachers need to be competent within the new curriculum, in order for them to be able to produce the required results. In this regard, Mamosa (2010) encourages that teachers should be involved in the design of a new curriculum and also be trained on how to implement it. Arguably, their involvement will result in them being clear on objectives of curriculum delivery.

2.7 Strategies for the enhancement of curriculum delivery

According to the National Research Council (2012), researchers identify the following curriculum interventions: curriculum structures that support epistemic practices, instructional approaches, the effects of project-based curricula and teaching practices, the effects of instruction on core ideas, and the influence of multiple representations of learning, curricular approaches and instructional practices that are matched to national standards. Researchers also pay attention to the role of students' learning of scientific discourses and the teachers need to develop the capacity to use a variety of approaches in science education. The monitoring and evaluation exercise employs the following forms of assessment:

- *Formative assessment for use in the classroom to assist learning* which is designed to provide diagnostic feedback to teachers and students during the course of instruction. This provides teachers with information about individual learners and guides them on improving instructional process.
- *Summative assessment that is used in the classroom, school, or district level* in the form of tests and examinations given at the end of the school year, designed to determine what individual students have achieved.
- *Assessment for programme evaluation* is a broader form of assessment that assists in making comparisons across classrooms, schools, districts, states, or nations. It includes standardized tests designed to measure variation in the outcomes of different instructional programmes.

The aforementioned assessments are employed by schools, districts and states to evaluate teacher effectiveness. It is warned though that for the education system to

function coherently to support implementation of the framework and related standards, assessment needs to function coherently as well. Various forms of assessment need to be linked to the shared goals outlined by the framework and related standards not forgetting though that they are designed to achieve their specific purposes.

Shaw, Bunch and Geaney (2014) warn that assessment designers should consider learners' backgrounds and language of instruction, and must try by all means to eliminate language barriers and gender biased examples. National Research Council (2012) contends that the education system currently lacks sophistication in understanding and addressing the different purposes of assessment. The use of "one-size-fits-all" notion of assessment is really inadequate. It is reported that the tests used by the National Assessment of Educational Progress (NAEP), Computer-based assessment, Simulations, Programme for International Student Assessment (PISA) are not enough to measure deep conceptual understanding of science practices and hands-on laboratory tasks. The contention is that administering and scoring these hands-on tasks is cumbersome and very expensive.

Strategies are still needed to address the following issues: overcrowding, filthy learning environments, entrenched culture of violence and administrative problems, trauma, apathy and uncertainty among teachers and learners, over-stretched and degraded facilities, apathetic, unsupportive and dysfunctional school–communities, and traumatised human resources. After conducting several studies, Spaull and Kotze (2015) came to a hard realisation that South Africa needs "ruthless" prioritisation in order to fix the education system. Their findings revealed that under-performance in Matric and high drop-out rates are rooted in poor primary school's foundations. There were recommendations to fiscally prioritise primary schools. It was suggested that the Post-Provisioning–Norms (PPN) be adjusted to ensure more posts for primary schools and to institute nationwide primary school examinations. Eastern and Western Cape education's intervention concerning PPN is successful. On the issue of South African learners whose reading reveal that their education is inadequate, there has been a Ramaphosa Reading Plan. According to this plan, learners are provided with graded readers, DBE Rainbow workbooks estimated to cost R 24 million. There is reportedly, a high impact in Eastern Cape and Gauteng. The other intervention is to recruit, train and employ an army of foundation phase reading coaches. Randomised Control Trials

in North West and Mpumalanga Province have shown improved reading outcomes. There is also a Funda Wande Literacy intervention campaign running in Eastern Cape using Vula Bula materials (Taylor et al. (2017).

Biswal (2011) applauds that there has been a removal of bottlenecks and secondary education is now considered a feeder to higher education in SA. In India, Bank (2009), posits that secondary education is expected to develop intellectuals and quality learners in the social, political and economic context to further shape the democratic society. Whilst Kokela (2017) asserts that India has not yet achieved the desired level of education but the witnessed progress is a great pointer to greater achievement. Changes in the following areas are still envisaged: quality teaching, infrastructure, good service delivery, properly planned policies, quality of public administration, and so forth.

As already noted in 2.4.6 above, Kokela (2017) indicates that educational interventions have succeeded in China as evidenced by the fact that curriculum delivery matches the pace of economic development. This is partly attributed to a decentralized curriculum in order to engage several agencies such as: key community leaders, local, regional and international agencies. China has also improved on the following: qualified teachers, improved teaching processes, better management of schools and has adopted better philosophies of running schools (Dinghua, 2006; Kokela, 2017). Kee (2013) concurs with Kokela, argument further by highlighting that the Chinese government is also striving for equality between rural and urban areas by identifying challenges that cause disparities on quality education within their entire society. In order to achieve the enhanced curriculum delivery, the Chinese government has accommodated international agencies such as, World Bank, UNESCO, UNICEF and others to assist with finances, training and resolving financial barriers (Kokela (2017).

Review of various extant literature has established that curriculum delivery in education system has been challenging. Teachers as implementers are the key stakeholders, that need to be involved in the planning or reform of curriculum for successful implementation and delivery in schools. Inadequate support and lack of needed resources have been identified to be some factors that influence curriculum delivery in many African countries. The need for regular professional development for

clarity on curriculum delivery. Findings from related studies also indicated the monitoring and evaluation of teachers' classroom practices by the designated authorities for effective curriculum delivery.

2.8 Chapter Summary

Having done research on empirical studies concerning curriculum delivery, the researcher identified and pointed out the gap that existed between her studies and the empirical studies. It is essential to note that the gap is judged on the basis of: context, methodology, design, data collection methods, participants and findings resulting from the research conducted. The context of the present study is in KwaZulu–Natal Province in King Cetshwayo District. The empirical studies examined, occurred in international countries, other prominent African countries and a few in South Africa and KwaZulu–Natal. However, none of the existing studies were conducted in King Cetshwayo District. Moreover, other studies concentrated on limited sites to collect data, yet this one includes rural and urban high schools. This study is broad and tackling curriculum delivery at large.

The reviewed studies also indicated different research methodologies. It emerged that most of the reviewed studies used mixed-methods, quantitative or qualitative, whereas the current study solely relied on qualitative approach and this researcher had attracted a broader spectrum of participants. More details on methodology are presented in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The preceding chapter has conveyed information on curriculum delivery based on available, relevant literature from across the globe. It was then considered necessary to conduct an empirical enquiry to evaluate curriculum delivery in KwaZulu-Natal (KZN) province with special reference to King Cetshwayo District high schools in South Africa (SA). The aim was to gain a deeper understanding of the participants' lived experiences, the meaning they attach to these experiences and how these have impacted on their work and their lives.

According to Panneerselvam (2004: 2), research methodology can be comprehended as "a system of models, procedures and techniques used to find the results of a research problem". A qualitative investigation would then make room for a broader, exploratory angle of looking at curriculum delivery in King Cetshwayo high schools. In trying to achieve this, the present chapter focuses on outlining the research approach and methodology. This entails a discussion on research paradigm, population and sampling, data collection techniques, data analysis and the assessment of the quality of the study. The chapter ends with a discussion of issues of credibility, trustworthiness, reliability, validity and ethical consideration in the study.

3.2. Research paradigm

Udosen (2015) defines research paradigm as a model or frame of reference that is used by individuals to organise observations and reasoning. Babbie (2010) adds that each paradigm makes its own assumptions about the nature of reality. A research study is based on assumptions about what constitutes knowledge and its reality and the appropriate methods of building it. When summed up, these assumptions fall under the term 'paradigm' (Punch, 2014:14). A paradigm can be defined as "a worldview-a way of thinking about and making sense of the complexities of the real world. The complexities that this study sought to explore, describe, analyse and understand, are the manner in which district officials, SMTs and teachers, perceive as factors that

enhance or constrain curriculum delivery in high schools. All these stakeholders gave meaning to their own reality, based on their own preferences, prejudices and interactions with others (Schutt, 2006; Buthelezi, 2016).

Cohen et al. (2011) classify research paradigms into three philosophical categories: positivism, interpretivism and critical postmodernism. Different researchers have used various paradigms to understand social reality, which can either be positivist, critical or interpretive. This study adopted an interpretive paradigm, according to which researchers that are involved in qualitative research believe that individuals consciously construct their own understanding of the world through experience (Phakisi, 2004). Interpretivists tend to understand people's actions the way they are since they give meaning to those actions by interpreting them. Nxumalo (2009) concurs with Phakisi (2004) and points out that an interpretivist research paradigm is primarily concerned with meaning and seeks to understand social members, definitions and understanding of situations. Maree (2003: 61) sees the aim of interpretivist research as to present a perspective of a situation and to analyse the situation under scrutiny to provide insight into the way in which a particular group of people make sense of their situation or the phenomena that they interact with.

According to Blanche et al. (2006: 276), the interpretive paradigm assumes an inter-subjective, ontological, epistemological and methodological stance. They further argue that 'interpretive research relies on first-hand accounts and tries to describe what it sees in rich detail'. Additionally, Cohen, Manion and Morrison (2007: 22) elaborate by explaining that the interpretive paradigm allows the researcher to 'get inside the person and understand from within'. This was a powerful assertion that encouraged the researcher to work directly with the education officials' lived experiences and to understand the actions and meanings that district, SMTs and teachers attached to curriculum delivery. Hence, it was anticipated that the participants would give their first–hand accounts as they passionately describe their experience in detail.

The study adopted an anti-positivist epistemological viewpoint which posits that research be undertaken in naturalistic settings, rather than in simulated or artificially created experimental conditions (Creswell, 2014; Buthelezi, 2016). This is why the

researcher conducted interviews with SMTs, principals, departmental heads and teachers in a school setting, their usual and natural setting. Similarly, the district officials were interviewed in their district offices. The participants were even allowed to share information and couple it with evidence where necessary. The phenomenon being investigated is put at the centre of the social research process and regards participants as actively involved in constructing their social world and assigning personal meanings to the conditions and events that characterise their lives. This gave participants liberty to share ideas confidently and fearlessly. This even gave them leverage to engage with curriculum delivery issues boldly, whether negative or positive. At some point, they even behaved as advisors to the department of education.

As a researcher, it was crucial not to impose my interpretation on the participants, but rather understand their interpretation of their social world. An interpretive framework befitted this study as it contends generalisations and promotes gaining a deep understanding of life through interpreting the meanings that participants assign to their situations. This epistemological stance meant that it was important to empathetically understand meanings attached to their experiences in their context (Buthelezi, 2016). Regarding the ontological assumptions, the study emphasised the unopposed importance of the subjective experience, as lived by the phenomena being investigated, the high school teaching and management team in curriculum delivery. This ontological assumption necessitated that school based and district based officials' experiences be considered as reality, partially constructed by them through the narration of their daily experiences during the execution of their duties in curriculum delivery.

Hence, this study is phenomenological in its research method, and approach of data collection within the qualitative design. This design has been able to review extant literatures and collect in-depth information as data to present the study in phenomenological contexts of study. This is in line with what Chowdhury (2014: 433) sees as the importance of interpretivism because of its ability to enable the researcher to see the world through the eyes of the people that are being studied and to allow them multiple perspective of reality. The study befitted Chowdhury's (2014) assertion since it sought to explore the participants' personal views, observations and responses in understanding curriculum delivery issues. The inductive strategy used by the

researcher served the purpose of not only getting participants' understanding but also to have an insight into their feelings.

3.3. Research design

Kumar (2011: 96) regards research design as constituted by answers from questions such as: What procedures will the researcher follow to attain answers from research question? How will the researcher undertake tasks required to complete the research process? What should the researcher consider or not consider during the process of carrying research tasks? Gina (2013), in an endeavour to clarify processes involved in research design, offers the following graphical representation:

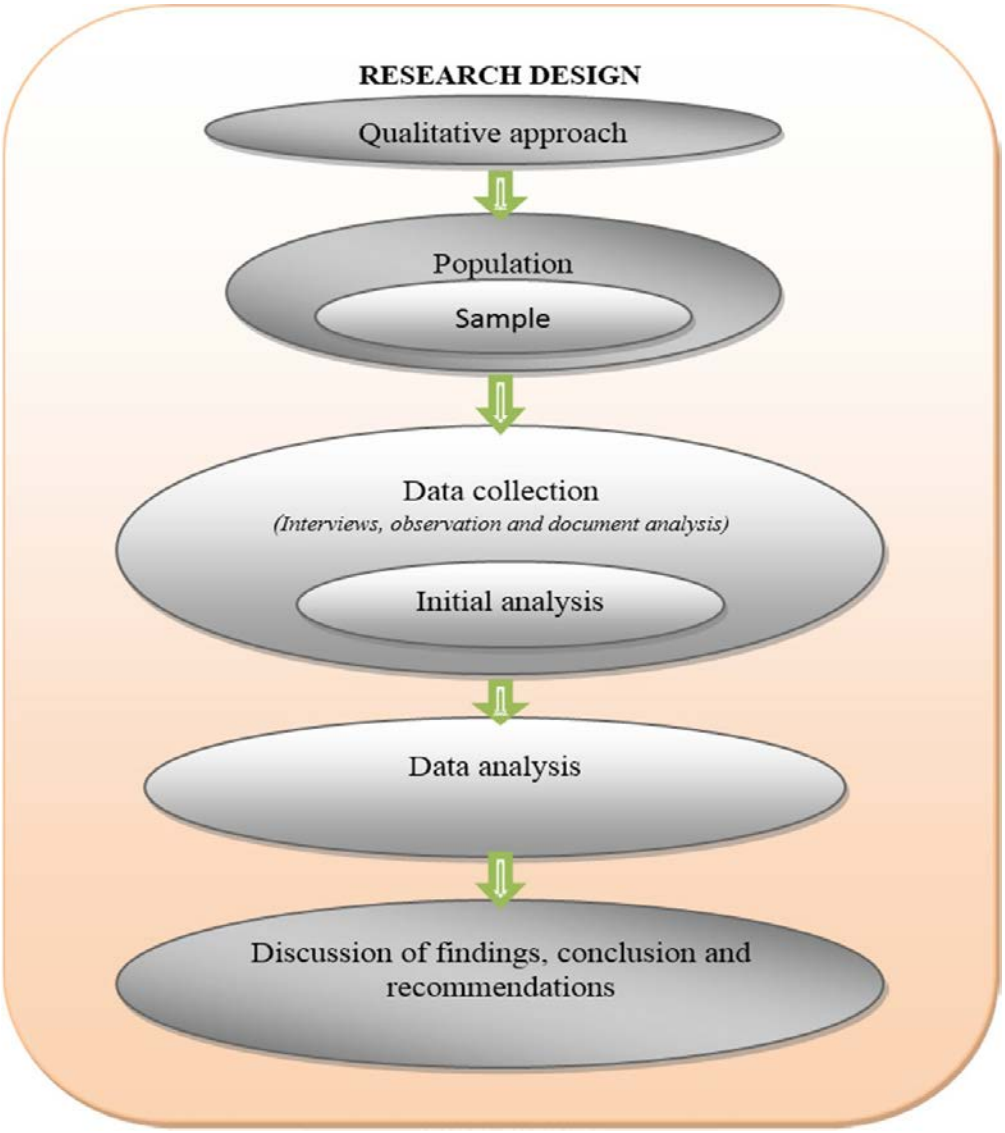

Fig 2: Research process (Gina, 2013)

McMillan and Schumacher (2001: 166) posit that research methodology refers to a "design whereby the researchers choose data collection and analysis procedures to explore a specific research problem". Additionally, Ntshaba (2012), concurs by stating that the design is the plan in terms of which the study is conducted. He advises that the researcher should select the design that suits the nature of the research being conducted. It is of utmost importance that the design determines and outlines the manner in which the research will be conducted from the onset to the end (Ntshaba, 2012, Nkosi 2014).

This study adopted a qualitative research design in accordance with Babbie and Mouton (2004: 278) who explain that qualitative researchers study phenomena in their natural settings or 'human action in its natural context and through the perspective of the actors themselves'. Buthelezi (2016:123) advances that this description distinguishes qualitative research, which is based on interaction and dialogue with research participants, from the quantitative type which is based on statistics. MacMillan and Schumacher (2001:166) define a qualitative research design as a plan for selecting subjects, research sites and data collection procedures to answer the set research questions. In their explanation, they reveal that the goal of a successful research design is to provide results that are deemed to be credible.

This study adopted a qualitative design through using semi-structured and focus group interviews for collecting data. This research was qualitative since it sought to search in-depth and rich descriptions of the participants' experiences of factors that enhance or constrain curriculum delivery in King Cetshwayo District. The researcher used semi-structured and focus groups interviews as the research methods design since the study aimed at evaluating factors that affect curriculum delivery. The researcher was endowed with an opportunity to explore and get in-depth understanding the School Management Teams (SMTs), principals, Departmental heads and teachers' experiences and views of factors that enable or constrain curriculum delivery, the support they receive from the Department of Education, their evaluations of the present interventions and the getting a chance to propose other interventions deemed fit to remedy the situation. In using qualitative research techniques, the researcher had to bear in mind that 'reality is multi-layered and complex' (Cohen et al. 2011:17).

Subsequently, the researcher had to ensure that analysis involved ‘thick descriptions’, as opposed to simplistic interpretations (Buthelezi, 2016).

Buthelezi (2016) further highlights the significance of the principle of understanding in context in researching teachers’ lives ties in well with views of scholars that have been quoted widely in this study. Nias (1996) and Huberman (1993) highlight the importance of ‘teachers’ embeddedness to their professional environment’. Elias’s (1978:121) emphasises through his overarching social theory that sees ‘bonds between people and between people, and people and their environment, rejects the perception of man as ‘homo clausus’ and sees individuals as people among other people’. During the interviews, the participants gave accounts of their daily experiences in an endeavour to execute and being supported in curriculum delivery. The researcher explored and understood how participants made sense of their content and context. This was clearly shown by the amount of agony the participants expressed where they felt they are not fully supported by other people who should be playing a crucial role in curriculum delivery.

Following Creswell’s (2014) ideas on interpretivism, the study had to adhere to the interpretive tradition by seeking to interpret and understand behaviours and attitudes within a natural setting. Furthermore, the study had to describe and understand the situation rather than explaining and predicting human behaviour (Babbie & Mouton, 2010). Qualitative research enabled the researcher to probe for deeper understanding of experiences, provided a space for participants not only to share ideas but also to expand on the ideas they had shared. It also endowed the researcher with an opportunity to adapt questions when necessary (Creswell, 2014). As a result, the researcher was able to adapt the data generation instruments to suit the needs of the participants based on the flexibility of the qualitative approach to research (Creswell, 2014).

3.4. Sampling procedures and sample

Data collection is crucial in every research venture. Purposive sampling procedure was used to select participants due to the design of the study which is specifically targeted towards a particular group of people with rich and in-depth information that

answer research questions on a phenomenological study. Etikan el al. (2016) define the purposive sampling technique as a deliberate choice of a participant due to the qualities the participant possesses. They call it judgment sampling. This type of sampling is used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources. According to Cohen, Manion and Morrison, (2010:115) purposive sampling researchers handpick the cases to be included in the sample on the judgment of their typicality or possession of the particular characteristics being sought. Additionally, McMillan and Schumacher (2014) advances that purposive sampling involves the identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest. Etikan et al. (2016) add that above and beyond deeper knowledge and experience, it is of utmost importance to check participants' availability and willingness to participate, and their ability to communicate experiences and opinions in an articulate, expressive and reflective manner. Etikan et al. (2016) emphasise that the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research.

McMillan and Schumacher (2014: 353) advance that participants chosen must be information rich. According to Stones (1998), as cited by Buthelezi (2016), there are three other important criteria for selecting participants purposively:

- It is of utmost importance that they have experienced the phenomenon that is under investigation. They should be information rich to make in-depth analysis of the phenomenon being studied possible.
- They must be competent in the language or languages used, so that they are able to communicate their thoughts, feelings and perceptions.
- They should be willing to participate and then be committed as participants in the research. They must be prepared and able, both in terms of time and articulation to discuss the topic.

The criteria mentioned above were used in purposively selecting participants for the study. The researcher was guided by the principle that a qualitative study's focus is more on the in-depth analysis required which depends on information-richness of the cases rather than on numbers. The target population were King Cetshwayo district

officials, High school SMT members, high school principals and teachers as the main aim was to collect data from people whose experiences and perceptions are rich since they are directly involved in the phenomenon being investigated (Merriam, 2009; Maphalala & Mpofu, 2018). In the same vein, Niewenhuis (2007) refers to these people as information rich cases that are related to central issues for in-depth analysis. The researcher was interested in establishing factors they perceive as affecting curriculum delivery. Importantly, the researcher also wanted to find out about the interventions and the support that high schools receive from the department of education.

The researcher ensured that the district officials, the high school SMTs and teachers possessed experience and they had been involved in curriculum delivery issues. Although all of them spoke English as a second language, all of them were fluent and were able to express themselves well. They were also allowed leverage to code switch to IsiZulu, their mother tongue when they so desired. This was to ascertain that the communication flow was not interrupted since ideas were more important that the language itself. To prove that participants participated on their own free will, was seen through their willingness to participate and by sealing the agreement by signing the consent letters. The enthusiasm shown during interviews proved the level of understanding and willingness of what participants were doing.

As it has been noted, this study was conducted in the King Cetshwayo district, one of the twelve district municipalities within KZN which is one of the nine provinces in South Africa. King Cetshwayo district comprises five circuits; this study was conducted within the Umhlathuze and iMfolozi CMC. The researcher deemed it necessary to have the same number of sampled schools in each CMC. The study focused on six rural and six urban High schools. Participants were twelve high schools. School Management Team (SMT) members from six high schools were organised into two focus groups. The number of SMT members depended on how many they were in each school, hence, numbers varied from school to school as shown in Table 1 below. There were three high school principals, two from urban high schools and one from a rural high school. There were five teachers, three from two rural highs schools and two from urban high schools. There were six high schools that were involved in focus groups interviews and six high schools that were involved in semi–structured in-depth interviews. There were three district officials that were sampled, two of which were

from the district office and one was from the circuit office. As part of the district team, the participant from the circuit office were coded as district official 3. There are two tables below. The first one shows categories of participants, the coding of participants and the number of participants per category. The second table (Table 2) shows how many rural and urban high schools were sampled.

Table 1: Categories of participants

Categories of participants	**Participants**	**Codes**	**No. of participants**
District officials	District officials 1	1 to 3	03
School Management Teams	School A	A1 to A8	08
	School B	B1 to B3	03
	School C	C1 to C3	03
	School D	D1 to D5	05
	School E	E1 to E4	04
	School F	F 1 to F3	03
Principals	Principals	A to c	03
Teachers	Teachers	A to E	05
Total number of participants			**37**

Table 2: Urban and rural schools

Urban High schools		**Rural high schools**	
No of high schools	**Participant categories**	**No of high schools**	**Participant categories**
3	SMT members	3	SMT members
2	Principals	1	Principal
1	Teachers	2	Teachers
6		**6**	

This study aimed at evaluating factors that contribute to curriculum delivery in order to enhance achievement of learning outcomes in King Cetshwayo District high schools. The objective was to identify challenges and recommend solutions that can be applied

by the Department of Education, educators and other stakeholders to ensure effective curriculum delivery in the teaching and learning in high schools in order to improve the quality of education and quality of Grade 12 results.

3.5 Data collection methods and procedures

McMillan and Schumacher (2010: 343) and Leedy and Ormrod (2010) are in agreement on observation, interviews, objects, questionnaires, written documents, audio-visual material and electronic documents as some of the multiple major methods for gathering data for qualitative research to generate data for grounded theory. Similarly, one of the recommended methods that was employed to collect data in this study were interviews. For the phenomenon under study, semi-structured interviews were used for district officials, principals, departmental heads and teachers, and focus group interviews for SMTs in King Cetshwayo District high schools.

The interpretivist paradigm influenced the data generation method in this study. The main purpose of this study was to gain a deep understanding of individual participants' experiences concerning factors that enhance or constrain curriculum delivery in high schools. Data were collected using semi-structured interviews which is a paradigm whose foundation is interpretivism, which gives access to the participants' meaning of their lived experiences (Mertens, 2014). The essence of these interviews was that they were an expression of participants' rich experiences. The rich and practical experiences were accessed through allowing participants time to describe, explain and share personal idiosyncrasies. The researcher sought out information and clarifications through gentle probes (Niewenhuis, 2007; Merriam, 2009; Mertens, 2014).

Individual interviews targeted district officials, principals, departmental heads and teachers individually. It should be borne in mind that although individual interviews are accepted as sources that offer credible and in-depth information, critics do argue that such information may be partial. This study also depended on secondary sources of data in the form of existing scholarly literature. These secondary sources include: articles, books, newspaper articles, internet articles, journal, and already interpreted qualitative and quantitative data. The interviews were recorded using audio-tapes to

ensure safety of data and that it was properly captured. This aimed at providing true reflection of what unfolded during interviews. Transcription thereof preceded the data analysis stage.

Pseudonyms were used instead of referring to participants by their legitimate names. This was an endeavour to protect the participants' identities and maintain their anonymity. The interviews were conducted in schools that were chosen by participants and those that were suggested by the departmental officials. The interviews took between 40 and 60 minutes depending on how eloquent and elaborative participants were. Ethical measures were consciously respected through explaining the purpose of the research and emphasising that participation was voluntarily. Participants were also given liberty to recuse themselves from the interviews should they feel so. Confidentiality and anonymity for all participants was announced and emphasised over and above requesting them to sign the letter of consent.

3.5.1 Semi-structured interviews

White (2005:104) avers that interviews are open response questions to obtain participants' opinions and reactions – how individuals experience their world and how they explain or make sense of the important events in their lives. Additionally, Cohen, Manion and Morrison (2007) refer to semi-structured interviews as open situations which allow for greater freedom and flexibility. Buthelezi (2016) concurs with Manion and Morrison (2007) by asserting that semi-structured interviews are used to gather focused, qualitative textual data. This study used semi-structured interviews as part of the instruments for data collection. The interviews were conducted to generate in-depth information from these participants for the research objective three which was to ascertain the measures put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes. This method offered a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey. Participants did express their views freely and openly on matters of curriculum delivery.

3.5.2 Focus group interviews

De Vos, Strydon, Fouche and Delport (2011) define focus group interviews as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Fontana and Frey (2000) in Flick (2009) define focus group interviews as a dialogue with a small group of people on a specific topic. Groups are typically six to eight people who participate in the interview for one to two hours. In this study focus group interviews lasted for one hour and in another case, it was one hours and some minutes.

Udosen (2015) postulates advantages of focus group interviews as that of enabling the researcher to quickly identify core issues of a topic being discussed. The researcher can also observe the reactions of participants, explore new and expected information and allow participants to respond in their own words. They offer the possibility to record activity so as to enable transcriptions and reporting using trained observers. The other advantage is that group interviews are cost effective, rich in data, high in face validity and flexibility. They provide a natural environment where participants express their views freely. Ideas from one participant stimulate other participants to engage fully in discussions (Flick, 2009; Babbie, 2010). Babbie (2010) posit that groups create their own structure and meaning; and group interviews provide access to their level of meaning.

In this study, participants were very cooperative with one another, taking turns to respond to each question and revealed best information. Sometimes, the researcher invited and probed more to those that were less talkative but possessing very rich information. The major informants in the focus group were SMTs who are the main role players in curriculum delivery on day to day basis. This study embarked on using focus group interviews on School Management Teams. The use of focus group interview allowed the participants to contest or agree on the information being supplied while it enabled the researcher to extract and probe further information from the group collectively at same time.

The researcher initiated the discussion to set participants at ease, explain the reason for the interview and also lead in the formulation of ground rules. The researcher also

contributed to the progression of the interview by first asking the leading questions, use the anchoring effect, the priming effect, and the deliberate process of adjustment (Kahneman, 2012). In order to give participants a fair opportunity, the discussion procedure and the manner in which answers to the questions would be tendered, was outlined to the participants from the onset. The recording device was shown to the participants and the reason for using it was also explained. The researcher ensured that each question was responded to and exhausted though probing before moving to the following questions until all themes and questions were addressed. Each focus group interview lasted between 60 and 90 minutes which is a common duration for focus group interviews (Gulliksen & Hjardemaal, 2011).

3.5.3. Document analysis

Cohen, Manion, and Morrison (2013) advance that semi-structured interviews can be complemented with document analysis. A document is a record of an event or a process. McCulloch (2004) states that documents are inescapably an integral and an indispensable part of our daily lives and our public concerns. Bowen (2009) concurs with Buthelezi (2016) by referring to document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around the phenomenon under investigation. Similarly, Mukeredzi (2009) asserts that through official documents, researchers can access the official perspective, as well as uncover ways through which communication to staff in the institution occurs. Bowen (2009) indicates that analysing documents incorporates coding content into themes similar to the way that focus group or interview transcripts are analysed. Documents were chosen according to whether or not they would yield rich data with the potential for helping the researcher better understand the phenomenon under investigation.

In this study, the researcher analysed various types of school documents such as lesson plans, year plans and timetables, meeting agenda, trackers, workbooks, CAPS documents, minutes of meetings and reports as sources but the emphasis was more on monitoring tools used in curriculum delivery. The information revealed by monitoring tools led to more probing to get insight into the nature of administrative work that district officials and school based officials conduct. That also led the researcher to probe more role played by administering monitoring documents have in

enhancing or constraining curriculum delivery. Findings from data prompted by document analysis ended up confirming the existence of too many administrative and management tasks that interfere negatively with teaching time, leading to 'reality shock' (Huberman 1993), due to the complexity of professional work that comes with educational transformation in curriculum delivery.

3.6 Data analysis and presentation

According to Cohen, Manion and Morrison (2013:738) qualitative data analysis involves organising, accounting for and explaining the data. This means that the researcher interprets the data according to participants' definitions of the situation, noting patterns, themes, categories and regularities". Similarly, Biggam (2011:165) maintains that dealing with qualitative data involves working with the collected data, organising it, breaking it into manageable units, synthesizing it, searching for patterns, extracting the important information that is important to learn and deciding what to share with others. The aforementioned definitions clearly reveal that data interpretation is at the core of qualitative research.

Although data collection and analysis are discussed under different headings in this study, the two are not completely distinct phases. As a result, in this study, data collection and analysis occurred concurrently (Baxter & Jack, 2008), but at the beginning data collection was the main focus. When data collection gradually declined, data analysis became the researcher's main focus. The researcher aimed at explaining and interpreting the data collected in order to address the research objectives. Data were analysed as they were collected. Furthermore, the researcher relied on emerging preliminary information to assist, shape and improve the inquiry throughout the collection of data. This served as an empowerment to the researcher as it deepened the understanding of the topic, thus allowing her to improve on the manner of probing the participants. The purpose of the data analysis in this study was to understand through interviewing various stakeholders, the factors that influence curriculum delivery in high schools.

This study employed an inductive process by building categories and themes as the researcher made sense of the data that had been interpreted. Qualitative data were,

therefore, analysed through thematic analysis. Recorded interviews were subsequently transcribed and analysed according to Creswell's (2014: 196 – 200) six steps, namely:

- Step one that entails organising and preparing data for analysis.
- Step two that is reading at all the data.
- Step three that entails the data coding.
- Step four that is using the coding process to generate a description of the setting as well as themes or categories for analysis.
- Step five that involves clarifying how the descriptions or themes will be represented in a qualitative narrative
- Step six which is about making interpretations of results or findings in qualitative research.

This study did not ignore visual and non-verbal aspects of data as per Cohen, Manion and Morrison's (2007) assertion that it is essential to transcribe interviews accurately to avoid data loss, distortion and the reduction of multiple truths and mitigate the power of the researcher as the soul data interpreter. Following this warning, transcripts were made available to participants to verify their opinions and ideas that had been shared during the interview sessions. The process involved listening and interpreting participant's' words to familiarise herself with data. Code names were given to those that participated in focus groups to identify the speakers. The recorded information was duly labelled. It was sometimes imperative that the researcher use verbatim expressions of the participants within the thematic context of the discussion. As per data analysis definition given by Cohen, Manion, and Morrison (2013), data from the interviews were transcribed from audio records to text.

The transcripts from the interviews were read repeatedly as the researcher looked specifically for phrases that seemed to appear the most and she created codes for these topics. The coding was done according to McMillan's (2013:298) emphasis that researchers should find a "systematic process in the development of the codes". After all the data coding had been completed, selective coding was crucial, as it gave the researcher an opportunity to finalize the organisation of themes and to confirm the

accuracy of the coding (Neuman, 2000; Buthelezi 2016). These three stages of re-examination and reading transcribed data many times for purposes of familiarising and immersing oneself in the content of data, were important. Over and above familiarisation and immersion, multiple readings helped to identify silences and gaps and thus enhanced coherence in a life story (Buthelezi, 2016). Todorova (2007:232), confirms the above arguments, when she states that multiple readings of interview and transcribed scripts help to 'unglue multiple voices of the said and the unsaid'.

During the process of reading and re-reading data that had been collected through semi-structured and focus group interviews, the researcher grasped the overview of what was in the data, organised them thematically and made sense of the data. The collected data were analysed inductively to identify themes and patterns. Each theme generated conclusions based on the findings (Maree & Pietersen, 2010). Creswell (2014) describes this process as involving the transfer of the text data gathered during data collection into categories and labelling those categories using a term that is based on the language of the participants.

The study employed content analysis method. According to Schreier (2012:170), "qualitative content analysis combines different portions of data-driven and concept-driven categories through the use of a coding frame to help reduce the amount of material by focusing only on the selected aspects that relate to the overall research question". The researcher captured essential information from different responses and summarised it in a few sentences, thus forming a category. The data were then summarised into smaller units or themes. The researcher was careful to include meaningful and important data for the study as per Corbin and Strauss's (2008) advice that researchers should be able to differentiate between pertinent and important information. The researcher used an inductive approach to qualitative research design in this study to formulate the study's themes from the data. She analysed the data using different collecting tools separately to be sure of producing credible results. The researcher then consolidated the results from all the instruments to make them easy for the readers. She also used an emergent strategy to ensure that the analysis followed the data rather than the predetermined themes.

3.7 Trustworthiness and Credibility

Trustworthiness and credibility of the research results are foundations of qualitative research projects (Marshall & Rossman, 1995:143). In this instance, De Vos et al. (2011) refers to trustworthiness as the degree to which an instrument measures what it is intended to measure. The term trustworthiness is used interchangeable with validity and reliability. Along the same line, Korstjens and Moser (2017) refer to credibility as the confidence that can be placed in the truth of the research findings. The quality criteria for all qualitative research are credibility, transferability, dependability and confirmability (Korstjens & Moser, 2017). They further define credibility as the confidence that can be placed in the truth of the research findings which serves to establish whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views.

In the same breath, the researcher informed participants that they would be recorded prior to the interviews to which participants had no objection. The researcher then used audio recording in order to ensure the dependability of the research study. The researcher further engaged recordings and transcripts to ensure trustworthiness and to demonstrate correlation between the data and interpretations. The researcher's use of verbatim examples of participants' responses reflects for example the range and tone of the gathered responses. Prior to the commencement of the interview session, the researcher set participants at easy and encouraged the participants to participate freely during the interview sessions. Confidentiality was promised and practiced through using pseudo names for participants.

To ensure dependability of the study, the researcher ensured that the process was clearly documented, logical and traceable. To avoid the bias trap, confirmability was used as a qualitative criterion for reliability. This ensured that the research findings were the product of the research focus and not the researcher's bias (Babbie, Mouton & Prozesky, 2001). This therefore explains that all the views expressed in this study belong to the respondents and they are supported by data. The findings from the collected data were never based on imaginations but anchored on sound and

confirmed findings (Molapo, 2016). The confirmed findings identified themes using patterns and themes.

In qualitative research instrument and data revolve around trustworthiness. Triangulation is a method that is used to establish trustworthiness of the results of a study. Korstjens and Moser (2017) defines triangulation as a means using more than one method of collecting data on the same topic which involves different types of samples as well as methods of data collection. They point out that the purpose of triangulation is not aimed at cross-validating data but rather to capture different dimensions of the same phenomenon. Roulston (2014) emphasises that qualitative data analysis highlights the importance of remaining open to what is in the data, rather than applying concepts imported from the literature studies. Following this view, data coding and analysis of each interview transcript continued until the level of data saturation was reached. According to Cohen, Manion, and Morrision (2007) credibility gives an accurate description of the phenomena being researched. There are methods which could be used to enhance the credibility of the research results. These include: checking transcripts for mistakes, making sure that the coding of data is consistent, cross checking codes developed by different researchers in a team by comparing results and finally, communicating with members of the research team through regular meetings, and sharing analysis.

In this study, credibility was shown during data collection through taking notes, recording the interviews and transcripts. The researcher even went to an extent of utilising participants' verbatim examples to clearly reflect the tone and the range of responses that were gathered from the field. The mere fact that the researcher spent some, promising confidentiality and encouraging participants to be free to share their ideas, was an attempt to ensure credibility. Korstjens and Moser, (2017), regarded dependability as going hand in glove with credibility. To ensure dependability in this study, the researcher ensured that the research process was logical, traceable, showed a true picture and a detailed account of the research process, and that data was clear documented. The researcher further worked back and forth through the research process in an endeavour not to generalise findings but to identify generic and accepted principles and trends related to the research topic.

3.8 Validity and Reliability of instrument

While validity is defined as “the extent to which a researcher’s interpretations of the data can be judged as logically derived and credible”, reliability is defined as “the degree to which different researchers might make similar findings given the same research framework” (Robertson 2012:54). Yet, Ntshaba (2012: 81) considers validity as the complement to reliability and both refer to the extent to which our measure reflects what we are expected to measure”. Robertson (2012: 54) maintains that validity and reliability are two essential aspects which any qualitative researcher should be concerned about. Without these aspects the study can be rendered invalid and unreliable, thus, worthless (Cohen et al. 2011:179).

On the contrary, Creswell (2005) argues that instead of using the term validity, researchers should use trustworthiness, credibility and verification in qualitative research. Likewise, Corbin and Strauss (2008) also dismiss terms validity and reliability, and prefer credibility. It is therefore imperative that irrespective of any methods, approach and technique used in collecting data, the research results ought to be reliable, valid, credible and trustworthy. In this study validity and reliability will be discussed separately.

3.8.1 Validity of the instrument

According to Terre Blanche and Durrheim (1999: 88), validity is based on checking the accurateness of the findings from the researcher’s point of view, participant, or the readers of an account. McMillan and Schumacher (2010) view validity as the most important consideration in developing and evaluation of measuring instruments. Nkosi (2014) posits that it is used to determine if an instrument measures what it was intended to measure. Buthelezi (2016) enumerate different strategies that can be used to ensure validity. The examples are triangulation, member checks, peer examination of data, collection and comparison, comprehensiveness and thick description (Cohen et al. 2007; Merriam & Simpson, 1995; Baxter & Jack, 2008). The researcher was part of the PhD cohort. Peer examination was done through allowing peers, who are members of a PhD cohort to review the research instruments and analysis and provide feedback. Therefore, to ensure the validity of the interview instrument, draft copies

were, given those that are involved in curriculum delivery. Those were two education officials from King Cetshwayo District, two high school principals and three lecturers at the University of Zululand, who read through the document and made necessary corrections to ensure face validity. Having scrutinized and corrected the instruments, the interview instruments were further shown to the researcher's supervisors for further review, comments and guidance. Chilisa and Preece (2005:166) call this phenomenon peer debriefing. They consider that it is important to 'engage in discussions with peers on the procedures for the study, findings, conclusions, analysis, and hypothesis'. During this process, it became apparent that going to the field to collect data without having gone through this process, would have been a huge mistake. This was proved through sessions where peers asked questions for clarity after which they started offering guidance. This guidance was an eye-opener, infused a lot of confidence as the researcher ventured into the field with an open mind. Buthelezi (2016) posits that member checks are regarded as the most important criteria in establishing credibility. This involves continuously verifying patterns and themes with participants, as data collection, transcription and data analysis progress. In this study, member checks were implemented by allowing participants to view transcribed data and narratives so that they could ascertain whether or not their experiences had been reliably recorded.

3.8.2 Reliability of instrument

According to Robertson (2012:54) reliability is defined as "the degree to which different researchers might make similar findings given the same research framework". Nkosi (2014) further advances that it deals with the dependability of a measurement tool, which is the degree to which similar results can be arrived at using the measuring instrument on repeated trials. Similarly, Maree (2007), maintains that reliability implies that research instruments are dependable and consistent. To ensure this, research instruments (the interview schedule and focus group guide) were trialled with a few participants in King Cetshwayo District high schools. This exercise allowed me to test the appropriateness of the questioning techniques and the structure of the interview. This led to the adaptation of ice-breaking techniques, interview kick-starting strategies

and the adjustment of questions before the actual data gathering phase began (Buthelezi 2016).

3.9 Ethical and Safety Considerations

Since the study touched people's lives, access to personal and professional information had to be protected. The researcher had to, therefore, conform to acceptable research practice (Buthelezi, 2016). Clough and Nutbrown (2002: 84) comment as follows with regard to ethics in research:

> ".....in order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects' feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real...."

In keeping with Clough and Nutbrown's (2002) above view, prior to research commencement, the following ethical procedures were followed. Firstly, I sought permission to conduct research from the Head of Department for KwaZulu-Natal Department of Basic Education (see Appendix A), King Cetshwayo District director where the study was conducted (see Appendix B), principals of selected high schools (see Appendix C). Neuman (2011) calls these officials gatekeepers from whom permission to conduct research should be sought so that they give the official green light to the research site. Gatekeepers have formal and informal authority to control access to a site (Buthelezi, 2016).

Secondly, details of the research were explained to the participants prior to interviews after which they were requested to sign the consent forms. Mukeredzi (2009:109) refer to this as social permission that involves the granting of the necessary consent and rapport to the researcher by participants. The consent letters included all relevant details regarding the study including topic, purpose, participants' contribution to the study and methods of data collection to make them aware before they agreed to participate. Importantly, the consent letters explained explicitly that participants' identities would be protected through the use of

pseudonyms to ensure anonymity. Participants were made aware that they had the right to withdraw from the interview at their discretion (Johnson & Christensen, 2012). In case of verbatim quotations, pseudonyms and codes were used to fulfil the promise of respecting and protecting the participants (Henning, 2005). As Cohen et al. (2001) appraise the usefulness of a tape recorder as it allows the researcher to focus on interview proceedings, permission to record interviews was sought from all participants.

3.10 Chapter Summary

This chapter has provided a detailed account of the qualitative research design and methodology, outlining the why, the how, what, when, with whom and where of the research study. The qualitative research approach was used to evaluate curriculum delivery in King Cetshwayo high schools. The chapter provided justification for the choice of the interpretive research paradigm, justification of methodology, data collection methods, credibility and trustworthiness. Moreover, the study outlined the study's validity and reliability so as to render the findings credible to researchers and other users. Explanations pertaining to how ethical issues were adhered to were also provided.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1. Introduction

This chapter presents and analyses the research findings of the study on evaluating curriculum delivery in King Cetshwayo District's selected high school. In the previous chapter the researcher presented the research approach and research design used for the study. The research was guided by five research questions for inquiry and investigation in the research field. It is by these research questions that the researcher organised research findings and categorised them thematically as outcomes from semi-structured interviews and focus group interviews. The researcher addressed issues of credibility, trustworthiness and ethical considerations through quoting participant's words when presenting results. The aim of the study was to evaluate curriculum delivery in King Cetshwayo District's selected high schools. The study sought to answer the following research questions:

- What is the nature of curriculum delivery and monitoring in King Cetshwayo District's high schools?
- What are the factors enabling or constraining the successful curriculum delivery and the achievement of learning outcomes?
- What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?
- Are objectives of curriculum delivery always clear to educators as curriculum implementers?
- What strategies can be employed to enhance curriculum delivery in schools?

Table 4.2: Research Questions and Themes

Research Questions	***Themes***
1. What is the nature of curriculum delivery and monitoring in King Cetshwayo District's high schools?	***Perception of curriculum delivery***
	Monitoring and Evaluation
	Monitoring Tools
2. What are the factors enabling or constraining the successful curriculum delivery and the achievement of learning outcomes?	***Infrastructure***
	Post Provincial Norm
	Parental involvement
	Absenteeism
	Overcrowding
	Learners
	Learner Teacher Support Material
	Discipline
	Teachers
3. What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?	***School visits***
	Support to teachers
	Availability of funds
	Projects to support curriculum delivery.
4. Are objectives of curriculum delivery always clear to educators as curriculum implementers?	***Planning***
	Clarity of objectives
5. What strategies can be employed to enhance curriculum delivery in schools?	***Current Strategies***
	Suggested strategies and tools

4.3. Findings

Data collected from the participants were analysed and below are the findings from the analysis arranged in themes:

4.3.1 Theme1: Perception of Curriculum delivery

This theme relates to what participants understood by curriculum delivery and the components thereof. Findings from this study indicated that participants understood curriculum delivery as encompassing teaching, learning, assessment and adhering to the CAPS policy document. This is supported by District official 1 who had this to say:

> "… *So it is just a long arm short of what we refer to as the curriculum delivery - that is the way of imparting knowledge that relates to that particular grade in terms of learners. These are the things that should be learnt by this learner"*.

In unpacking the above statement, District Official 1 went on to say:

> *"firstly teachers must know that there's something called CAPS … every teacher must have something that is called ATP … So that's the finer part of the curriculum delivery … But it also talks to prescribed textbooks … it's coupled with something that we call lesson plans which emanates from the ATP to say in each and every topic you must be having a lesson plan … But yet it talks to also the tracking of that curriculum … how many activities you should have per week, it relates to each and every subject to say as given by CAPS… But it talks to assessment guidelines".*

District official 2 confirmed the assertion when he said:

> *"… whole package of what teachers do teaching those subjects, assessing the subjects, classroom contact between the learners and the teachers. And the quality of those encounters between teachers and learners in the classrooms as well as the adherence to policy requirements".*

SMT B5 had this to say:

> *"… curriculum delivery is about teaching and learning, classroom contact between teachers and learners and the assessment of subjects. It also involves adherence to policy document that is the CAPS document in terms of content and skills that learners should acquire*."

From the aforementioned views, it is clear that participants understand curriculum delivery as what happens within the classroom.

4.3.2 Theme 2: Monitoring and Evaluation

This theme relates to the monitoring and evaluation of curriculum delivery. Findings revealed that all participants understood that monitoring is undertaken by a senior person and should take place in every level (district, circuit and school level). Furthermore, findings revealed that monitoring and evaluation involves checking whether: there is teaching and learning taking place in schools, learner teacher support material is used accordingly and curriculum is covered within the specified timeframes. This was confirmed by District Official 1 who had this to say:

> "*The governmental officials are the custodian of curriculum delivery. In fact, their role they play a supportive role. So if you are to play a supportive role you must know what is it that is done, when is it done, how is it done and who Does it, what are the timelines given thereof. We always advise HoD's to also go to classroom to observe the teacher as and when she or he teaches."*

District Official 2 confirmed the assertion when he said:

> *"... you monitor it in terms of the requirements of CAPS, in terms of the cognitive levels - you remember we've got your level ones, level 2, and level 3 and so on. The adequacy of work given by the teacher, the use of LTSM, textbooks and the departmentally prescribed workbooks which we call DBE workbooks".*

District Official 3 highlighted the importance of monitoring when she said:

> *"It goes then that without proper monitoring, teachers can mess up. It's so surprising that sometimes you find the content that belongs to term 2 is taught in term 1 or belongs to term 4 is taught in term one*".

However, this official also complained that some district officials only monitor teachers and not the use of materials supplied to schools like DBE workbooks that contain invaluable information. This official went on to say that some teachers do not even use the CAPS document but instead believe in books when she said:

> *"They just believe in books. Of course books are good they have been checked but they are not enough … if a person is not then using the correct tools of planning he will obviously not use the correct tools of implementing".*

Principals highlighted the importance of working closely with departmental heads in monitoring to sport the challenges and see how they can strategize.

Principal B had this to say:

> *"We monitor how much work has been covered and which aspects are giving a hard time to the teacher and also to the learners. Departmental heads should be able to inform the Principal of the challenges, the reason why, so then you look at those challenges then you are able to do the turnaround strategy".*

Principal C concurred with B and even said:

> *"It is very important for a principal to be hands-on because the principal should know what is happening in the school. Because this has got an impact on the results for the school in all grades not only Grade 12."*

While SMT members understood monitoring, they cited that it is a major problem being that SMT members will also be teaching. This means that they are torn between teaching, monitoring teaching and learning, attending meetings, attending workshops

and dealing with disciplinary cases at the same time. SMT - A1 expressed this concern as follows:

> *"Sometimes we become more an educator than a member of SMT or sometimes we are a member of SMT more than an educator. So we find that I'm here in the office and Curriculum Delivery ayishayeki because you sit down there in the office uthethe icala lengane ekade idakiwe, for two days am not going to class and then it is impossible to cover Curriculum Delivery."*

To teachers monitoring and evaluation referred to what happens within the school which is monitoring teachers and evaluating learners. Teacher A stated:

> *"Monitoring of curriculum its being done at an SMT level. There are some duties that are being done by the immediate supervisor. … if it's a departmental head he has to submit to the deputy or to the Principal".*

In addition to what teacher A had said, teacher E mentioned that monitoring requires a strong departmental head who possesses a good manner of approach as she said:

> *"... mhhh, teachers need a strong departmental head to monitor the work because hhayi teachers can play man. ... I've also found is that when the educator does not know for instance how to teach I'm making an example... Unless you monitor that work and you come closer to the teacher's things become bad. … The departmental head should ask 'How can I help, what can we do? What are your challenges? What have you decided to do then?' and he and she must have a good manner of approach".*

However, it is worth noting that participants dwelt more on monitoring than on evaluation. Although District Officials 1 and 2 had mentioned that district officials were expected to undergo courses on monitoring and evaluation (M&E), only District Official 3 showed understanding of evaluation when she said:

> *"…but you find that our district officials are not very much clued up with evaluation part."*

Participants concurred that monitoring is an integral part of teaching and learning. However, it was evident that although monitoring was taking place, curriculum delivery was hampered by the departmental heads who had to play a supervisory role and be teachers at the same time. This meant that teachers were not adequately monitored by the departmental heads whose hands were so full. As monitoring goes hand in hand with evaluation, there was no evidence to suggest that curriculum evaluation was being understood and consciously undertaken at all levels although district official 1 said that officials were expected to register courses on monitoring and evaluation.

4.3.3 Theme3: Monitoring tools

This theme relates to the use of the monitoring tools in managing curriculum delivery. The findings reveal that curriculum monitoring tools are: Data Driven Districts Dashboard known as DDD, South African School Administration and Management System known as SASAMS, Subject advisor monitoring tool, integrated Quality Management System known as IQMS, Annual Teaching Plan known as ATP, SMT supervising tools (curriculum tracker, classroom visit tool, file checklist, control sheets and checklist for the lesson plan). Findings revealed that all these tools were used by different stakeholders to monitor curriculum delivery. This was confirmed by District Official 1 who had this to say:

> *"And in terms of the tools that we have their tool, that is the circuit management tool, talks to 60% curriculum and then 40% general management. There's SASAMS (South African School Administration and Management System) - your reports are now generated on the basis of that. It's computerized kind of a system. Your admissions are done in terms of SASAMS, it gets uploaded to the system. Your teenage pregnancy it gets monitored in terms of that system. Your educator learner attendance it's uploaded on daily basis so that it gets monitored by that system. So your curriculum coverage there's a page or a module there it's got about 9 modules, there's a module that talks to curriculum delivery and management, it gets uploaded there. So you can easily tell on frequent basis by getting into - we call it triple D (Data Driven Districts dashboard) - you just login, I can tell from this office in terms of school so-and-so where is it in terms of Curriculum delivery and management. By the click of a button".*

District Official 2 confirmed by saying:

> *"We've got monitoring systems in place, yes…information is captured through a database system called SASAMS and DDD Dashboard. You can get into the DDD dashboard which is a database system for the department to tell that this week at such and such school, these are the teachers who were absent, these are the learners who were absent. It gets fed into the system it's accessible instantaneously, yes, that where we are with the fourth industrial revolution"*

Concerning the subject advisors, District official 2 had this to say:

> *"The subject advisers use a standardized curriculum tool that captures all the significant elements that should be there in terms of the requirements of CAPS, in terms of the cognitive levels, the adequacy of work given by the teacher, the use of LTSM, textbooks and the departmentally prescribed workbooks which are called DBE workbooks".*

Concerning the Annual Teaching Plan and the tracker, District official 1 had this to say:

> *"The critical tools that we focus on is the Annual Teaching Plan (ATP), it's the lesson plan that serves as a guide. But the most important one is the tracker which gives you a pace on how you should go about teaching so that you are able to pick up quickly when you are lagging behind or you are far advanced. They take ATP's, they take curriculum trackers, they sit as HoD's with their teachers to say, to check how far are they in terms of teaching - if they are struggling in terms of certain items that should be imparted to learners. It's when teachers find time to relate to the HoD to say "I seem to have a problem in this particular topic can you assist me? How do I go about teaching this particular aspect?"*

District official 2 elaborated on the ATP by saying:

> *"The curriculum tool captures all the significant elements that should be*

there. For example, the subject concerned when you monitor it in terms of the requirements of CAPS, in terms of the cognitive levels - you remember we've got your level ones, level 2, and level 3 and so on".

However, district official 3 highlighted that ATP alone was not sufficient in curriculum delivery monitoring. Other key instruments are the CAPS document, learners' exercise books and workbooks. This is evident in her assertion that:

"So the learner exercise book is key here. It's the learner book that will assist the official to see if the implementation of the document, CAPS, is really what is happening in the classroom".

District official 3 sounded an alarm when she warned that, despite the invaluable usefulness of the ATP, some teachers prefer using books to ATP, as stated below:

"...some people don't want to follow the ATP, you'll find that sometimes the ATP is not used at all, he's just rushing with the book. It's easy to use the book because the book tells you today you are page 15, page 16, and page 17...The ATP wants you to go beyond and go look for information - which is what we don't want we just want to take the easy route out. So that's why they don't use the ATP".

Principal C had this to say:

"… trackers are very clear, they are saying the teacher should be doing this and should account in this fashion, therefore no one is going to hide. There's an ATP here and also a Curriculum tracker here. It forces you to comply - on the other part you need to be accountable. it will be saying something about the pace"

School Management Teams (SMTs) enumerated the tools that they used for supervising as: The Annual Teaching Plan (ATP), Jika Imfundo tools that are customised to particular schools, classroom visit tool, file checklist, control sheets and checklist for the lesson plan. SMT members complained that there were too many monitoring tools. This was confirmed by SMT - E1 who said:

" …. The problem is that there are so many tools to deal with. If we had one tool that we were using across, it would be better".

SMT – E3 confirmed the assertion by saying:

"When you take the lesson plan and the learners exercise book and you take another book the ATP - you pull these three - they don't correspond they don't talk to each other".

Like the SMTs, teachers enumerated the followings as tools: a tool to monitor the teachers' file that looks into the file content, ATP tool, a tool to monitor workbooks, tool for lesson plan and a tool to check curriculum coverage. Teacher B briefly expressed this point as follows:

" .. but most probably nje we use tools for different items that are being monitored".

The availability of different monitoring tools served to enhance curriculum delivery. However, the fact that some tools did not talk to each other was a disturbing factor in curriculum delivery.

4.3.4 Theme 4: Infrastructure

This theme relates to the use of the state of infrastructure in supporting the teaching and learning process in schools. Infrastructure in this study refers to safe and healthy buildings and the optimal spaces for learning. The findings revealed that the lack of proper infrastructure was a concern. For instance, classrooms were very few, old and indecent, there were still unhealthy asbestos roofs, lack of laboratories and libraries, lack of electricity in some buildings and broken fences that threatened the safety of learners and teachers.

Findings revealed that the dilapidated state of infrastructure yielded to the following challenges: threatened health of both learners and teachers, absence of specialist rooms like laboratories, libraries and halls made it impossible for teaching and learning to take place since conducting experiments and reading for research purposes was

negatively affected. Where there were broken fences and gates, curriculum delivery was negatively affected by vandals who threatened safety in these schools. Shortage and the dilapidated state of toilets have a serious negative impact on health and safety. This was confirmed by District official 2 who had this to say:

> *"There are no decent classrooms for example, some of the classrooms are very old, some of them are still having those asbestos roofing - which we know from the health perspective it's not a good thing. The department is trying now to come up with the construction of specialist rooms - in many of our schools building laboratories, building libraries and so on."*

District official 3 confirmed the assertion by saying:

> *"… Yooo, infrastructure, shoh, I'm just from one School which is a multi-grading School, which is a 3 class 1 block School, only 3 classes. It has prefabs which arrived in that school 15 years ago. But there are learners there. There's just actually like nothing that is showing that it's a big school, you'll only know when you are inside the school premises".*

SMT - D5 – had this to say:

> *"Infrastructure hhayi! Oh my God broken windows! Broken doors! in most classrooms there is no electricity. The worst infrastructure that the department is ignoring and is very critical, the toilets. The toilets are in a terrible state. Why? Because the toilets are very few and a volume of too many people using very few of these toilets".*

Principal A confirmed the assertion**:**

> *"On issues of infrastructure -- they are struggling because there is a list in the Department of Education. To be specific in my school the issue of toilets is a challenge!". Then when you say they must assist you they'll tell you about the list, you are number 20 on the list, when the storm comes and damage schools they will say: 'Aye our priority is storm damaged schools, those schools that*

have been attacked by the storm, therefore we prioritize them'. Then you are being shifted, down, shifted down according to the list. Hhayi! On the issues of infrastructure, the department is really".

Principal B – had this to say:

"In my school we have used mobile classes for many years. When learners are walking there is a disturbing noise. And also, if it's hot it becomes very hot, if it's cold it becomes very cold. As you know, we don't have fans, heaters and all the like to assist us in our classrooms when teachers are teaching. So curriculum delivery id disturbed".

Principal A said:

"… we cannot even introduce technical subjects because of the infrastructure that Does not allow us".

Principal C gave the following assertion:

"*The infrastructure affects teaching and learning in a sense because many of the classes are not properly ventilated or properly electrified, there are no doors. If the gate is broken or not properly operated in the schools, the vandals come in to disturb. Curriculum delivery is disturbed when teachers want to have extra classes in the afternoon, they feel insecure and they decide not to offer extra classes. Curriculum coverage is also negatively affected".*

Evidently, lack of proper infrastructure imposes a challenge which constrains curriculum delivery.

4.3.5 Theme 5: Post Provisioning Norm (PPN)

This theme relates to the Post Provisioning Norm (PPN) model that was adopted by the KZN Department of Education to distribute the total available posts to all public schools in an equitable, transparent and resource-efficient manner. This model

allocates educators and School Management Teams (SMTs), as human capital, to public schools based on learner enrolment numbers. The findings reveal that PPN contributes to challenges of curriculum delivery in King Cetshwayo District high schools. For instance, some of the challenges are that in a high school there are sometimes five teachers to deal with Grade 8 to 12. The principal has to teach, attend meetings and deal with disciplinary cases. Demands are such that some streams have to be shut down. Some schools have to do multi-grading. Overcrowding in classes is amazing. All the mentioned factors compromise work of teachers no matter how eager they are to delivery. This was supported by District Official 1 who had this to say:

> *"… Well, PPN is still a nightmare! That's one area that's more of a challenge that we need to find ways of dealing with it - that is to review the PPN. It's an old model that says staffing would be determined on the basis of the number of learners you have".*

District Official 2 had this to say:

> *"PPN is a challenge because you find schools that comprise only three teachers. Remember three teachers including the Principal having to deal with all the subjects - whole package of subjects. And some of them even resort to multi grading and so on".*

District Official 3 even went further to illustrate the damage PPN is causing when she said:

> *"… Let's say we have 5 learners in my school which are doing Physical Sciences and they need a full teacher yet the PPN is saying 1:40. You can't get 40 learners to do Sciences. So which then says - then the department will say "break that stream we don't need that stream." And what does that mean to the learners, it means we are saying all the learners in this area will not know Physical Sciences. Because we as a department cannot give you the teacher because of the number of learners who are doing this subject".*

The SMT members pleaded for the review of the PPN policy as SMT B3 said:

> *"If the department can allow that even if it is blocked but the minimum educators to have in the school must be ten educators. Why? Because in other schools you find that educators, they are just 5 in the high school so the fifth one is the principal. The principal is called to the meeting in John Ross, Empangeni High, Aquadene, so there's 4 teachers left at school. So how will they manage Grade 8 up to 12 while they are only 4, the very same teachers need to go to teach, need to supervise everything."*

Principal A: had this to say:

> *"……PPN, the issue of teacher supplies, it's delaying, it's hindering the progress of the schools and it compromises the work."*

Principal C: confirmed the assertion:

> *"Hhayi, hhayi, hhayi PPN, that's a headache! One year they took about 9 teachers here at a time including Maths and Science Educators and then the results dropped in that year. They mainly focus on the number of learners per school enrolment, not actually considering that the school has got streams. And as a result, you find that teachers are overloaded. Once the load is too much, the performance is affected of both teachers and learners."*

All participants shared that the view that the PPN idea paused challenges and it was a big stumbling block in curriculum delivery.

4.3.6 Theme 6: Lack of parental involvement.

This theme relates to the role of parents in supporting their children in education. Parental involvement is regarded as an important component in curriculum delivery. The findings revealed that there is a direct link between parental involvement and the relationship they have with schools. Findings also revealed that their lack of involvement hampers curriculum delivery. This was supported by District Official 1 who had this to say:

"I normally say it depends the kind of leadership that you have at the level of school. If a principal and SMT has a strategy of mobilizing parents and I must say research shows that - I can confirm - research shows that where you have active governing body and active parents, there's good performance. Sixty percent of these schools have good support from the parents. But 40% still struggling in terms of the parental involvement. If the management of the school has a way of mobilizing parents you'd find that they become so active and they become happy, they partake in almost all activities ...".

Furthermore, District Official 1 cited the following reasons for less parental involvement as he said:

"Some they work from afar, some of the institutions or some of these learners are kids themselves. They're parents themselves. In fact, when they move out of school they become parents they go back they cook for these youngsters, for their siblings. Some work far from the school and come late hours and what have you ...".

District Official 2 concurred with district official 1 that parental involvement depends on how the school is governed but also acknowledged that in many schools, parents were not as involved as desired when he said:

"And there are schools of course which are having parents honouring meetings called by SGB to play a greater role in the governance of schools. But generally you find that the rate which parents participate is not a desired one".

District Official 3 was of the same view as the other two officials but went further to compare public schools with ex model C schools that are still more respected than others. She said:

"It actually depends on the kind of school. There are even in our township schools which are able - there are schools which I can mention which you'll know

that if there is a meeting parents will go, even if it's during working hours. And there are some that you just know that there's no one turning up either 20 as a large number or 30. And it's only those people who will also even elect a governing body. Well with those ones I'll still say it still sticks to the ex-model C schools. You'll find that a parent who has two children, the other one is attending in the Township, the other one is in the ex-model C school - when it comes to extra-mural activities he will make sure that he attends the other one from the ex-model C schools".

With regards to the SMT, it was interesting to note that they reported parents as non-existent people who make schools a dumping site. More interesting was the fact that learners can hire parents and buy them liquor to be their parents. This was confirmed by some of the SMTs.

SMT - B3 had this to say:

"Theoretically parents are involved but practically they are not. You see the parents come and register their kids at school and that is finished. Even if it's a parents' meeting we want them to come and have a look at the work but they don't, however it is not all of them you find that only 5% that will come to check up on their kids' work".

SMT - A3 concurred with the assertion as she said:

"Kunzima esikhathini sanamhlanje ku dealer namaparents cause amanye bayawa hire, thole kuthi akuyena umzali. Uthi udealer ne issue kuthi ulungise umtwana abe ne parent engahlangene naye ayithathe endleleni. Fana nokuthi kubonwa umsebenzi bayaba hirisha thole umzali sebukela abantwana abawu 4".

Translation:

"It is difficult to deal with parents nowadays because some parents are being hired, they are not real parents. Sometime you deal with an important issue only to find that the present parent had nothing to do with the child in question, they just met on the way. Learners hire parents even to come and check their school

work. You will find one parent taking care of four kids".

SMT - E2 tried to expose the severity of the problem as he said:

"I've noted that on our side most of our learners they lack parental guidance. So you spend most of the time in discipline cases instead of pushing the curriculum. See there is no life in fact most of our learners, they need to get life they need parents to prepare them to be learners when they come to school. So we are having a challenge to tame the animals to be learners - a lot of animals in classes".

With regards to principals, the findings revealed that parents do not participate in the education of their children as they should. Principals even shared estimated percentages to illustrate their discontent. This is what one of them, principal A, said:

"You cannot expect that they will be there 100%, maybe 30% of parents they do participate but you cannot... 30% you cannot get 50% - you can't whenever you like, you cannot get them because of so many reasons. Illiteracy is also playing part, the child headed families is also part of the challenge".

Furthermore, he used the following statement to illustrate how far parents have abdicated their responsibilities. Principal A had this to say:

"They will say: 'you principal and your teachers are lazy - why do you call us? Why don't you punish these kids? Punish them. HHayi - shaya wena. Yes, if there is problem just punish them'. Parents are just irresponsible".

Principal B confirmed by saying:

"I would normally say that my parents don't care. Always the father is not there. During admission they give you the phone number, the following month the phone number is no longer there. Parents often say 'no we are there but then we feel

that if the child is in your school, she's your child or he's your child'. But then you know that Education needs the three of us: it's the parent, the learner and the teacher. So then we force them - so it's a forced involvement at all times".

Principal B went on to illustrate the seriousness of the problem where parents do not take part in decision making and even in elections when she said:

"Even the department has realized that because even for elections and all the like, the elections of the structures, Governing Bodies and all the like, they say no for the quorum its only 15%".

Principal C was of the perception that parents see the school as a dumping site when he said:

"Hhayi, some parents do not care, they just don't care! Actually I usually tell them in the meetings they don't have support for the school. They bring their children here just to dump them".

When probed about how many parents turn up for meetings, it was clear that his situation was actually far better than the others when he said:

"Although there's not a big number, we usually have 120 parents when we've got 1090 learners. But it has improved because we used to have 10, 20 sometimes 50 parents but it has improved".

Teacher A had this to say:

"… because a learner has misbehaved you'll find the parent coming from the gate shouting and saying 'why am I being called? If the learner is misbehaving what must I do?' why don't you correct him/her".

Teacher C cited illiteracy as a reason as he said:

> *"You know at some point... And also they do not want to come and view their learners work because most of them they are not learned, they are illiterate".*

Teacher E gave the following reason:

> *"I do come across parents who don't live with their children so it's hard to check up on their progress and to make sure that they are attending these extra classes. So, I wish that parents were more involved but there are so many conceptual factors that prevent them from being involved".*

Based on the views shared by all participants, it is clear that parents are not involved in curriculum delivery for both understandable reasons like; working far from home and child headed families, and unacceptable reasons like male parents who leave responsibility to female parents. This affects curriculum delivery especially when principals interpreted this non-involvement as dumping learners.

4.3.7 Theme 7: Absenteeism by teachers and learners

This theme relates to absenteeism committed by both teachers and learners. Findings showed that absenteeism by both teachers and learners had been found to lead to teaching and learning being disturbed, learners make a lot of noise, learners get a chance to bully others and curriculum coverage is hampered. All the mentioned factors impact negatively on curriculum delivery. This was confirmed by District Official 2 who had this to say:

> *"Teachers the rate of absenteeism is bad but mainly it's through sickness, illnesses and through other normal situations, family commitments and so on - you find a teacher being absent from school. When the teacher is absent, obviously learners are left destitute. So then teaching and learning Does not take place".*

District Official 3 had this to say:

> *"Teachers absent themselves from schools. Well some it depends if the human relations at the school are not good teachers will always be absent in that school. I tell you they will be absent for 3 days -absent for 2 days. You'll find that there's a school which has absenteeism of about 25 days one month! 25 days of different teachers... What Does this mean about content and curriculum coverage? Obviously there is no proper curriculum coverage. Learners suffer and team work among teachers suffer. Remember learners' results depend on a team effort".*

Furthermore, although she mentioned sickness, she attributed it to relations as she said:

> *"Thing which is very obvious are the sicknesses; teachers are very sick. And it's not like it's staged they are very sick. But some those sicknesses do emanate from Human Relations because they are highly stressed because they are not in good terms with teacher A&B. In cases of these continuous illnesses and absence from school, the tone of the school is disturbed. One noisy class is one too many since other classes get disturbed. Learners may fight and hurt one another when teachers are absent".*

District Official 1

> *"But the most critical one is the time-on-task. Research shows in a 7-hour rule in our schools we always use 3 hours. But if you have a disciplined school that's gonna ensure that teachers are on task 7 hours then it becomes easy to cover almost all items as enlisted on the ATP. So these learners won't have gaps as and when they move to the following grades. Our educators, some, some are motivated, they argue that they are not well paid. Some argue that they travel long distances before they get to their schools. Some argue that if they were to have housing facilities, proper water and sanitation".*

District 1 had this to say:

> *"And of course there are some family related causes of absenteeism like I've indicated to you earlier on that some of these learners especially in the High Schools are heading families so there is a greater responsibility. Large number of learners would be away from school when it's a day for payment of grants. Look at the impact on curriculum delivery. There are such situations contributing badly, negatively to the higher rate of absenteeism".*

SMT - F2 had this to say:

> *"Teachers get sick they go on leave for almost three months or two months and that disturbs continuity in teaching and learning since replacing them is a difficult process. You see, teaching and learning is compromised. It is also so difficult to supervise such teachers".*

Evidently, all participants concurred that the level of absenteeism was high due to sickness, human relations and lack of confidence in teachers. Consequently, curriculum delivery is affected by classes that are not taught when teachers are absent and the high level of chaotic classes where learners are left unattended.

4.3.8 Theme 8: Overcrowding

This theme relates to overcrowding as a situation where learners exceed the number the classroom is designed to accommodate. For example, instead of a ratio of 1:35, there are sometimes 70 up to 100 learners in one classroom. Findings confirmed that overcrowding is a barrier in curriculum delivery because classrooms become congested, learners are deprived of individual attention, classwork monitoring is impossible, giving feedback to learners concerning their work is difficult and teachers find it hard to implement learner-centred teaching strategies. These findings were confirmed by District Official 1 who had this to say:

> *"… If you have the minimum number of learners that are taught it's easy to have an individual attention in terms of taking care of that learner, but in most of these*

schools, it's not the case because most of the classes are overcrowded. That's one area that's more of a challenge that we need to find ways of dealing with it - that is to review the PPN".

The SMT members shared the extent to which overcrowding affects curriculum delivery as they said:

SMT - F2 said:

"And also the other thing that constraints curriculum delivery is the congestion in our classes especially us in Black schools you find that it is normal to have 60 learners in a class. It's a normal number in fact you don't feel like a congestion if you have 60 because we sometimes go up to 70 to 80 and even 100.You end up depriving other learners at the expense of others…"

SMT - D4 confirmed that assertion:

"Our classes are congested the desks are at the front, you move in very small passages, it's very difficult. When you go around the class trying to monitor work on each and every learner there is a learner that is disadvantaged because of the number that we have in the class. So the number of learners in the class even in some strategies that the teacher may want to implement".

SMT - D5 added:

"If we have assistance in GET there could be difference. I am saying this because grade 8 and 9 those are the classes with the highest number of learners. There's too much overcrowding hence effective teaching and learning ayikho. And one of the effective ways of teaching and learning is to have feedback and immediate feedback. If you conduct a Test to 300 learners, definitely it will take long to give feedback".

Principal A had this to say:

> *"Then Grade 9 there are also 3 classes, its 96, 102 and its 98. It gives us a challenge therefore to because its abnormal - you give them work today, you mark it for almost a week. Then you give them feedback learners then it is starting to be meaningless therefore for learners to have written something - maybe just a classwork, it gives us a problem".*

Principal B stated:

> "*When you talk of overcrowding you don't simply just talk about in a simple way - you mean when you looking you cannot even walk in the classroom".*

Principal C indicated:

> "For instance in Grade 8 we've got 290 learners in 4 classes - that is 75 learners per class...when the capacity is 45...that is caused by the pressure from the community".

Teacher E even said:

> *"… Mmh and overcrowding in classes, our classes are so overcrowded, can you imagine how difficult it is teaching a class of 90 something. How can we implement the curriculum successfully when you are having overcrowded classes whereby we cannot do individual attention to each learners…"?*

Overcrowding, is a crippling factor in curriculum delivery since it makes teaching and learning, monitoring class work and even giving feedback to learners impossible.

4.3.9 Theme 9: Progressed Learners

This theme relates to the progressed learner phenomenon where learners are advanced to the next grade even if they fail to meet the promotion requirements, in accordance to the Progression Policy of 2013. The findings revealed that curriculum

delivery is impacted negatively by progressed learners who are demotivated, lack seriousness and rude. This was supported by District Official 1 who had this to say:

> *"… That's why this is one thing that we have picked up in terms of this progressed learners. These learners have been progressed to the next class following the progression rule. ... there are gaps in terms of the items or curriculum that would have been covered in the earlier grades that were not covered. These learners are not highly motivated to pay attention to their school work".*

District Official 3 had this to say:

> *"So we are still experiencing a lot of problems with progressed learners and it's affecting the learners in class because their concentration is very minimal, their behaviour is so odd, some are bullying, some are so violent, and some are just detached from being a child. At a high school level, you find that they do as they please. Teachers are disturbed and other learners are disturbed also''.*

SMT - B3:

> *"I would say it's moral degeneration where no longer dealing with learner's or I would say children why don't know what kind of people now we are working with. So there is no link between them and education they are just their schools just for nothing but for distraction. Whilst you are saying whatever you are saying somebody will start screaming, another one will just pass by the window - bang the window and another one behind the classroom is screaming "heyyi" with big language (vulgar)".*

SMT - D4:

> *"Because there's a problem in our schools as well as in progression and promotion. You find progressed learners sitting in class with a promoted learner. They are not on the same page. It is really hard to deal with*

progressed learners".

Teacher D had this to say:

"… our progressed learners are far less motivated. It's like they just come to school because there's a nutrition programme".

Teacher B confirmed the assertion:

"… they've been progressed from primary they are here ... it is kind of hard for us as educators to implement the curriculum successfully but we are doing all our best".

Teacher C implicated politicians when he said:

"… it is a political matter in the sense that number one when these learners, they must vote for them afterwards to start with and how can you vote for somebody who is not doing anything for you, who is not letting you to pass and move to other grades, so they need the votes of learners and so they need to say 'thank you for voting us', so therefore you are going to move to next grade. from grade 8 to grade 9 that is why we say it is a political issue more than anything else. Curriculum delivery is somewhat difficult to achieve when we have these learners in our education system".

Teacher A highlighted the consequences embedded to the progression policy by saying:

"… but they are progressed from primary school level, there are some learners that have been progressed all their lives to grade 12 and yet when they are in grade 12 we are expected at high school to produce results and where are we going to get results … they are not fit for the academic work. But then definitely, you know vocational school is supposed to be for such learners. Why do they

have to close down on our technical schools in the past, its purpose was accommodating this particular types of learners. The academic work is too much for them".

Clearly, progressed learners pose a challenge in curriculum delivery since they are uncommitted, irresponsible and intellectually challenged to reach Grade 12. Teachers, on the other hand, find it difficult to handle these learners and this disturbs their teaching.

4.3.10 Theme 10: Learner Teacher Support Materials (LTSMs)

This theme relates to the use of Learner Teacher Support Materials **(**LTSMs) in enhancing teaching and learning process. LTSMs refers to textbooks, workbooks, calculators and laboratory equipment. The findings revealed that while the correct provisioning of LTSMs is critical, schools were experiencing lack of textbooks and the other supporting materials. Moreover, available textbooks contained obsolete information that was no longer relevant for some subjects. Findings also revealed that the shortage of science equipment and delayed transformation towards e-education constrained curriculum delivery. This was supported by District Official 1 who had this to say:

"I think what becomes critical in curriculum delivery, is the correct provisioning of LTSM following the norm that relates to the number of learners that we have. There is a serious shortage of textbooks, we need to review the budget that we have in terms of the provision of LTSM. If every learner were to have a textbook - one learner one textbook, curriculum delivery would be easier".

District official 2 confirmed this observation by stating:

"LTSM especially science materials. Most schools in our rural areas they are battling, they are battling. As a result, teachers keep on going to the UniZulu Science Centre to borrow these science kits. You see, that on its own have a serious impact on curriculum delivery".

SMT - B1 had this to say:

> *"Our schools are still experiencing the lack of support materials, especially the Science equipment that can assist educators in delivering their content".*

SMT - E3

> *"In terms of providing support, in terms of textbooks and human resource, in my school in Physics we don't have science kits, we don't have textbooks, so it's difficult to deliver the content. And you can't continue with 100 people per class with only 14 books, you carry them when you get in and every time you leave".*

It again emerged that apart from the challenge of inadequate textbooks, books that schools had contained outdated information. Participants reported that they were being forced by the department to top–up on existing books that were useless to them. This was further confirmed by SMT - A5 who had this to say:

> *"Yes, most of the textbooks are outdated including the ones we are just using currently, they are useless – you can't get anything to teach".*

SMT - D5 echoed the assertion:

> *"LTSM we already highlighted- the LTM is there but its titles which I don't know how many years when we have to requisite, already the document is ready for us - it simply says just top-up. Top-up on this very title which you are no longer interested in - you don't even want to see it. So much that this is taking us back you know because some of the teachers when you do requisitions, they'd rather not do anything. Teachers say 'that book is not helping me at all'. They need to change this system, times are changing and they need to go with the changing times. The DBE argument is that we are the ones who ordered that book, yes that was the book that was available in that time but now you want to change a book and you cannot change it. The department doesn't want to allow us to buy the kind of books that we want".*

Similarly, teachers were not happy. This is what teacher E had to say:

> *"There's this policy of the department of what - so we have ordered this book 5 year ago, not changing that particular book I'm not sure what it's called, top-up thing, it is killing us because maybe next year there are publishers coming up with new books and you find the book is ok, its good, it can work for us but because of this department policy of top-up thing we can't order any books - so books are a shortfall in curriculum delivery".*

Teacher D gave an example of what teacher E said by giving the saying:

> *"Especially in Economics like we always have a question of who is the Minister of Finance - those are normal questions in Economics. And learners can't say it is Trevor Manuel - it's no longer Trevor Manuel, it's no longer Pravin Gordhan - so they have to know every time there are changes exactly what is happening".*

Some participants advocated for change towards e-education. This was confirmed by SMT - F1 who had this to say:

> *"… So we should have transformed at some point. Now we are talking about tablets and e-Books but I think that time now where we should be motivating learners or learners now have cell phones, materials, they use tablets they learn better through those things and be more interested in their learning".*

SMT - E4

> *"Yes – the department is sending outdated calculators that disadvantage learners. Why can't they supply scientific calculators, it's all department who do this? That's why I say we need Transformation".*

Teacher C confirmed the assertion by emphasising the need for transformation and technological advancement when saying:

> *"… on the issue of technology we are far behind with issue of technology. now*

we are supposed to be having a digitalized education but we are lacking on that one. I can't teach my kids how to write an email yet I must expose them to writing an email, but how can I expose the learners to a technology when we do not have the right equipment?"

Principal C shared that it is the school that provide LTSM as he said:

"The provision of LTSM by the department is a huge problem. As a school we have taken an initiative of buying equipment for ourselves. We have teachers that are using projectors here – we bought projectors, we bought CD's, we also have got a computer laboratory if they want to use computers. And in their departments they've got computers if they want access to computers if they want to do that".

It was clear that inadequate textbooks, outdated textbooks and lack of science equipment were constraining curriculum delivery. There is, therefore, a need for aligning education with transformation.

4.3.11 Theme 11: Lack of learner discipline

This theme relates to the lack of discipline among learners in schools. Discipline is regarded as an essential component in curriculum delivery. The findings revealed that lack of discipline in schools is directly linked to impaired curriculum delivery in that undisciplined learners neglect their school work, they are violent and they are a threat to teachers and other learners. This was supported by District Official 2 who had this to say:

"Teacher's challenges that they are facing with the learners - the issue of discipline, the issue of neglect of doing homework and so on. And there's also an element of violence, an element of being the rude, violence actually would even be meted out against teachers, among learners themselves. Remember corporal punishment is a no-no now, but, even our teachers are not well capacitated in terms of alternative methods of enforcing discipline to these learners.

District Official 3 confirmed the assertion:

> *"Their concentration is very minimal, their behaviour is so odd, some are bullying, some are so violent, and some are just detached from being a child. They just out of the space most of the time. As a teacher, it then means you need to be even more than a teacher you need to be a social worker. Even our Psychological service department of the District (SNES) it's so small like about 4 or 5 people to serve 675 schools".*

SMT - A6 had this to say:

> *"So one of the constraints in Curriculum Delivery is learner indiscipline in this case. You find that teachers are qualified are interested in teaching, but they are face with learners who are not prepared to learn. They dodge classes and sometimes are very irritable. The way the learners are, is unfortunate these days, you find that the educator being discouraged because of what he always encounters when he goes to the class".*

SMT - E2 had this to say:

> *"So before you impart knowledge to them we must tame them because they behave like animals. They shout insults, destroy property, do not want to do classwork and even homework. So you spend most of the time in discipline cases instead of pushing the curriculum".*

SMT - D4 had this to say:

> *"Some of them actually puffing dagga right inside the school premises so you must smell the dagga. The kind of life some actually they have sling bakushaye ngaso, and our windows are just being broken day by day. Teachers do not feel safe. So it is hard to teach if learners are so rude. This moral degeneration amongst the learners is just terrible, terrible, and terrible! Drug lords have now invaded our school now".*

SMT - D5 had this to say:

> *"So we don't have that skill of disciplining, we only punish yet discipline on its own nje needs clinical psychologists".*

Similar to the SMT members, teachers revealed how helpless they were in trying to teach undisciplined learners. This was confirmed by teacher E who had this to say:

> *"What actually kills our education it's the lack of discipline. We are running short of ways on how to discipline our learners since we know all that we are no longer allowed to punish the learners. It is so hard to teach learners that are not prepared to learn".*

Teacher B added:

> *"… that constraint is a big one, you see if you go to classes after break, you will know somebody who is high and these days we are teaching learners who fear nothing, so the availability or the use of substance abuse is rife and is affecting is a constraint to education to curriculum".*

The District Official 1 shared ideas on why it was difficult to implement alternatives to corporal punishment as a discipline measure to ensure smooth curriculum delivery. He had this to say:

> *"Teachers are aware that there are these alternatives to corporal punishment, but they are not well trained on how to implement them. They hold different views in terms of suspension and detention. You know that when you talk about detention most of the time you implement it after hours. it's a punishment to the learner because what if the learner misses the bus. And the learner becomes vulnerable, because she may be raped if it's a female child and what have you. (risks that come with detention) Suspending learners for 14 days - some of our learners take it as a holiday. They go, they stay home, they enjoy themselves as and when they are suspended. So it does not serve a purpose. Two the issue of suspension you need to have parents that are*

able to support the learner as and when the learner is at home. Some of our parents are not well educated, well-groomed on how to support the learner because these learners will be given homework to do it at home. We do pick up that teachers still use corporal because they see it as a shorter way and a quicker way to ensure that curriculum delivery is not delayed".

In unison, participants indicated that undisciplined learners who are rude, bullying and violent are a threat to teachers and other learners who do not feel safe. This has a negative impact on curriculum delivery since the unsafe school environment hinders teaching and learning. To this effect, teachers are in danger yet helpless since they are not capacitated on matters of alternatives to corporal punishment. Above and beyond what can be done within the schools, this clearly shows that the need for psychologists and social workers can no longer be ignored.

4.3.12 Theme 12: Teacher Development

This theme relates to teachers' professional development. Teacher professional development is essential since it contributes to the improvement or constrain of curriculum delivery. The findings revealed that curriculum delivery is impacted negatively by teachers' lack of pedagogical content knowledge, lack of appropriate teaching methods, lack of classroom management skills, lack of commitment, lack of willingness to learn new information and lack of technology advancement. This was supported by District Official 2 who stated the following:

"Number one, we need to have adequately trained and resourced human resource, our teachers, our subject teachers who are specialized, who are adequately qualified. You find teachers especially the newly-appointed educators who don't feel confident in terms of content, in terms of skill, in terms of managing the class itself. It would come across as some of the teachers are not well prepared to handle classrooms especially in secondary schools. Because you find that even if the qualification is relevant for secondary schools - your grade 8 to 12, the teacher would not be comfortable to be thrown into grade 11 and 12. The challenge is still the lack of commitment, lack of discipline and so on".

SMT - C3 confirmed the assertion:

> *"So I think that the teacher will have a problem, like in our school we deal with that a lot, whereby you find out that a teacher is teaching a subject that he/she has not been trained for and the teacher is having problems in delivering that particular subject".*

SMT - A2 echoed that assertion as follows:

> *"You find that a teacher is qualified in a subject but-inexperienced. So he knows the topic but he doesn't spend much time which is allocated to the topic. So you find that the topic is treated but not thoroughly. The teachers are just scratching the surface and ignoring cognitive levels".*

Some participants pointed out that teachers lack self-confidence which is caused by lack of content knowledge and lack of proper lesson preparation. This was confirmed by SMT - D5 who had this to say:

> *"I don't know whether they lacking confidence in themselves. They feel threatened when they are supposed to go to class".*

SMT - E4 confirmed the aforementioned notion by stating:

> *"It is very painful to find that the learner wants to learn but because of lack of confidence and teachers don't enjoy teaching. They give periods away to those who enjoy teaching and learners suffer. On the other hand, there are teachers who teach what they were never trained for but through commitment they do it".*

SMT - A1 complained about teachers' lack of lesson preparation when he said:

> *"There was what we called daily preparation, we prepare the message, we even*

prepare introduction and all the stuff, but today we prepare for the whole week. We used to go to class with that confidence the reason why when you stand you lean against the wall is that you are not well prepared. The teacher used to stand in the centre and teach. So their teaching strategies, but their training there is something wrong. Now there are no teaching methods or strategies".

SMT - F2 confirmed the above assertion by saying:

"The reason why people don't go to class sometimes is because they are not ready. Sometimes a teacher who doesn't prepare doesn't go to class because of the shortage of knowledge".

Some participants revealed that some teachers were adamant not to change as they continued using their old teaching methods. This was confirmed by Principal A who expressed this observation as follows:

"And you know the old horses they normally - its natural - they claim to be knowing, they claim to be understanding the system ...Yes you can train them, yes you can motivate them but you know that strategy they were using maybe 10 years ago they will continue with it. The way the subject matter is being delivered she/he prepares notes for them, not motivating them to craft notes on their own. You know that's a problem ...".

SMT - B2 confirmed the assertion:

" ... those old teaching methods are not effective. While other teachers do not want to use relevant teaching methods, others don't use teaching aids. That kills curriculum delivery. For instance, if I can make an example, I'm teaching Math's Literacy I need to bring a relevant teaching aid. Many times Grade 10 teachers only use textbook and during exams learners face challenge since they learnt without revising previous papers and they had no proper teaching aids".

Teachers also opined that they need professional development as far as technology

is concerned. Teacher E said:

> *"The first challenge not all schools are accessible to the internet. So when you are coming to the classroom there are things that you need to teach to the classroom using the internet of which is not available. Number 2 the personnel - the personnel is not equipped to use technology, only few people know how to use laptops. … So it's a challenge particularly to old people, they are not used to the technology as most of the time they are being helped by their kids."*

From what the participants stated, it is clear that for curriculum delivery to improve, teachers need to improve on the following: thorough preparation, need for increased confidence, empowerment on class management, improvement on content knowledge, improvement on the use of teaching aids and more commitment to their work.

4.3.13 Theme 13: Limited support by the Department of Education to schools

This theme relates to support provided by the Department of Education (DoE) officials to schools in enhancing curriculum delivery. School support refers to visits to schools by subject advisors or calling SMT members and some subject teachers to workshops. The findings revealed that the support by the DoE officials was limited since more focus was on the FET phase much to the neglect of the GET phase. Findings show that although much attention is given to FET, it does not help much since the background is already lacking. This was supported by SMT – D5 who noted the following:

> *"We seem to be concentrating much on this FET, we even have to teach on Sundays and Saturdays which personally I don't think it is necessary - if that GET background was strong enough, strong enough such that learners learn are independent".*

SMT - A8 confirmed the assertion when he said:

> *"GET subject advisors do not visit schools for GET its only FET, at the end of the day they expect these learners to perform well in Grade 10, 11, 12, yet they do not concentrate on them only FET. One of the enhancing factors for FET conduct moderations orientation workshops, if a teacher Does not attend a moderation session, the sooner that particular advisor finishes with moderation workshops, he/she drives straight to schools to report that the teacher did not come to the workshop". Nothing for GET, it's only the FET - that's where the internal monitoring is, the department is doing nothing".*

SMT - D3 went to the extent of explaining how these differentiated visits affected teachers when he said:

> *"Because of the involvement of the subject advisors in the FET phase it becomes easy and teachers become eager to deliver everything in good faith and deliver their lessons and everything. But then when you go to GET then it becomes a problem because of not having enough information and with not having enough information you also don't get enough strategies to deal with the numbers that's there in GET. So one person can perform very well in the FET phase because there's a subject advisor there's consistent monitoring that takes place and then the GET there's no subject advisor. And in some of the subject's people even get ATP's from the textbooks they are not supplied".*

SMT - E3 confirmed this assertion when he said:

> *"Yes - so to me the workshops on GET because even the teacher who is teaching FET but when you try to monitor his or her work in GET you find that there are lots of gaps there."*

SMT – F2 gave an example of how helpless she felt when she could not help teachers. This is what she had to say:

"Yes, in fact there is no support for GET... I can give you 10% for GET. I once monitored arts and Culture as an HOD I wasn't sure of anything because I could see that the teacher is causing chaos outside but I can't correct anything because I am not knowledgeable about this thing there's no workshop. So we don't know what to do - you just do what you like anytime. It's a serious problem that kills the curriculum delivery".

Principal C also echoed what SMT members had said by saying:

"GET advisors were here last term. But that was the only time, I think".

Teacher C confirmed what SMTs and principals said. This is what she had to say*:*

"We are really suffering in GET, we don't even know what to do, they are no subject advisers coming to us, it's like we are working for two different departments. The way our subject advisers assist in the FET phase it cannot compare it with this GET. GET you won't see a subject adviser for the whole year, you don't even know what to do, if you have a question you try to phone the district, you would try to call them to school they don't come. There is no support, let me just say there is no support in the GET phase. And we have subjects like Creative Art where you want to see the subject adviser and ask questions because there's things that you don't even understand and they would say there is no subject adviser for that".

Sometimes subject advisors were not there at all. This was indicated by Teacher A who had this to say:

"Unfortunately with the subject adviser English does not have one - which is problematic. And I came into the school as a novice teacher without a subject adviser, however, that's why I said the SMT has supported enough they are more experienced teachers. It's very stressful for me because I qualified as an FET teacher but I do teach grade 8's, and I found myself so confused".

Teacher D confirmed by saying:

> *"In the GET phase, you won't see any subject advisor for the whole year, you don't even know what to do, if you have a question you try to phone the district, you would try to call them to school they don't come. There is no support, let me just say there is no support in the GET phase".*

SMT - E4 confirmed this assertion when he said:

> *"I last saw a Subject advisor for Creative Arts when I was that side, Vryheid. It was the first time to see an Advisor for Creative Arts and that was the last time! These subjects are taught in schools but not advice given. Even music ubalulekile, i-Drama ibalulekile but teachers are just teaching for money. They are not teaching properly".*

SMT - A5 added:

> *"Okay. I'm going to personalize this for my departments. I've got two subjects that do not have subject advisers within the District and for me that causes a big problem. Because in as much as we are departmental head and we should be in the know of the subjects that are within our department but we not subject specialists of all the subjects that are within our subjects".*

SMT – C 2 confirmed the assertion by giving the following examples:

> *"In KZN there is only one subject advisor it's a big problem. Because we have to wait for Pinetown and if they decide not to send anything, then we stuck. I know what's in the document and I know what is in the textbook, but if I have a problem with a teacher that's teaching for example Visual Arts and I'm supposed to address a certain issue, then it becomes a problem. Just now we only received a task just now that was supposed to be done three weeks back now - next week we supposed to start with practical's, there is no practical schedule, the practical's should commence. We all know that a week after that we have to start with theory exams. So the whole District is in a state of*

emergency so to speak in the Arts".

In cases where the departmental officials visit schools, the support is jeopardised by the negative manner of approach used when they talk to teachers. This was confirmed by Teacher D who had this to say:

> *"I am afraid to say this, sometimes they come here not to provide support, few who are in fully support, very few. They come to check what is wrong you know, write long report. I am afraid of in the sight of the department when it comes to enhancing the curriculum''.*

Teacher F confirmed by saying:

> *"Yooo ……. they will find the same challenges which they picked up early in the year but they didn't do anything to help us".*

Teacher C added:

> *"They don't come for support but as faultfinders because they fight you. They ask 'why didn't you do this without proper guidance'. Most at times they are fighting you for paper work, fight you if your lesson plan was not properly marked or if your ATP is not properly marked".*

Evidently, the imbalance in the manner in which the GET and FET are supported have a negative bearing on curriculum delivery. The resulting behaviour is that teachers themselves become very inconsistent. For instance, one teacher who was involved in both phases concentrated in FET where subject advisors were visible and neglected the GET phase. The neglect of the GET phase by subject advisors caused teachers to relax thus yielding learners that were not adequately prepared to learn independently. Curriculum delivery is negatively impacted in subjects where subject advisors are non-existent. Also, the approach used by departmental officials to teachers when visiting schools has a serious negative impact on curriculum delivery since teachers do not know where and how to improve if they do not feel empowered, but, criticised most of the time.

4.3.14 Theme 14: Limited funds

This theme relates to the support the department of education gives to schools through fund allocation. Findings revealed that funds in the form of norms and standards are allocated to schools but they are not enough. This was confirmed by Principal C who had this to say:

> *"Well funds… I would say the norms and standards they assist us a lot because right now I am waiting for the department to deposit, without norms and standards, we would not be able to operate properly. And it is through those funds that we are able to buy furniture, we are able to buy books, and because we have decided to get books from them we are no longer buying from service providers". Constraints - insufficiency of funds provided by the department in terms of norms and standards not enough to buy - to purchase books for each and every learner as a result some learners are sharing textbooks".*

Teacher C had this to say:

> *"Hhayi funds! It's a very big challenge because there are schools who are storm damaged. No funds to fix them and then what happens to learners?''*

Teacher B confirmed the assertion by giving the following examples:

> *"Nje namanje there are no funds at schools - totally no funds. We don't have toners; our machines need to be serviced. We need to provide the learners with resources…no resources, books, computers, technological computer whatever, but at the same time nothing can stop us from implementing the curriculum with the little we have, we organise ourselves using involving other educators networking during extra hours of classes to be able to deliver the curriculum".*

Teacher D confirmed the assertion by saying:

> *"… we only find that there is no money, the principal cannot do anything the school cannot operate, we cannot work when there is no money, when we need things from the principal, there is no money. Where is he going to get money? From nowhere that is also affecting the curriculum delivery".*

Evidently, funds that DoE allocates to schools are not enough and this has a serious negative impact on curriculum delivery.

4.3.15 Theme 15: Projects to Support Curriculum Delivery

This theme relates to the assistance that is provided by outside agencies to schools for the enhancement of curriculum delivery. The DoE mobilises and collaborates with corporate business agencies to fund or assist the schools through offering support programmes. Findings revealed that these agencies assist with reading programmes and through introducing career paths to schools. There is also the University of Zululand that sends students to schools to teach and empower learners with skills. This was confirmed by District Official 1 who had this to say:

> *"The other factor that has contributed a lot is to mobilize corporate business. Corporate business is on board now - they are funding schools like you never believe. Particularly those that are performing well. They are programs that are relating to...reading. Reading enhances vocabulary for these youngsters. So there's a concerted effort to ensure that we address that. For example, we have a room to read, running in different primary schools and different secondary schools - as a way of ensuring that our learners have enough vocabulary so that when they deal with content subjects they are able to master them. Part 2 we are introducing new careers - new subjects and new careers and teaming with companies like your Transnet, RBCT, your RBM, your Foskor - local companies. And some careers that relates to Marine time field, Aviation field, so that we don't only focus on teaching as much as it's good to be a teacher. There must be a variety including your Forestry - Mondi - is introducing those*

careers and they are mentoring our girls. There's this techno child that is advanced by Transnet, there's Mondi who focuses on the girl child. Because we want to balance the imbalances of the past. The University of Zululand is now on board. And coming up with interesting programs where you have students that are moving to schools and empowering our youngsters in terms of teaching and learning. But we have also started to do for those that are qualified - I can now be on record that we've started to recruit them we are appointing them into our schools as teachers. Principals of schools and SMT's love them and then they recommend to us to say what if we appoint this person so we appoint them. You talk of Siphumelele, you talk of Esikhawini, we are doing that".

Principal A confirmed the assertion**:**

"There is a programme by Bambisanani - it also assists. Because Bambisanani project that is being implemented by RBM in our schools around that area, they take few learners in Grade 10, few learners in Grade 11, few learners in Grade 12 - its high flyers only. When they come back they are a good spice to some of the learners. Relations with the University of Zululand initiated by our District Director are very good. University of Zululand students they come to our schools every Saturday and teach. If learners they see a person from outside their school they concentrate more, they participate more".

Principal C added:

"But again this intervention by outside Educators helps us a lot and the companies as well".

Teacher D had this to say:

"… we receive assistance from the NGO called INUIT that is partnering with ESKOM. They train learners in entrepreneurship skills. Learners are doing beads in order to sell, they sell popcorn and so on - just teaching them to do

entrepreneurship while they are at school. This is where we teach our learners not to wait for employment but to start their own businesses".

The involvement of other agencies in schools contributes a lot to the enhancement of curriculum delivery.

Question 4

4.3.16 Theme 16: Participants' Involvement in planning

This theme relates to the involvement of district officials as they are the ones who cascade curriculum reforms to schools. It also relates to SMT members who monitor curriculum delivery at a school level and teachers as the implementers of curriculum at a school level. The findings revealed two views. One, is that the district officials are involved in curriculum planning. The other view, is that teachers are not involved. Teachers' non-involvement in curriculum planning makes implementation difficult because of the unresolved issues. The first view was supported by District Official 1 who had this to say:

"… on quarterly basis we have meetings with the minister where we relate on almost all challenges that we have and where he relates on his/her expectations to say this is what I would want to see happening - there are 80 districts that we have in the country so we meet and we discuss almost all the issues that are affecting the district".

As evidence of being involved in planning, District Official 1 went on to disclose the future plans about the envisaged reduction of schools per district to better support schools as he said:

"Even the issues of norms and standards that has been introduced now - you see when you talk about the district it cannot be that you have a district that has 675 schools. Every district will have a school - will have 200 school's maximum of 300 nothing more. And the number of teachers per school, and the number of support - that is in terms of psychologists, social

workers, that are to ensure that we address the social ills that are there in the community".

District Official 2 confirmed by saying:

"As the District office level we work very closely with the head office, with the province - provincial-level -- as District officials we would be called to the provincial level to share our strategic plans and so on and the programs. Then it's from there that we come back to our District to implement those. Remember the province does not deal directly with schools it's the District officials who deal directly with schools".

However, on the contrary, teachers denied being involved in curriculum planning. This second view was confirmed by Teacher C who had this to say:

"We are not involved in the planning of the Curriculum. We are being just called and then it is just imposed onto us. We are just being told that we are now changing from this setup to the other setup. For instance, we have changed from OBE without any consultation, whilst we are still trying to cope with that all of sudden we have to change to RNCS and now they have just given us Jika Imfundo. We are totally not involved as a result there are some challenges that we see that if we were involved maybe they should have been eliminated. We don't give any input to the department we are not allowed but we tried to give the input and our concerns to the advisors but most of the time the advisors will simply say 'it is just as it is, use it as it is, just see how you are going to cope with it and then move on'. So it's just the sort of compromising".

Teacher B confirmed as she said**:**

"There are no platforms, if we had platforms, maybe things would be better. Things are always made for us and perhaps, these are some of the major reasons why education system is failing… yes, I don't know whether its politics

who decides for us, because there has been change in so many things since 1994".

Teacher A summarily said:

"… planning of the curriculum is not in our hands as educators. We follow what the department is planning for us most of the time and we have no say. Because we have to stick to it, when monitoring is done and the checking and everything it must be done according as per ATP or the subject policies. Because sometimes what's stipulated on the curriculum it's so impossible to implement in a classroom. And I think that they are not here to see how it's been implemented, but it is beautiful on paper but it very difficult to implement in a classroom".

Teacher E confirmed the assertion by giving examples when she said:

"Take for example, we've been given an ATP which we meant to follow. And you just have to follow it as it is. Some of the things, as an individual, as a teacher, I would feel if they could have done it this way or that way. Like topics you find that there are certain topics if I was given a chance I would have loved to start with this particular topic maybe end up with this particular topic. Even if we are allowed to do so but unfortunately we are not hundred percent because the assessment will go according to the ATP that has been given to us".

From what the participants articulated**,** curriculum delivery could be affected negatively if it is only the district officials that report to be involved in planning and the rest of the participants are not involved. Teachers find it difficult to implement what they do not understand.

4.3.17. Theme 17: Clarity of objectives

This theme relates to the clarity of objectives of curriculum delivery to stakeholders. The stakeholders refer to district officials, school management teams and teachers.

Findings revealed divided views on that objectives of curriculum delivery are clear to some district officials and school management teams. The second view is that objectives are not clear to district officials who cascades information and monitor curriculum delivery. Teachers reported that objectives were not clear to them as implementers. The first view was confirmed by District Official 2 who had this to say:

> *"We attend Provincial meetings. That's where most of our programs are crafted --as District officials we would be called to the provincial level to share our strategic plans and so on and the programmes. Then it's from there that we come back to our District to implement those. And head office, National is able to issue policies if there any changes and so on, on new things and they come through us and we make sure that our schools understand those properly and are able to implement. So we are a very important link between the schools and the department, both provincially and nationally".*

On probing whether the objectives of curriculum delivery were clear to teachers, this is what SMT members said:

SMT - E4 had this to say:

> *"Yes they are...during the end of the year planning, we plan ahead for the following year. So that is the plan for the whole assessment informal and formal and delivering of the Curriculum so objectives are clear".*

SMT - D4 confirmed the assertion when he said:

> *"I can add on what my colleague has just mentioned that the other thing that I think helps a lot is the orientation workshop. It's a pity now that they conduct them very late but these are straight to the point. The teacher becomes clearer where to attack, how to attack, attempt the topics and what is exactly needed like I can say the concepts - they make clear the concepts to attempt in the workshops".*

The following are the views that show that objective of curriculum is not clear. This was confirmed by District Official 3 who had this to say:

> *"I'm not involved in the planning of curriculum which then says as an official I will not be able to support teachers efficiently. This means that I'm not ensuring clarity but just supplying information that I have been given without understanding. It's such that it's even known that circuit managers don't know anything about curriculum they only know about policies of how to run a school and what is the existence then of the school if it cannot have curriculum covered. The other HOD said the system is having two weakest links it's the departmental head and the Circuit Manager (laughs) - which is true".*

Teacher C had this to say:

> *"But I wish like I said before I wish there was that platform where teachers were invited to ask questions like: 'what does this really mean? By this outcome what can we…. How best can we make it effective? How do we implement it so that it's the best outcome for the learners?' So there are a few questions that I have, that I have not been able to answer on my own".*

Teacher E confirmed the assertion by saying:

> *"We are just told what to do. At some point we not believe we are supposed to do something but then because the department has stipulated that this is what we should do, then we cannot divert on that. Like in grade 12 we have exam guidelines we are given to say this year this is what you should to, so I cannot say we are involved we just receive. If I was involved in curriculum delivery I was going to change everything but because we just receive, they don't know these things is not implementable".*

The views presented by the findings reveal that if objectives are clearer to those that monitor curriculum more than the implementers (teachers), curriculum delivery is negatively impacted.

4.3.18 Theme 18: The current strategies

This theme relates to the current strategies used to enhance curriculum delivery in schools. The findings revealed that the department and schools used the following strategies to improve the curriculum delivery: Data Driven District Dashboard known as (DDD) and Jika Imfundo strategies. Data Driven District (DDD) Dashboard assists with collecting informed data, for example, learner attendance, level of absenteeism, level of pregnancy and other useful information, from schools thus improve monitoring. Jika Imfundo strategies have assisted in management training, using LTSM fruitfully improved positive interaction between the supervisors and supervisees, improved conversations among teachers and departmental heads, tracking of curriculum coverage and improved monitoring strategies by SMTs and departmental heads. This was supported by District Official 1 who had this to say:

> *"So we are in the fourth Industrial Revolution with this DDD. It's getting there. Although we not hundred percent but we almost there because you now able to monitor learner teacher attendance. Remember before you'd have a challenge of indicating how the educator attendance is, why do we monitor teacher attendance? It's because to us in terms of curriculum delivery and management teacher presence is the key. Because if one teacher is not present at school 30 learners or 45 learners are to suffer at a go in a day".*

District Official 1 reported that he used PILO (Programme for Improved Learning Outcomes) (locally called Jika Imfundo) strategies in his management role to enhance curriculum delivery as he said:

> *"… with PILO, I had to undergo a lot oftraining in terms of management so that I get to understand how to manage the district and how to work with my colleagues. As my friends and colleagues and when it's time to work, it's time to work but when it's time to socialize it's time to socialize. We as district and circuit management now provide general support in terms of curriculum and subject advisors they come with a different kind of support. Now we are able to identify our roles and there are no clashes. PILO was able to address those issues of working in silos for us. PILO was able to address the issue of LTSM how do youfruitfully use LTSM as in when you*

get to school".

District Official 2 confirm the Jika imfundo strategy to be working very well in enhancing curriculum delivery as he said:

> *"So Jika Imfundo has done a lot in terms of changing the attitude, in terms of being able to track curriculum coverage. And also track and analyse learner performance and to be able to intervene appropriately to schools. Our SMT's in schools have been developed".*

District Official 3 elaborated by giving examples:

> *"The first Jika Imfundo strategy is the understanding that a person can have a space of saying 'I don't know'. Actually SMTs now understand that it is important to have a one-on-one conversation. Earlier on they thought it was an add-on, it was not part of their duty, this Jika Imfundo helped, but the more we engage them, they understand HRM 41. … mmh, actually, there is a lot of change shame … and the part that I like is that teachers are able to tell you 'I am not where I am supposed to be'. That is the best one because it makes you to be able to engage them in a conversation without feeling that it's a difficult conversation".*

SMT members unanimously agreed that JIka Imfundo happened to be the best strategy as they shared the following:
SMT – C2 had this to say:

> *"Jika Imfundo helped us because we are able to communicate with teachers better in terms of assisting with the subject being taught".*

SMT- C3 confirmed by saying:

> *"Jika imfundo helped me with strategies of giving feedback to teachers. You don't blame but you correct and even in relationship iyasiza in terms of the success of the school".*

SMT - A3 asserted:

> *"Jika Imfundo intervention with us it became very fruitful. Tools that Jika Imfundo brought to us we do see some progress…..because we were now able to track the performance. With the implementation of Jika Imfundo and those tools many as they are, but we are now able to say 'do you have this', 'do you do this', then were able to say 'yes' or 'no'.... very helpful".*

SMT – F1 emphasised the issue of departmental heads training by saying:

> *"When appointed as an HoD - you needed to be orientated, but you never, you just do it in your own way. But then Jika Imfundo then came and formalised how to work as the HoD''.*

SMT - E2 emphasised the issue of monitoring plans by saying:

> *"So everyone is clear that on such and such a date - that's what I understand. They are clear on which dates we are having class - so it's easy for the HoD to monitor because everyone is monitoring himself or herself according to the plan we have from interview ...".*

Principals also commended JIka Imfundo as Principal A said:

> *"Jika Imfundo was introduced, I can say it assisted us a greater deal in coming with strategies to improve Curriculum Delivery. Because of trackers, because they are very clear, they are saying the teacher should be doing this and should account in this fashion, therefore no one is going to hide. Because there is a document that indicates a tool that directs you therefore you cannot say I've*

never seen it, there's an ATP here and also a Curriculum tracker here. It forces you to comply - on the other part you need to be accountable".

Teachers reported that Jika Imfundo had been a good strategy although some enumerated its challenges with regards to implementation.

Teacher D had this to say:

"Yes, Jika Imfundo is easy, it can help because everything has been set there, even testing have been set for you as a teacher on that part it is good".

Teacher A in adding said:

"I think it is resourceful, cause like I said with lesson planning and even tracking delivery. I learnt it from Jika Imfundo how to really track the curriculum delivery. Jika Imfundo like this year I have never been called to a workshop even last year, so there is that gap, in the implementation part of it".

However, Teacher E noted the following:

"I found Jika Imfundo with the ATP incompatible, I found it, it's not working for us because we have to follow everything for Jika Imfundo, yes I know there are lesson plan prepared for you everything is been done but when it comes to monitoring those people from the department they don't monitor Jika Imfundo but monitor ATP, how far are you with your ATP".

Teacher C also complained:

"I realised with Jika Imfundo that it has been designed to accommodate you know normal situation with all the learners that are sort of the average and above but too many, in fact 75 percent of the people that we have are below average, so we are at hold all the time… cannot cover the curriculum".

Jika Imfundo strategy was commended by most participants as having helped a lot in enhancing curriculum delivery. The only improvement needed was for ATPs to be compatible with curriculum trackers.

4.3.19 Theme 19: The proposed strategies

This theme relates to proposed strategies by participants in improving the level of curriculum delivery in schools. The findings revealed that the participants were proposing the following: improvement on the provisioning of LTSM, review IQMS as a monitoring instrument, need to streamline the curriculum to accommodate those learners that are not capable to make it to grade twelve, teacher professional development, need for technology education in schools, need to strengthen SMT confidence, aligning SASAMS to the CAPS document and paying more attention to assisting GET teachers. This was supported by District Official 1 who had this to say:

> *"I think what becomes critical is the correct provisioning of LTSM following the norm that relates to the number of learners that we have".*

SMT -E4 had this to say concerning LTSM:

> *"We don't know what we can do to have one FET book with progression of knowledge or content from grade 10, 11 and 12 in whatever subject so that teachers. For now, grade 10 content does not talk to grade 11 and grade 12. It is not continuous".*

Concerning IQMS, he said:

> *"Because the IQMS kind of approach needs to be changed so that it addresses the issue of giving in sometimes to the educators. For now, we seem not to have an instrument - IQMS is not correctly used as an instrument. We seem to be lagging behind in terms of identifying areas of development in terms of teachers".*

Concerning the streamlining of the curriculum he said:

> *"But the other matter relates to streamline of curriculum. Well in some areas we have started to introduce the two stream model. There are learners that are not equipped to advance to level of grade 12. Those learners must be assisted at the level of grade 9 to advance a particular kind of stream, TVET colleges".*

Concerning the in-service training, he said:

> *"But then the more focus should be on - I don't believe in these microwave kind of workshops. If we were to go back to in service training kind of a setup so that for example when it's holidays teachers are taken for a week to a centre where they get developed in terms of … In June let them go for two weeks and we develop in that particular field and let them come back and implement. That kind of setup would assist the system it's not a microwave kind of thing where you go for 2/3 hours and someone would think that you have mastered the content thereof. That's why we always have gaps and challenges in implementing curriculum".*

Concerning learner discipline, he said:

> *"The department needs to provide psychologists and social workers to assist us in addressing matters that relates to teacher discipline - learner discipline. We need to review some of the delegations as way of ensuring you have a shorter period of dealing with this matter".*

District Official 2 suggested a move towards e-education as a solution as he said:

> *"Because all subjects have got E- content, subject content - electronically, digitally. That could eventually enhance the level of teaching and learning. For example, many of our schools are beginning to receive through partnership with private sector of course - big companies like your RBCT, RBM and so on. And also telecommunication companies they are providing schools with ICT*

gadgets like your tablets, your laptops and so on".

Teacher A supported the assertion for e-education when she said:

> *"I've seen the private schools more than they use textbooks they use their tablets and they know exactly that they should do school work during school hours. We need internet, especially Economics because we need to know what is happening currently and learners will pass easily".*

District Official 3 concentrated on SMTs as she said:

> *"Ayi, I will still say SMT's. Development of school management teams. Strengthening their confidence. Other challenges that they feel like they are put in a pool where they need to swim on their own. If we can build the confidence of the SMT they will be able…. Mmmh. to do anything and to manage everyone the right way. Because if we don't strengthen that we will find them being our pillars but fallen pillars. So currently our SMT's are not able to supervise the teachers because they don't have confidence that's the issue. Because they don't have confidence then I can't do anything".*

Principal B added on how SMTs can be assisted when she said:

> *"The full involvement of each and every principal on curriculum matters can improve Curriculum Delivery in our schools. Each and every SMT member should be directly involved in the Curriculum planning, Curriculum monitoring and the Curriculum evaluation. The analysis should not be only done at the end of the term. In each and every - it should be continuous. Analysis should be done continuously so that you are able to identify where you need to redo".*

SMT members proposed strategies that can enhance curriculum delivery on a number of issues like: SASAMS, assessment, correct books, balance between FET and GET and promotion policy.

SMT - E2 had this to say concerning SASAMS**:**

> "*Sicela i- department to correct this thing with SASAMS. You find that enrolment at school we've got so many learners. For instance, we've got 1200 but with SACP for nutrition they say we've got 310 that's the problem we are facing. The submission of analysis that is always requested by the district I don't know why we are submitting analysis because now they're introduced SASAMS where they need analysis from the school they can just print it. And we are not in good terms with the educators now because they do not know how does this SASAMS works".*

Teacher E had this to say on SASAMS:

> *"SASAMS must be aligned with CAPS. Assessment task should be aligned and the marks too".*

SMT -C3 had this to say concerning assessment:

> *"Another component that I think the education must address is the issue of assessment, on how develop an appropriate assessment task which is in line with the exam guide, because you find out that the teacher is giving learners the task but if you read the questions of the task already questions in the tasks they don't address".*

SMT **-**D5 had this to say concerning balance between FET and GET:

> *"We seem to be concentrating much on this FET which is why we teach on Sundays and Saturdays. Mina personally I don't think it is necessary - if that GET background was strong enough, strong enough in the sense that learners learn to be independent".*

Teacher C had this to say on balancing FET and GET:

> *''The way our subjects' advisors assist in the FET phase must be the same with this GET. Let me just say we need more support in the GET phase to ask questions because there's things that you don't even understand and they would say there is no subject adviser for that".*

SMT -F1 had this to say concerning assistant educators**:**

> *"If there was that assistant educator, that assistant would help to ensure that learners get feedback is immediately. It becomes easier for a person to say 'learners did not grasp this well, let me come back again'. It would be easier for teachers to do remedial work".*

Principals saw a need for them to be fully involved in curriculum matters and conduct result analysis on continuous basis. All participants expressed views on what could be done to improve curriculum delivery.

4.4 Chapter Summary

This chapter presented participants' views on curriculum delivery, it revealed that district officials, SMTs, principals and teachers were interested and very concerned with curriculum delivery. Findings from the participants have revealed non-clarity of the objectives of the curriculum as necessary for the teachers in curriculum delivery. The participants indicated need for adequate teacher development to enhance successful curriculum delivery. Other factors that influence curriculum delivery were also identified by the participants to include learners' progression, parental support, provision of adequate LTSM and others. The next chapter discusses and interprets the findings of the study on curriculum delivery.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF THE FINDINGS

5.1. Introduction

In the previous chapter, the study presented the analysis and presentation of findings based on the research questions. This chapter, therefore, focuses on the discussion and interpretation of the findings. Such a direction is informed by Kalusopa (2011) who highlights the significance of discussion and interpretation as a guide and support to authenticate the properly collected and analysed data for meaningful and in-depth understanding of the findings to the readers.

Drawing from the elements of Gross, Giacquinta and Bernstein's (1971) curriculum implementation theory, the aim of the study was to evaluate curriculum delivery in King Cetshwayo District's selected high schools. This study was able to establish the views of the participants that were involved in curriculum delivery in the selected schools. Findings of this study were considered to be likely to be of significance to the stakeholders in education system, namely: The Department of Basic Education (KwaZulu-Natal), district offices, education policy makers, school management teams, principals and teachers on how to enhance curriculum delivery in schools and gain a better understanding of the factors that enable or constrain the realisation of the objectives of curriculum.

This chapter, therefore, presents discussion of research findings from the semi-structured individual in-depth interviews with King Cetshwayo district officials, high school principals, high school teachers and focus group semi-structured interviews with SMT members who were a source of data for all questions in this study. The discussion of the findings shall be based on the participants' experiences as per their levels of involvement in curriculum delivery in schools, which are: district and school levels. The experiences are discussed drawing on the interpretation of Gross et al.'s (1971) curriculum implementation theory that recognises stakeholders' experiences and attitudes in implementing the curriculum, and also the factors that affect curriculum delivery.

5.2 Findings and Discussions

5.2.1. Theme1: Perception of curriculum delivery

This theme was mainly concerned with what participants understood as curriculum delivery to them and the components thereof. Findings from this study indicated that participants understood curriculum delivery as encompassing teaching, learning, assessment and adhering to the CAPS policy document. They perceived curriculum delivery as a package comprising quality of learning experiences between teachers and learners in the classrooms, a way of imparting knowledge, lesson planning, tracking of the curriculum, activities that should be conducted per week using the Annual Teaching Plan (ATP), teaching and conducting assessment as dictated by the CAPS policy document. They added that curriculum delivery is about monitoring how teachers teach and checking whether learners are learning. Additionally, principals understood curriculum delivery as the core duty of teachers and School Management Team members (SMTs) as it involves curriculum planning, teaching and Learning, curriculum Assessment and evaluation of the learners and checking of records for educators by the departmental heads and Deputy Principals. Gross at al. (1971) refute the latter view by principals as they criticise administrators who regard their task and who assign implementation phases to subordinates. Rather, Gross at al. (1971) view this responsibility as a task for all.

The aforementioned views clearly suggest that the participants viewed curriculum delivery as what happens within the classroom. More concerning is the fact that factors such as infrastructure, parental involvement, departmental support and any other factors featuring in curriculum delivery were excluded. The implication is that participants shared a narrow perspective of curriculum delivery by confining it to what happens within the classroom. This narrow view is against the conceptualisation of the Department of Education (2012) in which curriculum delivery should be focused on the entire schooling sector while curriculum implementation should be focused on classroom practice. Curriculum delivery depends on many internal and external environments, such as the availability of Learner Teacher Support Materials (LTSM), human resources which includes teachers, infrastructure and other resources that could be used to enhance curriculum delivery. In the same breath, Hongbiao, (2013);

Maphosa and Mutopa (2012) and Molapo (2016) advance that curriculum delivery is attained when educator-constructed syllabus, the educator's personality, the teaching resources and the teaching atmosphere interrelate with the learners for desired results.

5.2.2. Theme 2: Monitoring and Evaluation

Gross et al.'s (1971) theory mandate that those designated to supervise work and advise should accordingly be engaged in relation to curriculum delivery. This study, therefore, engaged the district officials, SMT members, principals and teachers who play a very important role in monitoring and evaluation of curriculum delivery in schools. This has helped the study in acquiring rich information on the kind of monitoring that is done to ensure curriculum delivery in high schools. In addition, drawing from OECD (2014) presentation of the importance of monitoring and evaluation (M&E), the study enquired on how this factor was addressed in the process of curriculum delivery.

Interestingly, findings equalled revealed that the participants understood that the monitoring is undertaken by a senior person and should take place at every level (District, Circuit and school level). Furthermore, findings revealed that monitoring and evaluation involves checking whether: there is teaching and learning taking place in schools, learner teacher support material is used accordingly and curriculum is covered within the specified timeframes. According to one district official, the district officials are responsible for the curriculum monitoring, evaluation and training. They are to ensure curriculum delivery by playing supportive role of monitoring. The purpose of monitoring is to support and guide teachers implementing the CAPS document as the pillar. The findings highlight the importance of monitoring which is in line with Gross et al.'s (1971) view that educational programmes may be ineffective if they were simply implemented without and M&E. Therefore, it is important to examine and understand the circumstances and conditions facilitating and blocking implementation.

However, one District Official complained that some district officials only monitor teachers and not the use of materials supplied to schools like DBE workbooks that contain invaluable information. This official went further to bring to awareness that

some teachers do not even use that CAPS document, but, instead believe in books which she said “are not enough and it goes then that without proper monitoring, teachers can mess up”. Surprisingly, this official further raised a strong concern about district officials being more interested in monitoring much to the neglect of evaluation. This claim either reveals ignorance or lack of commitment to those doing monitoring since Marriott and Goyder’s (2009) study emphasises that monitoring and evaluation require strategic commitment from the key stakeholders since it is a long term effort. Gross et al. (1971) similarly stress the invaluable importance of evaluation by cautioning that the inadequacy of evaluative procedures contributes to the ineffectiveness of curriculum implementation.

Looking at monitoring at a school level, principals expressed that they worked closely with departmental heads to determine if they are planning, they have assessment programmes and that everything is being done on time which talks to accountability. This finding corroborates Badugela’s (2012) assertion that the principal should work hand in glove with SMT members to monitor the process of teaching and learning within the school. While SMT members understood monitoring, they cited that it was a major problem being SMT members and also being a teacher. This means that they were torn between daunting tasks of teaching, monitoring teaching and learning, attending meetings, attending workshops and dealing with disciplinary cases at the same time. Some admitted that they needed more guidance and support from the departmental officials since they could not supervise some subjects. Seemingly, this finding relates to Lumadi’s (2012) study findings where teachers complained about their SMTs not being able to: provide professional development to teachers, review and interpret assessment data that leads to non-improvement in curriculum delivery, provide opportunities for teachers to share teaching ideas and strategies.

However, the claim of SMT members that they lacked supervision skills, is contrary to Valliant’s (2015) assertion that SMTs should possess a range of cognitive and effective qualities, strategies and skills to supervise effectively. Therefore, to teachers, monitoring and evaluation referred to what happens within the school, which is, monitoring teachers and evaluating learners. The other implication could be that teachers themselves were not adequately monitored by the departmental heads whose hands are often full. This finding also concurs to Reddy, Fabiano and Dudek’s

(2014) observation that there are very few teachers' assessments that exist to identify and monitor educators' professional practices. At the same time, Maphalala and Mpofu (2018) advise that the SMT members should observe teachers' work, check learners' exercise books and workbooks to note if they are in line with the CAPS document.

Evidently, monitoring by the district officials is not uniformly done since some concentrate on what teachers are doing instead of looking at it holistically. Principals, on the other hand, mentioned that they should be hands-on in monitoring but did not mention the dilemma faced by the departmental heads who have to play a supervisory role and be teachers at the same time. As monitoring goes hand-in-hand with evaluation, there is no evidence that curriculum evaluation is being understood and consciously done at all levels although district official 1 said that officials were subjected to register courses on monitoring and evaluation. Despite the fact that monitoring does take place, but, it is inadequate. This is in line with the findings by UNESCO (2016) that identified that only a few countries, most especially the developed countries, have well-developed monitoring and evaluation systems for measuring not only the outputs, but also the outcomes of education. The challenges encountered in monitoring require the management to evaluate and put in place measures to circumvent them. This is in line with Gross et al. (1971) who posit that there is a need to monitor and review the progress of implementation so as to propose actions for continuous improvement. Additionally, they suggest that the management must anticipate implementation problems and consequently seek out solutions and resolve the impediments to facilitate successful curriculum delivery.

5.2.3. Theme 3: Monitoring tools

Findings revealed that different stakeholders used different tools to monitor curriculum delivery. It was evident that monitoring tools were classified into those that monitor management activities and those that monitor curriculum implementation. For instance, one District Official indicated that from the district perspective, the tool they use is 60% curriculum and 40% general management. This statement was a reaction against what previously happened where monitoring was mainly or purely on management much to the neglect of curriculum matters. The management tool is in

line with what Elmore (2004) advocates, that educationist should focus more on the 'instructional core'.

District officials indicated the use of Data Driven Districts Dashboard known as DDD, South African School Administration and Management System known as SASAMS to monitor: admissions, teenage pregnancy, educator - learner attendance, curriculum coverage and to generate reports. District officials were happy that the aforementioned tools were in line with the Fourth Industrial Revolution. This is in line with National Education Collaboration Trust (2019) where it is explained that the DDD dashboard displays how districts, circuits and individual schools are performing on issues of attendance for both educators and learners – including learner results and advancement. However, Ganapati (2011) warns that dashboards are just the tools that should be used with caution in the government departments since their effectiveness depends on how they are used. In this instance, Mavimbe et al. (2005) concur with Ganapati in that without quality data, data informed decisions may not occur.

Findings revealed that IQMS was not well executed, thus, did not yield expected curriculum delivery results. This is in line with Malema's (2013) findings that IQMS was not implemented effectively. The reason was that principals and school development teams lacked cooperation from teachers who had no understanding of IQMS. The school development teams were overloaded to carry out the IQMS task.

Concerning SASAMS, findings revealed that it posed a lot of problems to the generation of school report since it did not talk to the CAPS document. The resulting challenge was that learners' marks were captured wrongly and that had a general negative bearing on curriculum delivery. This challenge is in line with NECT's (2019) report that SASAMS' data quality hinders the organisation and analysis for ease of developing reports for district, provincial and national levels.

When subject advisers visit schools to monitor curriculum delivery, they use a tool that captures all the significant elements that should be there in terms of the requirements of CAPS, in terms of the cognitive levels, the adequacy of work given by the teacher, the use of LTSM, textbooks and the departmentally prescribed workbooks which are called DBE workbooks. Additionally, subject advisors also monitor the utilisation of that

workbook by teachers and the extent to which departmental heads are supervising the implementation of the use of those textbooks and workbooks. Additionally, subject advisers work with SMTs in using the Annual Teaching Plan (ATP), Jika Imfundo tools that are customised to particular schools, classroom visit tool, file checklist, control sheets and checklist for the lesson plan to monitor curriculum coverage.

This finding is confirmed by Mngomezulu (2015:47) and Mandukwini (2016:68) who enumerate tools to be used for monitoring as follows: subject policies based on CAPs document, classroom observation sheets, school based moderation tools, minutes as record of discussion on curriculum issues. Surprisingly, one SMT participant complained that there are so many monitoring tools and said: "…. if we had one tool that we were using across ...". This statement shows that there is a need for one comprehensive tool. This plea is also in line with Mandukwini's (2016) view who advocates that the SMT members should be empowered with skills, knowledge and values for better understanding of curriculum management through monitoring.

The ATP is a tracking device to check curriculum coverage. It paves a way for openness between the departmental head as a supervisor and the teacher as a supervisee. Apart from using the ATP tool, all SMT members concurred that they were involved in curriculum planning, conducting class visits and ensuring that there was teaching and learning taking place. All participants unanimously converged in that schools use Annual Teaching Plans (ATPs), trackers and SMT supervising tools. SMT members confirmed the usefulness of the ATP tool and together complained about the teachers' unpreparedness to use it and decide to rely on textbooks that are sometimes not even in line with the CAPS document. Additionally, principals emphasised the importance of using the ATP and the tracker simultaneously as this increases accountability as far as quality, quantity of work covered and pacing is concerned.

On being probed to elaborate on what they checked, they responded by saying that they checked the following: the learners work through perusing the exercise books where they check activities that have been done both formally and informally and to see if teachers have signed learners' exercise books. They also checked period registers to monitor classroom practice of when the teachers got in and out of the class, number of learners that were present and the topics that were covered. This is

done to check time on task by both the teachers and learners so that if the teacher fails to honour the period time, the departmental head should engage the teacher to check what the problem is and how he/she will recover the time lost.

According to Gross et al. (1971), curriculum development theory is anchored on the following conditions: the extent to which members of the school organisation possess the capabilities and competencies needed to carry out the process of curriculum implementation; existing organizational arrangement and the willingness to expend the time and effort for the implementation of the curriculum; the attitude of the implementers, recipients as well as other stakeholders of the new curriculum; the support provided by the management staff; the availability of facilities and equipment; the degree to which members of the school organization are clear and aware about the scope and content of the curriculum. The afore-mentioned conditions are the main determinants of enhanced curriculum delivery. The adherence or abstinence from these conditions will determine well performing and poorly performing schools. Findings in this study revealed that there were so many shortcomings in curriculum delivery in King Cetshwayo District high schools as far as the curriculum theory conditions are concerned. Discussion of the findings under this objective will attest to that.

On responding to this question, the following nine themes emerged: lack of and the dilapidated state of infrastructure, the Post Provisioning Norm (PPN) that limit the number of teachers per school, lack of parental involvement, high level of absenteeism by both teachers and learners, overcrowding, progressed learners, shortage of Learner – Teacher- Support- Materials (LTSM), lack of learner discipline and lack of teachers' professional development. These findings are similar to the study that was conducted by Mji and Makgato (2006) where factors associated with high school learners' poor performance in mathematics and physical sciences were the results of: outdated teaching strategies, lack of content knowledge, under qualified educators, unqualified educators, overcrowded classrooms and unequipped classrooms, language and lack of parental involvement. Additionally, findings from the study conducted by Mudzanani and Makgato (2016) referred to early content coverage, more written work exercises, revision prior exam, target setting, involvement of learners in developing academic performance improvement plans and protection of

teaching time to be indicators that distinguish well performing schools from poorly performing schools.

5.2.4. Theme 4: Infrastructure

Gross et al. (1971) posit that since resources are the key aiders of curriculum delivery, they must be made available to make the implementation real and open. Resources encompass infrastructures that involve places of where curriculum is implemented. The findings revealed that there was a lack of proper infrastructure. For instance, classrooms were very few, old and indecent. There were still unhealthy asbestos roofs, lack of laboratories and libraries, lack of electricity in some buildings and broken fences that threatened the safety of learners and teachers. Infrastructure seems to be a huge curriculum hindrance as the district officials also profusely complained about the dilapidated state of the buildings. Findings revealed that the dilapidated state of infrastructure leads to the following challenges: threatens health of both learners and teachers, absence of specialist rooms like laboratories, libraries and halls make it impossible for teaching and learning to take place since conducting experiments and reading for research purposes is negatively affected. Where there are broken fences and gates, curriculum delivery is negatively affected by vandals who threaten safety in these schools. Shortage and the dilapidated state of toilets have a serious negative impact on health and safety.

The findings are consistent with Kokela (2017:110) who asserts “[o]ther schools suffer from improper toilets such as pit toilets, shortage of access to clean water; no libraries and laboratories in numerous public schools under the section 21 as a result of inadequate of proper infrastructure and other resources”. This outcry is supported by DBE’s (2014d: n.p.) admission that “the current state of infrastructure and limited resources do not promote and support the implementation of CAPS and leads to bottlenecks in many schools. Inadequate resources are apparent in form of 1032 of public schools with no electricity, 524 which have no water, 228 which have no sanitation, 7056 which still use pits, 13897 with no libraries, and 16732 schools with no laboratories in the year 2014”. Seemingly, the infrastructure crisis has far reaching implications as Bashir et al. (2018) warns that “the appalling school conditions impact negatively on teacher motivation and their quality of teaching which sometimes lead

to absenteeism". Fobosi (2018) shares an example of an Eastern Cape case where a child fell into a pit latrine while at school. Similarly, the findings indicate that the situation in schools is dire and dangerous. The extent to which curriculum delivery is constrained by lack and the dilapidated state of the infrastructure was clearly revealed by the findings.

5.2.5. Theme 5: Post Provisioning Norm (PPN)

Curriculum delivery seems to be adversely affected by the Post Provisioning Norm (PPN) since all participants identified it as one of the major stumbling blocks in curriculum delivery. This was evident in the strong words used by some participants who referred to PPN as a 'nightmare', 'a challenge' 'a headache' that should soon be addressed in order to improve curriculum delivery. The intensity of the problem lies in the fact that in a high school environment there are sometimes five teachers who have to deal with Grade eight to twelve. This includes the principal who mostly has to teach, attend meetings and deal with disciplinary cases. This notion is in line with Mandukwini (2016) who asserts:

> "Principals carry varied workloads and the nature of their job has become complex. They have to do the administrative tasks, manage finances, and account to education authorities. In some instances, they are class teachers teaching more than one subject on top of the administrative workload. Crisis within the school involving learners, teachers, parents and suppliers take up their time also".

The issue of PPN has far reaching implications since some streams have to be shut down, thus, having serious impact on learner achievement and curriculum delivery as a totality. In many instances, it leads to multi-grading in the GET phase which in turn impacts negatively on the foundations upon which curriculum delivery should be based. To this effect, 100% of SMT participants pleaded for the review of this 'monster' (PPN), as they call it. The principals agreed that PPN compromises the work of teachers no matter how committed they are to curriculum delivery. Evidently, the PPN policy has yielded negative results. All participants shared nasty experiences with PPN by sharing touching stories. Baruth (2009) postulates that the PPN policy was aimed

at alleviating overcrowded classrooms by lowering the learner-teacher ratios in all South African schools. However, the reality is contrary to what the PPN policy was intended to address.

5.2.6. Theme 6: Lack of parental involvement.

Findings revealed that parental involvement was regarded as an important component in curriculum delivery because of the perceived direct link between parental involvement and curriculum delivery. Findings also revealed that their lack of involvement hampers curriculum delivery. This is contrary to Gross et al. (1971) assertion that it is the responsibility of parents to concertedly propel curriculum delivery to its logical accomplishment. This can mainly be accomplished though supporting their children in school matters.

Curriculum delivery stands on foundations of triangular relationship involving the school, learners and parents. In this instance, the parents are in essence the initiators who send their children to school. They should, therefore, make sure that their children receive good education. They are beneficiaries since long after the child has left school they still benefit. This notion is affirmed by Kokela (2017) who postulates that:

> "Quality education involves turning around learners' attitude and beliefs within society in order to achieve what is prescribed by curriculum content This mission requires collaboration between parents and teachers to instil values to learners that assist in achieving quality of education, such as discipline, commitment, and organisation skills".

Surprisingly, their involvement is a cause for concern to different participants. To this effect, district officials concurred with one another that parents were not as involved as desired. Interestingly, district officials did mention that parental involvement does depend on the governance of the school. One official even illustrated by saying that parents were more involved in ex-model C schools than in townships and in rural schools. She attributed this partial involvement to attitudes more than anything else, yet others believed it was because of reasons like: parents working far, child headed home and illiterate parents who cannot help with school work. The idea of illiterate

parents corroborates Cree, Kay and Steward's (2012) view that illiterate parents tend not to concentrate on enhancing the commitment of their children in schools. Additionally, Modisaotsile (2012) clarifies the notion of illiterate parents by declaring that parents with no education background mostly fail to become home teachers as a result of lack of knowledge of learners' schoolwork.

Principals, SMT participants and teachers unanimously saw parents as non-existent people who made schools a 'dumping site' for their children. They qualified their statements by saying that only 15 – 30% of parents attended school meetings. This finding is against Bouguen, Gumede and Gurgand's (2015) assertion that:

> "The meetings are supposed to reinforce the relationship with the teacher/school, to improve mutual trust and respective involvement".

Similarly, to Bouguen, Gumede and Gurgand's (2015), Kokela (2017:92) also, asserts that:

> "Parents' involvement in learner's education is profound in assisting the capacity of schools. Parental involvement to enhance quality of education includes attending school meetings, engaging in community protests for quality education, giving support regarding schoolwork".

However, findings revealed that when requested to come and view their children school work, one parent stood in for four children who he/she was not related to. One principal did note that when given letters to invite parents, learners simple scattered the letters on school yard which is why they decided in his school to use bulk SMS to invite parents. This finding is in line with Bouguen, Gumede and Gurgand's (2015) findings that 92% of the parents declare not receiving enough information from school, a figure that stresses by itself the gap that exists between the school and the parents.

More surprising was the finding that in case of disciplinary hearings, learners 'hired' fake parents by buying them liquor. This notion reveals the extent to which moral degeneration has reached. The loss of 'ubuntu' in the society within which education occurs. This finding is contrary to Avvisati et al., 2013, and Goux et al., 2014) whose empirical evidence from developed countries confirms that increasing parental

involvement in their children's education can mediate the effects of a poor socio-economic background and bolster school performance. SMT members qualified their complaints by explaining that teaching and learning time is lost when they (SMT members) spend most of the time in discipline cases instead of pushing the curriculum.

Based on the view shared by all participants, it is apparent that parents are not involved in curriculum delivery for both understandable reasons, like working far and child-headed families, and unacceptable reasons, such as male parents who leave responsibility to female parents. This affects curriculum delivery especially when principals interpreted this non-involvement as dumping learners. It is worse when SMT members refer to learners to be animals to be tamed since parents are absent. Teachers succinctly stated that one has to deal with disciplinary matters even before starting with the lesson of the day. The finding concerning parents who are working confirms Kokela's (2017) findings that:

> "South African society consists of many illiterate parents that did not gain access to formal education before democracy in 1994. These parents resort to working in the informal economy with irregular working hours in order generate means and provide for basic needs in the family".

Findings in this study are contrary to Donkor's (2010) findings who notes that in Ghana parents do value education and they are aware of the relationship between education and the future economic well-being of their children. This was evident in their level of participation in school activities, the degree to which they understand their role in supporting their children's schooling, their consciousness of their empowerment in making decisions, their belief in Christian moral principles that support acceptance of family responsibilities, and the diminishing influence of traditional cultural norms.

Findings seem to be based on the participants' experiences and observations that are grounded in one of curriculum implementation theory's conditions namely: existing willingness to expend the time and effort for the implementation of the curriculum (Gross et al.1971). In this instance, parents seem not to bother to expend time and effort for successful curriculum delivery.

5.2.7. Theme 7: Absenteeism by teachers and learners

Findings show that absenteeism by both teachers and learners plays a negative role in curriculum delivery. Furthermore, it emerges that absenteeism by both teachers and learners leads to teaching and learning being disturbed, learners making a lot of noise, learners getting a chance to bully others and curriculum coverage being hampered. All the mentioned factors impact negatively on curriculum delivery. In agreement with this notion, Duflo and Hanna (2006) postulate that educators' high rate of absenteeism is another cause for poor performance of learners because if they do not come to work it affects teaching and learning, hence, jeopardises performance of both teachers and learners.

Reasons for teacher absenteeism were attributed to sickness and family commitments. However, District Official 3 was of the view that some reasons for absenteeism were as not as serious, but, were connected to bad human relations in the work place. In unison, SMT participants attributed lack of confidence subsequent to lack of content knowledge, to result in multi-absenteeism by those teachers. Consequently, in some schools, the number of teachers absent may reach 25 absentees per month. Arguable, this has a serious impact on curriculum delivery. This finding is in line with Van der Berg et al. 2011) who postulate that teacher absenteeism in disadvantaged public schools negatively affects the learning process. This notion is also affirmed the statement by Equal Education (2015) that advances that countless hours are misused by uncommitted teachers in the management of class room duties. To this effect, even the commitment of learners in the FET phase weakens.

Evidently, all participants concur that the level of absenteeism is high due to sickness, human relations and lack of confidence in teachers. Consequently, curriculum delivery is affected by teacher absenteeism. The aforementioned findings confirmed Muthusamy's (2015) findings that there is a high rate of educators' absenteeism in poorly-performing schools. She advances that, if absenteeism could be dealt with, the presence of educators at work will ensure early completion of syllabuses and also motivate learners' attendance to school as all periods or lessons will be taught.

With regards to learners, findings confirm that learners' absenteeism is due to weather conditions, politically motivated strikes, child-headed homes, drugs and social grants. To this effect, Kiveu and Mayio (2009) reiterates that natural disasters, flooding in particular, are the cause of learners' absenteeism. Curriculum delivery is adversely affected because when bulks of learners are continuously absent, they miss out on what is taught in class and ultimately impact on the whole school performance.

Evidently, findings discussed in this section concentrated on teacher and learner absenteeism on an individual basis. One participant, District Official 1, mentioned corporate absenteeism that occurs while teachers are present in schools but learning is not taking place. To this effect, Lydiah and Nasongo (2009) and Addy (2012) attribute high absenteeism of both teachers and learners to extra mural activities like sports and school choir competitions. Consequently, curriculum delivery is affected by classes that are not taught when teachers are absent and the level of chaotic classes when learners are left unattended.

5.2.8. Theme 8: Overcrowding

Findings indicated that overcrowding is a barrier in curriculum delivery because classrooms become congested, learners are deprived of individual attention, classwork monitoring is impossible, giving feedback to learners concerning their work is difficult and teachers find it hard to implement learner-centred teaching strategies. In agreement with this notion, findings by UNESCO (2017) confirm that overcrowded classrooms are still overwhelming in 60% of rural black schools. In addition, Muthusamy (2015) posits that overcrowding is an issue of concern in KZN and it impacts negatively on both teachers and their teaching strategies. Reasons enumerated can be classified as schools that happen to be in big industrial areas, townships and just schools in rural areas but with shortage of classrooms.

Over and above that, PPN issues had a direct bearing on overcrowding. Seemingly, schools cannot operate efficiently since the few available teachers have to operate under pressure. This may mean combining classes as a way of dealing with the shortage of teachers. When that happens, overcrowding exerts a serious impact on curriculum delivery. Participants agreed in unison that overcrowding escalates up to

70 to 100 learners per class thereby rendering teaching a futile exercise. This notion confirms findings of the study conducted by Venketess (2011) where there were 75 and even up to 150 learners per class. Reportedly, teachers struggled to teach and the learners themselves passed out due to heat-exhaustion. Those are the far reaching implications of overcrowding.

Findings proved that overcrowding affects teachers since teachers cannot move freely in the class while teaching. Teachers cannot use different methods of teaching, resulting in the deprivation of learners, classwork and homework which cannot be monitored in a congested classroom. It is hard to apply proper discipline and to give feedback to learners, let alone giving individual attention, under such circumstances. This finding is in line with Muthusamy' (2015) findings that:

> "Overcrowded classroom which impacts negatively on teachers namely: lack of physical space in the classroom; diminished opportunities for all learners to participate actively in the learning process; teaching becomes impersonalized; excessive workload for teachers; limited opportunities to meet individual learner needs for self-activity, inquiry, motivation, discipline, safety and socialization".

This notion is also affirmed by a number of participants' perceptions in focus group and in-depth semi-structures interviews. Consequently, Muthusamy (2015) reiterates that overcrowding may have negative effects and teachers may leave their profession earlier than expected. Learners themselves are compromised. For instance, a study conducted by Kiveu and Mayio (2009) in Ghana, Kenya and Uganda found that the overcrowding, in some cases, resulted in learner drop-outs. Overcrowding is a crippling factor in curriculum delivery since it makes effective teaching impossible to achieve. It becomes difficult to teach, monitor class work and even provide feedback to learners.

5.2.9. Theme 9: Progressed Learners

Learners are essential in the curriculum delivery puzzle. This is so because they are the main factor for a planned curriculum, why it is implemented and the factor that determines the success or failure of curriculum delivery. The findings reveal that

curriculum delivery is impacted negatively by progressed learners who are demotivated, lack seriousness and rude. In unison, all participants attested to that they were confronted with plethora of challenges concerning progressed learners. The diversity of issues brought forward include demotivation, lack of seriousness, rudeness, dependency syndrome, progression and promotion policies. Evidently, all these issues have serious negative implications towards curriculum delivery.

Based on the findings, it was apparent that progressed learners lacked commitment which was proved by the fact that even giving them extra lessons does not help but perpetuates dependency on teachers. This finding is contrary to Mahlo and Taole's (2012) assertion that progressed learners can be provided with academic support through extra lessons, remedial lessons and reading laboratories. These interventions should be facilitated by a qualified and dedicated person who supports the institution's vision. The SMT and teacher component of participants refuted this notion based on the fact that ex model C school learners, for example, do not attend afternoon, Saturday, Sunday and Holiday classes and yet their pass percentage is always high. These participants explained that they even go to the extent of camping with learners in schools that were never built to be boarding schools, but, the learners still fail. In essence, these participants believed that extra classes encourage learner dependency to teachers and learners are being robbed of the opportunity to practise what has been taught to them through studying or even discussing their newly received knowledge. This finding is contrary to Spaull (2014) and Maphalala et al. (2018) who reiterate that learners' critical thinking skills should be enforced through practical activities, debates and role plays.

The findings on SMT and teachers' perception of engaging learners longer than needed, is in line with Schleicher (2018) who posit that countries with longer classroom hours and learning time often do worse in PISA. His premise is that learning outcomes are always the product of both quantity and quality of learning opportunities. He further gives an example of countries like Australia, Czech Republic, Estonia, Finland, Germany, Japan, Macao (China), the Netherlands, New Zealand, Sweden and Switzerland that provide a good balance between learning time and academic performance. Conclusively, learner engagement needs to be

reviewed and balance between quality teaching and quality learning should be maintained.

Participants reported that there are gaps in curriculum coverage concerning progressed learners since they have been progressed from primary school unto high school. The outcry was that these are learners that are not equipped to advance to Grade 12. Apart from failing to grasp content that is taught in the classroom, these learners also displayed the “I do not care” attitude. Evidently, they do not even try to do either classwork or homework. Under such circumstances, participants appeared to be justified in saying that the progressed learners are not deserving to reach Grade 12. This notion is in line with Lamote et al.’s (2014) assertion that it would be expected that progressed learners would achieve lower academically compared to learners who had been promoted or never been retained. Also, their academic achievement usually decreased a number of times due to some gaps in their learning experience. Motshekga (2015) confirmed these findings when she mentioned that the first group of progressed learners reached Grade 12 in 2014 and it seems likely that this contributes to the decrease of 2, 6% in pass rate in 2014 as compared to 2013.

5.2.10. Theme 10: Learner Teacher Support Materials (LTSM)

According to Gross et al. (1971), for implementation to take place, there are certain conditions which should be fulfilled, namely, the availability of materials and other resources required and sufficient management support. The instructional materials provide a clear picture of what is to be implemented and how to implement it.

Findings revealed that while the correct provisioning of LTSM is critical, schools are experiencing lack of textbooks and the other supporting materials. Moreover, available textbooks contain obsolete information that is no longer relevant for some subjects. Findings also revealed that the shortage of science equipment and delayed transformation towards e-education constrained curriculum delivery. Participants shared that teachers and learners kept visiting the nearby University of Zululand Science centre to borrow these science kits.

The effect of LTSM is valuable in curriculum delivery. When asked to share their views, participants tackled the matter from different perspectives. The two district officials had opposite view. The first one agreed that LTSM, especially textbooks pose a challenge. However, the other one shared that there is no problem since principals get a chance to order textbooks every year. In response to the second opinion, SMT members and teachers revealed that they were not allowed to buy new relevant textbooks, instead they were forced to top up to old books that contain obsolete information that is no longer helpful in curriculum delivery. Some SMT members rendered the presence of the few textbooks that they possess useless and obsolete.

Similarly, such was experienced in China where National Curriculum Reform failed because of the limited supportive resources for schools (Hongbiao, 2013). Also, Kellagan and Greanery (2015) posit that poor academic performance in Kenya was attributed to lack of textbooks. Based on the findings, it is clear that there is a serious shortage of LTSM in schools. The given example was that of having only 14 books for 100 learners. Notwithstanding the shortage, it is also apparent that the department is lagging behind with regards to the provision of electronic LTSM that is even long overdue. The pain in the neck for SMT members is to be forced to keep topping up on outdated textbooks. The situation is further complicated by the fact that the department also supplies cheap and outdated LTSM like calculators.

In this instance, SMT members' complaint that the shortage of textbooks is a hindering factor in curriculum delivery appears valid. This notion is affirmed by the National Research Council (2012) which points out that materials play a more deterministic role in influencing the formal and written curricula. The participants simply said that teaching cannot take place if the Department did not supply enough textbooks for learners. These perceptions are in line with Molapo (2016) who posits that implementing a new curriculum without providing adequate resources places heavy demands on teachers and implementers. Molapo (2016) further warns that the non-provision of curriculum materials, may abort the dream of reform in any given country. The latter assertion is in line with the curriculum implantation theory where Gross et al. (1971) advance that inadequate materials is a barrier to curriculum implementation. They maintain that even highly competent teachers will find it difficult to teach effectively in an environment with inadequate facilities or if the necessary instructional

materials are totally lacking.

Evidently, the LTSMs are not aligned to the current needs of the country. Perceptions in the current study seem to be consistent with the findings in a study conducted by Watt (2015) where he sought to investigate the alignment of curriculum materials to the Australian curriculum in comparison with the common Core State Standards that are used in the United States (US). Similar to the current findings, Watt (2015) found that the material produced by the federal government conflicted with the aims and intentions of provincial curricula. It has been proven though that the country can work and succeed in aligning materials to its needs. For instance, Baker et al. (2014) cite the example of the US where government agencies have established a number of carefully organised grant programmes that are aimed at supporting the development of innovative curriculum materials that in turn enhance classroom instruction, reflect national standards, and incorporate recent advances in disciplinary content, research on teaching and learning and instructional technologies.

Participants expressed the desire for transformational move towards e-learning in education as interesting findings of this study. They wished that tablets, cell phones and e-books were integrated into teaching and learning in preparation of learners for the fourth industrial revolution. It is a global trend for technological advancement in education as practised in developed countries, to expose learners to modern skills as means of survival. The use of technology enables the learners to use technologies for tasks like writing emails and accessing relevant information. This affirms Bybee (2013), Hazelkorn et al. (2015) and Roblin et al. (2018) who attest that the curriculum materials produced in the US have encouraged a move away from comprehensive curricula to the increased reliance on technology-based materials.

5.2.11. Theme 11: Lack of Learner discipline

The findings reveal that lack of discipline in schools is directly linked to impaired curriculum delivery in that undisciplined learners neglect their school work, they are violent and are a threat to teachers and other learners. This mode of behaviour poses a serious negative impact on curriculum delivery since it yields to an undesirable environment. This is line with Ejide's (2010) assertion that learning environment is the

matrix that nurtures or inhibits learner growth. The disciplinary problems exhibited by learners are: neglect of doing homework, rudeness, violence against one another and even against teachers, bullying and vandalising school property. Other participants called learners 'animals that need to be tamed'. To this effect, teachers are in danger yet helpless since they are not capacitated on matters of alternatives to corporal punishment. The involvement of parents is inevitable. This finding is in line with Kline (2013) who posits that teachers are dehumanised and disheartened by contemporary classroom working conditions. Above and beyond what can be done within the schools, the need for psychologists and social workers can no longer be ignored. Evidently, teaching and learning activities are in a chaotic state. This finding confirms Maphalala and Mpofu's (2018) assertion that no effective teaching and learning can take place in a chaotic and disruptive classroom environment.

The aforementioned statements affirm Mkhasibe, Maphalala and Nzima's (2018) assertion that the incidents of violence paint a bleak picture of the teaching and learning environment. The incidents reported in the current study included physical, sexual and emotional abuse, gangsterism, cyberbullying and verbal abuse (swearing). This notion is also affirmed by findings in a study conducted by Muthusamy (2015) where the discipline problems that teachers were faced with were violence, theft, sexual behaviour and sexual harassment, disruption and noisiness during lessons. Moreover, it appears that the discipline challenge is inherent in many countries when one looks into the OECD (2016) where it is reported that in African countries, drug abuse, aggression and violence, disruptive classroom behaviour, lack of school connectedness and high rate absenteeism render schools unsafe. Furthermore, it is reported that learners use drugs, steal and they participate in group fights. Similarly, various researchers have reported similar cases that take place in South Africa (Gama, 2014; Nkanzela, 2016; Nkosi, 2014; Maphalala et al. 2018).

Participants shared that they lacked skills of disciplining learners, other than using corporal punishment. They voiced the need for social workers and psychologists. On being asked about learners who need discipline, one District Official as a person in authority in the department of education, shared a lot of ideas about alternatives to corporal punishment (detention, suspension and expulsion), and the challenges encountered in trying to implement those. He alluded that teachers were aware of

alternatives to corporal punishments. Much as he mentioned the alternatives, he did indicate that those alternatives still have challenges. For instance, detention becomes problematic to the learners because they might miss transport to go home, thus, rendering them vulnerable to rapes and other dangers. Similarly, suspension might not be effective since some learners find it to be a holiday rather than a form of punishment. Moreover, parents are not well-educated, well-groomed on how to support the learner while on suspension because these learners will be given homework to do in their homes. He explained that expulsion is found wanting since it is against the government policy that children that are in a school going age, should be in schools. In this instance, the department of education seems stuck. However, District Official 1 seemed to possess more knowledge on alternatives to corporal punishment than others who were just frustrated. Subsequently, some participants admitted to using corporal punishment because they saw it as a shorter way and a quicker way of fixing problems.

5.2.12. Theme 12: Teacher professional development

The findings revealed that curriculum delivery was impacted negatively by teachers' lack of pedagogical content knowledge, lack of appropriate teaching methods, lack of classroom management skills, lack of commitment, lack of willingness to learn new information and lack of technology advancement. In this instance, Gross et al. (1971) postulate that for implementation to take place, one of the conditions which should be fulfilled is training of teachers. Participants further asserted that teachers as implementers must be clear and innovative in the implementation of the educational programme. From what participants said, it was clear that for curriculum delivery to improve, teachers need to improve on the following: thorough preparation, need for increased confidence, empowerment on class management, improvement on content knowledge, improvement on the use of teaching aids and be more committed to their work since they are the focal point of curriculum delivery.

All participants attested that teachers are the heart of the education system. This finding is in line with Maphalala and Mpofu (2018) who assert that:

> “Teachers are the drivers of the curriculum and should thus be at the forefront of curriculum transformation since they are in a better position to see what works and what does not work in the classroom situation in relation to the outcomes that need to be attained”.

The first district official shared that despite the fact that teachers are qualified and continuously being developed, they still lack in many areas. Findings revealed that teachers face a litany of challenges when they implement the curriculum, namely, their non-involvement in curriculum planning, lack of continuous professional development, serious lack of resources, overcrowding, violent learners whose parents are non-existent or not supportive at all and minimal support from the department of education. Consequently, findings in this study seem to be consistent with Molapo (2016:88) who lists the following as matters for concern:

> “lack of training of educators, lack of resources, too much paperwork, lack of understanding of the reforms, poor involvement of educators in the curriculum development process, lack of professional development for educators, skewed curriculum design and language complexity”.

Evidently, findings in this study are contrary to Maphalala and Mpofu’s (2018) assertion that the success of any curriculum innovation is dependent on the effective involvement of the teachers. Contrary to what participants cited as teachers’ plights, District Official 1 blamed teachers by referring to how they lose time by utilising three hours instead of seven hours. Evidently, if time is not used effectively curriculum coverage is impossible, thereby suggesting that learners may be promoted up to high school level without having accumulated relevant knowledge. Seemingly, what this official complained about is in line with Prew (2013) who postulates that CAPS is a highly rated curriculum that offers guidelines on how to teach and assess each topic and greater articulation of the content taught between grades and topics.

Furthermore, participants enumerated critical concerns from teachers which, if not addressed, may seriously cripple curriculum delivery. These concerns were: teachers are not well paid, travelling long distances, no proper housing, no proper water and

sanitation. However, the issue of being underpaid is contrary to the then minister of finance Pravin Gordan (2016) who in his budget speech, announced that:

> "… about 80% of this allocation goes to educator salaries, with the remaining 20% to be used to employ more educators, build new classrooms and buy learning- teaching support material".

One District Official (speaking from the position of authority) shared that the department was doing its level best to address the said concerns by releasing incentives, namely, building houses for teachers in remote areas like Nkandla, building schools, identifying students who are members of the community and giving them grants to obtain university degrees so that they go back to the communities to serve. These are incentives that might assist in gaining commitment from teachers.

Participants unanimously reported that there was a need for adequately trained and resourced human resource. They supported this by saying that teachers do not feel confident in terms of content in terms of skills when it comes to managing the class itself. This notion is also affirmed by findings in a study conducted by Spaull (2013:6) who postulate that:

> "Since 1994, basic education in disadvantaged public schools has been suffering from unqualified and poorly-trained teachers that cannot facilitate the implementation of the education policy".

Surprisingly, even teachers that are suitably qualified are not well prepared to handle classroom situations, especially, in secondary schools. Furthermore, participants unanimously agreed that teachers lacked teaching methods, content knowledge and were unwilling to learn new and relevant information. This finding confirms Kirkgoz's (2008) assertion that teachers experience massive problems since they lack understanding of the curriculum, background training and lack resources to implement the curriculum. It was further highlighted that although there were teachers from university, but they specialised in different phases which make them not eligible to teach Grade 12 learners, thus, causing disruptions in schools. The other concern was PGCE student teachers who studied for other degrees, but, because of

unemployment, went back to the university to do teaching methods just for survival. Participants revealed that they are never teachers no matter how they are assisted and encouraged. SMT members were worried about teachers that are hired to teach what they are not competent in. The following are what frustrate SMT members as they are supposed to supervise and support teachers:

- Sometimes teachers are qualified but do not teach using the differentiated cognitive levels (Just scratching the surface and ignoring cognitive levels).
- Teachers do weekly preparation much to the neglect of daily preparation, hence, they go to class not well prepared for a particular day.
- Teachers neglect teaching aids and previous question papers, instead they use just books that are not even CAPS compliant.
- There is no balance – teachers concentrate more on FET phase than GET because that is where subject advisors supervise since they may be pushed by matric pass rate.

There is a need for professional development. Pournara et al. (2015) found that learners taught by educators who participated in the professional development programme out-performed learners taught by educators who did not participate in the programme. This means that continuous professional development is a precondition for better knowledge. Participants emphasised that while teachers should be lifelong learners, they are not passionate about reading, learning and knowing new things. Evidently, this comment renders teachers as non-committed and unprepared for teaching. This means that if the quality of teachers is compromised, the quality of the education system is compromised. This is confirmed by Venkat and Spaull (2015) who advance that no education system can move beyond the quality of its teachers.

Findings also revealed that some teachers are adamant not to change as they continue using their old teaching methods. This includes old teaching strategies, shunning away from using the CAPS document, preparing and dictating notes for learners and rendering the classroom environment teacher-centred instead of being learner-centred. This finding corroborates Harven (2013), Joyness (2018) and Skosana et al.'s (2013) view who maintain that teachers prefer using approaches they

already understand and they like using their time tested lesson plans, which is the case even in many African countries. The issue of outdated teaching methods was coupled by that teachers were not prepared to incorporate technology in their teaching.

This finding confirms Litvinov et al. (2018), Flannery (2010), Daggett (2014) and Murphy's (2015) observation that continuous technology innovation is another nightmare to teachers. Participants shared that some learners are more advanced in ICT than teachers. Even teachers themselves confessed that they are not comfortable with teaching using technology, whereas, some learners are already advanced in technology matters. This finding is in line with Flannery (2010) who contends that learners are now technophiles who spend much time on video games, fast paced addictive gargets (smart phones and iPods). It was evident that some teachers cannot use laptops. Lack of technological advancement by teachers impacts facilitation of knowledge and skills in their learners. These findings are contrary to Herrera (2012) who advocate that the future of the nation depends on the extent to which learners acquire skills, knowledge and dispositions to become global citizens. Wallace and Fleit (2005) concur with Herrera (2012) by saying "one cannot use old methods and expect to achieve different results".

Evidently, teachers are qualified and they are being workshopped, but, there is a lot to be done to motivate and encourage them for effective curriculum delivery. They have to improve on the following: thorough preparation, need for increased confidence, empowerment on class management, improvement on content knowledge, improvement on human relations in the workplace, improvement on the use of teaching aids, wean learners from the dependency syndrome and they must be prepared to embark on lifelong learning to keep abreast with new knowledge and development. The suggested improvements are in line with Molapo's (2016) assertion that without proper training, teachers seem to be overwhelmed by curriculum changes introduced by government, thus, adequate training is imperative to prepare them for successful implementation. On the other hand, findings suggest that the department should improve the working conditions by paying teachers timeously, providing shelter, facilities and continuous empowerment.

5.2.13. Theme 13: Limited support by the Department of Education to schools

Gross et al. (1971), after being involved in massive studies using the curriculum implementation theory, emphasise the importance of support by management. Based on their curriculum implementation theory, Gross et al. (1971), advance that for implementation to take place, people in management should:

- Ensure that administrators, policy makers, teachers and other stakeholders in education are endowed with positive attitude.
- Provide sufficient and continuous administrative or management support to those involved in curriculum delivery.
- Provide adequate teaching and learning materials and other resources.

Qualitative findings revealed that the support from the department was rendered but not enough. Support in the context of this study refers to visits to schools by subject advisory services. The findings reveal that the support by the Department of Education officials is limited since more focus in on the FET phase much to the neglect of the GET phase. Findings reveal that although much attention is given to FET, it does not help much since the background is already lacking. This outcry confirms UNESCO's (2017) report where it is indicated that SMTs are not adequately empowered to support teachers as required. What participants shared was in line with Marsh (2012) who posits that although districts occupy a strategic position to support schools in developing a culture of data-driven interventions, one of the limiting factors towards district support for schools is the lack of capacity at that level.

The SMT members, principals and teachers unanimously shared how painful it is to be an SMT member that is supposed to monitor teachers, yet you are helpless since nobody knowledgeable supports you. This finding is confirmed by Lumadi (2012) who enumerates the following teachers' concerns levelled against SMTs who are: failing to provide professional development to teachers, failing to review and interpret assessment data which then leads to non-improvement in curriculum delivery and failing to provide opportunities for teachers to share teaching ideas and strategies. However, Mandukwini (2016) posits that SMT members confirmed that they need

training on leadership and management skills. They rated time management as a key skill necessary for effective curriculum delivery.

All SMT members were in unison concerning the matter of subject advisors concentrating on FET phase much to the neglect of the GET phase. When probed, participants revealed that subject advisors report teachers who do not attend moderations orientation workshops to principals of schools. In essence, participants were saying, it is difficult to have a perfect roof (Grade 12) when the walls (Grade 8 to 11) are wanting. Evidently, the imbalance in the manner in which the GET and FET are supported have a negative bearing on curriculum delivery. The resulting behaviour is that teachers themselves become very inconsistent. For instance, one teacher who is involved in both phases concentrates in FET where subject advisors are visible and neglect the GET phase. The neglect of the GET phases by subject advisors cause teachers to relax, thus, yielding learners that are not adequately prepared to learn independently.

Curriculum delivery is negatively impacted in subjects where subject advisors are non-existent. Also, the approach used by departmental officials to teachers when visiting schools has a serious negative impact on curriculum delivery since teachers do not know where and how to improve if they do not feel empowered but criticised most of the time. These findings reveal that this type of support is not appreciated, thus, the attitude is not positive. These findings are also contrary to the importance of sufficient and continuous administrative or management support to those involved in curriculum delivery (Gross et al.1971). Additionally, these findings confirm Skosana and Monyai's (2013) assertion that districts are not doing effective monitoring to make sure that teachers are using policy guidelines and this renders learners unprepared for assessment and examinations.

Another outcry is that of officials who come to schools for supporting purposes, but, actually do no support except criticise teachers vehemently without even giving proper directions. Interestingly, when comparing district and provincial or national officials, it turned out that the district ones were the harshest. This finding is in line with what Mandukwini (2016) warns against when she states that SMT monitoring should not be a fault finding exercise to avoid hostility and victimisation of teachers. In this instance,

Bashir et al. (2018) maintain that the education management systems should contribute strategies to improve school leadership and school based support to teachers through: building SMT capacity to monitor and evaluate activities and outcomes that are aimed at improving teachers' professional competence, providing training for SMTs to perform on-site coaching and guidance to teachers through providing SMTs with peer-to-peer exchange and support mechanisms.

5.2.14 Theme 14: Limited funds

According to Bush and Bell (2002) funds are essential for purchasing learning and teaching support materials, organising experts to facilitate workshops at school level, transporting teachers to meetings and workshops, building halls, laboratories for experiments and libraries to encourage reading, research work, artwork and sports facilities for various sporting codes. Yet, qualitative findings revealed that funds in the form of norms and standards were allocated to schools but they were not enough. Principals admitted to being financially supported by the department through norms and standards although they did indicate that those funds were insufficient and often received late. Funds are not enough to purchase furniture and textbooks especially. Finance is, therefore, a hindering factor in curriculum delivery.

Participants, both district officials and school personnel, unanimously agreed to the insufficiency of funds. Although they all shared the same sentiment, teachers, who are the real curriculum implementers were hard hit. This is in line with Kellagan and Greanery's (2015) assertion that the lack of human and financial resources makes it difficult to carry out the Education for All (EFA) mandate in African contexts. They attribute the failure to EFA mandate and lack of financial resources to the unexpected and enormous education expenses that have resulted from an unexpected rise in learner enrolment. To this effect, Trucano (2014) proposes that the education system in South Africa should prioritise education through funding when he says:

> "… a sensible approach that SA should follow such prioritizing functional computer laboratories to high schools, providing teachers with laptops and ensuring that learners do Computer Applications Technology (CAT) as a subject".

5.2.15. Theme 15: Projects to Support Curriculum Delivery

Findings revealed that the department of education mobilises and collaborates with corporate business agencies to fund or assist schools with reading programmes and through introducing new career paths to schools. The department also collaborates with the nearby University of Zululand that sends students to schools to teach and empower learners with skills. Participants unanimously reported that schools, although not all, do get assistance from other agencies like: Bambisanani project that is being implemented by Richards Bay Minerals for high flyers only, relations with the University of Zululand initiated by District Director where students conduct Saturday classes for learners in schools that surround the university. But, according to one District Official this happened without all principals being aware of assistance provided to schools by the surrounding companies. He enumerated projects that were already existing to support schools as follows: Corporate business is funding schools to assist with programmes relating to reading and local companies like Transnet, RBCT, RBM and Foskor have introduced new careers.

In unison principals, SMT members and teachers concurred with District Official 1 on the projects that are aimed at assisting schools. They added the Bambisanani project for the high flyers and INUIT which is an NGO working with ESKOM. District officials shared that Operation Phakisa has been introduced and tasked to convert all Curriculum documents so that they are ICT related and they are getting uploaded. The intervention from the companies is a useful enhancer to curriculum delivery. Although participants applaud the assistance being received, it is worth noting that financial assistance from private businesses to all schools is not always guaranteed (Joyness, 2018; Bashir 2018).

5.2.16 Theme 16: Participants' Involvement in planning

The findings revealed two views. One view was that the district officials were involved in curriculum planning and the other view was that teachers were not involved. Teachers' non-involvement in curriculum planning makes implementation difficult because of the unresolved issues. This finding is against Gross et al. (1971) assertion that it is a management's task to plan, support and monitor the curriculum delivery

process and, therefore, clarify the teachers' role, provide access training for the new role, ensure that the necessary materials are available, modify the organisational arrangements and devise feedback mechanisms.

The district leadership is involved in planning since they sit in national and provincial meetings where planning is done and they are well versed with the present and future plans of the education system. Findings revealed that district officials, after attending planning meetings, cascade information to schools through subject advisors. District Official 2 even said the district is a very important link between the schools and the department, both provincially and nationally. In contrast, District Official 3 who operates at a circuit level reported her inability to fully support schools since she is not involved in planning. She even said:

> *"Which is then I'm not ensuring clarity I'm supplying information because I have been given without understanding".*

She went on to say as circuit management they know more about policies of how to run the school rather than curriculum matters. She even recalled someone who has said:

> *"…the system is having two weakest links, it's the departmental head and the Circuit Manager (laughs) - which is true".*

These statements reveal a crucial element that the district level itself is not united in curriculum matters which may jeopardise curriculum delivery efforts.

Findings revealed that SMTs and teachers are not involved in curriculum planning in higher levels but only involved through consultations that occur at a school level especially during the end of the year planning when they plan for the upcoming year. This is contrary to Marsh (1997) who posits that curriculum starts as a plan and only becomes a reality when teachers implement it with real students in a real classroom. He then advises that careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classrooms.

The dominant statement from the SMT members was “I think they are involved somehow”. One SMT member clarified that some teachers are involved during the orientation workshops, but, then had a concern that the workshops are inconsistent and conducted very late in the year. Evidently, both SMT members and teachers do not have a bigger picture of curriculum delivery since they are not involved in planning. This finding is in line with findings by Molapo (2016) that educators perceive curriculum reforms as top–down or imposed mandates by those external to the classroom setting. Furthermore, Tong (2010) cites China as an example where non-consultation with teachers jeopardised and hindered curriculum reforms.

5.2.17. Theme 17: Clarity of objectives

Findings revealed divided views on that objectives of curriculum delivery were clear to some district officials and school management teams. The second view was that objectives were not clear to district officials as people cascade information and monitor of curriculum delivery. Teachers reported that objectives were not clear to them as implementers. Gross et al. (1971) warns though that teachers are the critical agents of curriculum delivery so should be the major focus of analysis and source of evidence. Evidently, district officials are clear on objectives of curriculum delivery, but, there seems to be a gap in the circuit and school management. Likewise, teachers also moaned their non-involvement in curriculum matters that lends them to not being clear on the objectives of curriculum delivery. District Official 1 showed that he is clear on objectives of curriculum delivery that is mainly based on Grade 12 results. Most of the issues he mentioned revealed that he sits in meetings where planning is done and he is well versed about the present and future of the education system. District Official 2 confirmed that objectives of curriculum delivery were clear to him since he sat in provincial meetings. Furthermore, he shared that when they return to the district, they cascade information to the subject advisors who in turn share information with schools through workshops.

On the contrary, District Official 3 reported her inability to fully support school since she is not herself is not clear on some issues. She qualified her statement by saying she is supplying information not clarifying objectives. Obviously, there is discrepancy in the flow of information within the district level itself. However, on probing whether

the objectives of curriculum delivery were clear to teachers, SMT members believed that teachers were clear on objectives since they were involved in planning at a school level and when they attend workshops. In response, teachers however denied being clear on objectives. One teacher even expressed the wish for platforms where teachers can ask questions so that they can be clarified on curriculum matters. This statement clearly revealed that there is a challenge that needs urgent attention.

The other teacher said they are just told what to do. She further expressed that given a chance she would change a lot of things. The aforementioned statements reveal how voiceless teachers are. This finding confirms Mamosa's (2010) assertion that teachers are not adequately trained on how to implement the new curriculum as they are not involved in the design of the new curriculum. Carl (2009) posits that educator involvement in the curriculum development process is essential for successful and meaningful curriculum development, since such involvement enhances educators' understanding of curriculum delivery. Taole (2013) emphasises that inclusion of teachers in curriculum planning will steer the curriculum delivery process to the right direction. Gross et al. (1971) warn that the non-involvement of teachers may lead to a lot of resistance when they advise as follows:

> "To overcome resistance to the implementation of innovation, management must therefore share its power with those who must implement the innovation by allowing them to participate in decisions about the change to be made''.

5.2.18. Theme 18: The Current strategies

The findings revealed that the department and schools use the following strategies to improve the curriculum delivery: Data Driven District Dashboard known as (DDD) and Jika Imfundo strategies. Data Driven District (DDD) Dashboard assists with collecting informed data, for example, learner attendance, level of absenteeism, level of pregnancy and other useful information, from schools thus improve monitoring , Jika Imfundo strategies have assisted in management training, using LTSM fruitfully, improved positive interaction between the supervisors and supervisees, improved conversations among teachers and departmental heads, tracking of curriculum coverage and improved monitoring strategies by SMTs and departmental heads.

In unison, all participants commended Jika Imfundo as a strategy that was being used to enhance curriculum delivery. District Official 1 shared that at the district level, curriculum delivery is enhanced through the monitoring systems that are in place (Data Driven District Dashboard) as well the strategies they acquired from Jika Imfundo. He reported that his management role was enhanced through Jika Imfundo and shared that even his attitude has since changed positively. Likewise, all other participants commended Jika Imfundo for endowing them with the following strategies: tracking curriculum coverage, analysing learner performance, understanding and implementing HRM 41, importance of one-on-one conversations, better supervision skills for principals and SMT members, art of giving feedback, improved human relations and on empowering teachers to reflect on the lesson taught. Having commended Jika Imfundo, teachers did complain that although helpful, Jika Imfundo strategies cannot be fully realised under the conditions within which they work namely; overcrowding, dilapidated infrastructure and ill-discipline learners. These findings are in line with Maphalala et al. (2018) who when conducting their research, discovered that Jika imfundo project was effective in KwaZulu-Natal (Pinetown and King Cetshwayo districts) to enhance curriculum delivery.

5.2.19. Theme 19: The proposed strategies

On being given an opportunity to share other strategies they thought might work, participants had diverse opinions. District Official 1 shared the need for correct provisioning of LTSM, improvement of IQMS and streamlining the curriculum to cater for learners that cannot make it to Grade 12. He condemned short-term workshops with the strongest of terms and recommended the formalisation of in-service training instead of the 'microwave' workshops. His concern was in line with Park and Sung, (2013)'s concern that in South Africa, most teacher-training is offered as short-term programmes involving that only take several hours or days of workshops.

Other participants saw a move towards e-education as a solution as everyone should operate in line with the fourth industrial revolution, as Roblin et al. (2018) realized when conducting their research. Roblin et al. (2018) realised that there has been a significant shift from books to materials that require computer-based learning activities and that the adoption and use of ICTs in education have a positive impact on teaching, learning

and research. On sharing the same sentiment, Alismail and McGuire (2015: 150) maintain that teachers should allow learners to be creative and use the power of technology to support necessary skills.

Additionally, participants saw development of school management teams by strengthening their confidence as one of the strategies that might work. Principals and SMT members proposed strategies that can enhance curriculum delivery on issues like: aligning SASAMS with the CAPS document, assessment, correct provisioning of LTSM, balance between FET and GET, correcting the learner promotion policy as well as providing assistant educators to enhance curriculum delivery. All participants seemed to have views that they can share on what to do to improve curriculum delivery.

5.3. Chapter Summary

This study evaluated curriculum delivery in King Cetshwayo District's selected high schools. The key finding from this study was that participants understood what curriculum delivery entailed. However, the litany of challenges with regards to infrastructure, PPN, parental involvement, absenteeism, overcrowding, LTSM, learner engagement, learner discipline, teachers need for professional development, lack of support from the department of education and lack of stakeholder involvement in curriculum planning at different levels, are major barriers to curriculum delivery. These findings are similar to those of OECD (2016) and UNESCO (2017) who maintain that curriculum delivery in African countries is highly hampered by educational policies that are incoherent in nature, lack of proper curriculum monitoring and evaluation, lack of resources, teachers facing a litany of barriers, learners from poverty stricken communities, lack of parental involvement in their children's education, high dropout rate due to lack of finances and pregnancy rates. Serious intervention is needed to alleviate the aforementioned challenges. This explains why Bashir et al. (2018) maintain that the education management systems should contribute strategies to improve school leadership and school based support to teachers through: building SMT capacity to monitor and evaluate activities and outcomes that are aimed at improving teachers' professional competence, proving training for SMTs to perform

on-site coaching and guidance to teachers and through providing SMTs with peer-to-peer exchange and support mechanisms.

Findings and the extant literature indicated that curriculum delivery in most King Cetshwayo district high schools were mon medium levels. The participants affirmed with related studies reviewed that as implementers of the curriculum in classrooms, they lack adequate support from the SMTs, the parents, the learners and the Department of Basic Education. Some of the participants highlighted several efforts made to integrate parents into the school system to enhance learners' performance, which have not been embraced by most parents. The participants indicated the non-challant attitude of these parents towards their children's education.
Participants concurred with the literatures that inadequate training remains a great challenge to teachers in curriculum delivery. The importance of these trainings as professional growth is to give them clarity on curriculum delivery and classroom pedagogical skills. Non-involvement of the teachers in curriculum development was identified as some of the non-clarity issues in curriculum delivery. Therefore, involvement of teachers and other key stakeholders in curriculum development will be necessary to understand and clarify learning experiences that can be attained in curriculum delivery.

The study also established that most schools lack adequate resources to support teachers' effort in successful delivery of curriculum in the classroom. Some of the participants indicated that teachers are not evenly distributed to teach in schools, and therefore, some of them are overworked with many lessons to teach on weekly basis. The classroom to some of them are overcrowded with inadequate furniture for the learners to learn comfortably and the teachers to deliver effectively.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This study aimed at evaluating curriculum delivery in selected high schools in King Cetshwayo District of KZN province. Data collection was through in-depth interviews, and the data was analysed to present the findings. It is apparent that there are so many challenges confronting the stakeholders, these factors were highlighted from the findings of this study. This chapter, therefore, offers recommendations of what can be done to strengthen the education system for enhancement of curriculum delivery with special emphasis on monitoring and evaluation procedures, improvement of factors that serve as a vehicle for effective curriculum delivery, sufficient support by the Department of Education (DoE), improved teacher involvement in planning which is an opening towards clarity of objectives of curriculum delivery and, finally, suggesting strategies to be used towards the enhancement of curriculum delivery.

6.2 Recommendations

6.2.1 What is the nature of curriculum delivery and monitoring in King Cetshwayo District's high schools?

Findings of this study revealed that monitoring is not sufficiently done neither was the evaluation properly understood. The study revealed that subject advisors monitor FET phase more that the GET phase. It is, therefore, recommended that the DoE should employ more subject advisors to concentrate more on strengthening the foundation rather concentrating more on a roof of a fallen house. Furthermore, since it was discovered that district officials do more of monitoring than evaluating, it is apparent that they should be exposed to courses on monitoring and evaluation so that curriculum planners may be supported with valuable feedback for future planning.

SMT members should be endowed with appropriate strategies to monitor the implementation of the curriculum policy and classroom level. Furthermore, the SMT duty load should involve them more in management and supervision rather than being more in the classroom so that teachers may be better supported.

Also, the school principals should ensure that the departmental heads for each Subject or Phase provide enough support to teachers within their jurisdiction, with regard to preparing quality lessons and quality assessment tasks. Furthermore, learners should be given enough exercises, homework and assessment tasks for them to practise and improve their skills. Teachers should receive regular and timeous feedback on their work.

Findings indicated that the monitoring tools (SASAMS, Luritz and DDD) used by the district seemed sufficient if used in a wider and appropriate scale. However, SMT members pointed out the need for a comprehensive monitoring tool instead of different tools that focus on various aspects. Additionally, it is recommended that SASAMS be fully aligned to the caps document since its inefficiency had a serious impact on learner results and subsequently impacted learner promotion to the next class.

6.2.2 What are the factors constraining the successful curriculum delivery and the achievement of learning outcomes?

Findings revealed that factors affecting curriculum delivery are: overcrowding as a result of PPN, absenteeism, teachers, learners, discipline, learner support material and parental involvement. Recommendations pertaining to the afore-mentioned factors are indicated below.

6.2.2.1 Overcrowding as a result of PPN

The PPN was regarded as a ‘nightmare’ by participants from all levels. It is, therefore, recommended that the DoE should review or just do away with PPN as it stipulates that the number of teachers in a school is determined by the number of learners which results in teachers being overloaded. Furthermore, some schools are even forced to collapse some streams to accommodate PPN issues and in the process crippling learners’ future plans.

6.2.2.2 Absenteeism

Findings from this study reported absenteeism by both teachers and learners. Concerning teachers, findings pointed out lack of confidence and human relations as

the common cause of absenteeism. It is also important to clarify that teachers may be physically absent from school or be present at school but absent themselves from the classes. For being absent from class, it is recommended that camera systems be introduced to monitor period attendance. Additionally, while waiting for the camera system to be approved and installed, policies on the administration of period attendance register by DoE should be strengthened. With regards to teacher absenteeism from school, it is recommended that the computer system or finger print log that will automatically count and report data will work better than leave forms as they demand a lot of paper management. Furthermore, absenteeism that is linked to factors like overcrowding and less confidence as a result of inability to teach effectively should be attended by the DoE and be treated as an urgent priority.

6.2.2.3 Infrastructure

For curriculum delivery to take place efficiently, the physical environment, meaning the building and the resources are critical. The provision of proper infrastructure and efficient use of resources are a basic condition for successful curriculum delivery. It is, therefore, recommended that for successful implementation of institutional plans, availability of resources should be taken addressed. Adequate provision of resources is needed in schools for effective implementation of curriculum delivery. Teaching and learning can be effective only for curriculum delivery if teachers and learners are provided with adequate infrastructural facilities.

6.2.2.4 Teachers subject content knowledge and competency

Findings of this study indicated that teachers lack adequate support, relevant content knowledge, confidence and enthusiasm. It is, therefore, recommended that teachers should deepen their pedagogical content knowledge for teaching competently and development of confidence that in turn will enable them to command respect from learners. There is a need to inject enthusiasm to teachers by celebrating the good that they are doing and by constantly rewarding them for whatever they have done. Furthermore, teachers should be encouraged to commit themselves to successful implementation of the new curriculum, work collaboratively as teams and see all obstacles as challenges. Avenues should remain open for teachers to own the curriculum changes by allowing them to express feelings and perspectives related to

their work and suggesting regular and constructive review of the state of school affairs. The avenues may be opened through constantly conducting surveys to teachers since they are the curriculum implementers.

Concerning in-service training, findings from this study indicated that teachers attend 'microwave workshops'. So, there is a need to restructure the training programmes to be continuous to ensure successful implementation of the new curriculum. The study also revealed that lower phases including the GET phase are neglected in favour of the FET phase which renders a weak foundation for curriculum delivery. It is, therefore, recommended that in-service training takes place within institutions on continuous basis as well as during blocked holiday times instead of taking a chunk of teachers during school hours as this hampers curriculum coverage. Furthermore, teachers should receive ongoing support to embed new good practices (received from in-service training) into day-to-day teaching.

For effective teaching strategies, teachers should be thoroughly trained in teaching methodologies. This should be coupled with correct mastery of curriculum content since methodology without content knowledge is also a futile exercise. For principals, it is recommended that they form professional learning communities (PLCs) where they work as partners or as clusters to encourage and support one another. In essence, they should be sharpened towards leading curriculum instruction as they maintain best classroom practices.

SMTs should receive an extensive training before a curriculum is implemented and should receive continuous support for them to offer proper guidance and support to teachers. Finally, for proper enhancement of curriculum delivery, there should be alignment between curriculum development, teacher professional development and LTSM as well as a conducive teaching environment.

6.2.2.5 Learner engagement

Findings from this study revealed that learners are not adequately engaged in their school work due to many factors. To name but a few, overcrowding, LTSM, teacher unpreparedness, ill-disciple, learner promotion and the unpopular progression policy. However, the following recommendation concentrates on promotion and progression

policies. For promoted learners, Assessment Policy should focus on competency as a criterion for “promotion” to the next grade. It is suggested that 50% promotion percentage be considered instead of 30% so that learners may be groomed for real life experiences that demand quality competencies.

For progressed learners, findings indicated that these learners struggled from the Foundation phase until FET, but because of progression policies, they progressed to the next grades for several years. Evidently, they reached the FET phase without proper knowledge, skills and competencies. It is recommended, therefore, that progressed learners be not mixed with promoted ones to avoid being ashamed of themselves which may lead them to being disruptive or less confident. Furthermore, for maximum engagement, they must be few in class to get proper attention from their teachers. Additionally, enrichment classes for these struggling learners may be arranged. At the same time, teachers themselves should be trained on how to handle such learners.

6.2.2.6 Learner Support Materials

Evidently, the inadequate LTSM and other resources create difficulty for teachers in planning and conducting lessons; even if there were enough of other resources. Inevitably, the availability of textbooks is associated with student performance and pass rate and the lack thereof results in learners not performing well in their learning. Findings pointed out that teachers still remain repositories of information and are mere content transmitters. The disadvantaged learners are relegated to being mere receivers of knowledge thus rendering lessons to be teacher-centred. It is recommended therefore, that the availability and retention of learning support materials is a vital ingredient in the delivery of quality learning and teaching. Since findings revealed that learners abuse, lose and fail to return textbooks, it is recommended that the schools themselves must buy the replacements and apply stringent policies on textbooks maintenance. Schools may also work closely with parents and request them to purchase learners’ personal copies. This may partly assist in teaching learners to value books. Furthermore, principals and SMTs should take full charge of learning support materials in their own schools if teaching and learning is to improve. It is also advisable that the department makes it the responsibility of the district officials to monitor delivery of textbooks and address

problems experienced by schools in this regard and then report matters or challenges to the department.

Technology is significant in education due to the fourth industrial revolution. That is why e-learning should be encouraged by integrating ICT in education. The benefits of considering ICT integration are: firstly, it will increase learners' flexibility of accessing education regardless of time and geographical barriers. Secondly, it allows learners' independence especially in search of new knowledge. Lastly, there will be total shift from dependence on obsolete information found in textbooks to available new information that is in tune with change.

6.2.2.7 Parental involvement

Findings revealed that the interaction between the school and the parents remains valuable, however, most parents do not participate in their children's education as they do not attend parental meetings and simply give many excuses for non-participation. It is, therefore, recommended that some mechanisms be put in place to change their attitudes and beliefs to promote a productive partnership between schools and parents. This partnership could help to encourage the learners' positive behaviour and positive thinking as they collaborate with teachers to encourage and support their children's school work. Furthermore, the partnership may assist in curbing learners' deviant behaviour. The parents on the other hand, may offer community service to schools as social workers, psychologists, caregivers or assist in any other form. From the department's position, it is recommended that policies on parent involvement be formalised so that schools may acquire skills of involving parents and parents would know the roles they need to play when partnering with schools.

6.2.3 What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?

Findings on this research question showed that support received from the department of education through services of the subject advisors is not enough. This may be due to a shortage of appropriately trained subject advisors, district or circuit officials to monitor and provide guidance in many schools, lack of knowledge and expertise of

subject advisors, and a lack of strategy to monitor the implementation of curriculum policy at classroom level. There is, therefore, a dire need for the DoE to intervene. To this effect, as long as DoE does not intervene, the inevitable situation in curriculum delivery will continue to deteriorate. It is, therefore, recommended that the DBE needs to increase the number of curriculum advisors who can regularly monitor, mentor and coach teachers to improve their teaching and thus improve learner performance. The DBE needs to conduct SMTs' workshops regularly especially the departmental heads to ensure that effective curriculum monitoring contributes to improved learner performance. The DBE should strive to address specific teaching and learning challenges as specified by written reports.

In addition, the DBE should work collaboratively with community leaders and mobilise whoever can be involved to prioritise investing in the education sector. There is furthermore, a need for the DoE to allocate funds to schools equitably. Although findings did allude to some local companies that support schools, their support is limited to few schools and they mostly concentrate on learners who are performing well known as 'high fliers'. It is, therefore, recommended that assistance should be distributed equally to both urban and rural schools and different kinds of learners should be considered.

6.2.4 Are objectives of curriculum delivery always clear to educators as curriculum implementers?

Findings revealed that participants at a district level were involved in curriculum planning matters and yet teachers, the very implementers were not involved. This non-involvement heavily compromises curriculum delivery since other experienced teachers exit the system untimely, leaving learners destitute and in the hands of less experienced or committed teachers. It is, therefore, recommended that teachers should be fully involved in all curriculum transformation processes. All stakeholders such as teachers, Unions, School Management Teams, School Governing Bodies must be included in the decision-making process of curriculum transformation. The inputs of all stakeholders should be accommodated through the process of designing any curriculum which must be relevant in the context of the community.

Due to non-involvement in planning, teachers declared that objectives of curriculum delivery were not clear to them. It means that the school, through its leadership, should have a shared vision translated into a feasible plan based on the values and beliefs of schools that reflect clarity among all stakeholders. Teachers should be driven towards a sense of ownership of the process of curriculum transformation which could result in successful curriculum delivery.

6.2.5 What strategies can be employed to enhance curriculum delivery in schools?

Findings in this study commended Jika Imfundo for being the strategy that had assisted them in curriculum delivery. It is, therefore, recommended that Jika Imfundo good practices be continued with. Those good practices are: tracking curriculum coverage, analysing learner performance, understanding and implementing HRM 41, acknowledging the importance of one-on-one conversations, providing better supervision skills for principals and SMT members, the art of giving feedback, improving human relations and on empowering teachers to reflect on the lessons taught

Apart from Jika Imfundo, other strategies are recommended. There is a need for the correct provisioning of LTSM, improvement of IQMS, streamlining of the curriculum to cater for learners that cannot make it to Grade 12 due to being incapable, strengthening school management teams to enhance their confidence, aligning SASAMS with the CAPS document, correcting the learner promotion policy as well as providing assistant educators to help alleviate load of teachers that are facing overcrowding.

6.3 PROPOSED ENHANCED CURRICULUM DELIVERY MODEL FOR SCHOOLS

The main aim of the study was to evaluate curriculum delivery in King Cetshwayo District's selected high schools. Based on the findings of the study, a model for enhanced curriculum delivery has been proposed as illustrated below.

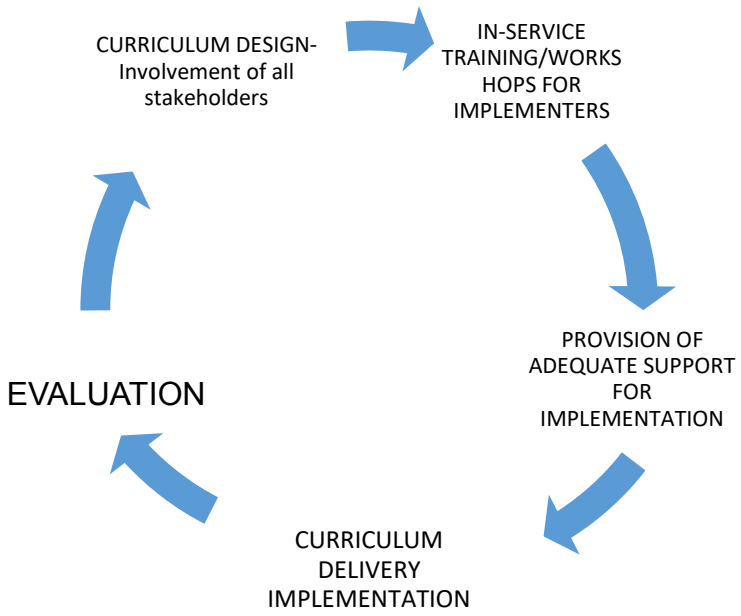

Fig 3: Proposed Model for Curriculum Delivery

6.3.1 Curriculum design - involvement of all stakeholders in curriculum delivery.

The model starts with the involvement of stakeholders in curriculum planning. Stakeholders in this case involve district officials, circuit officials, principals, school management teams, teachers and parents. This proposition is in line with Naledi Pandor's (2011) clarion call when she intensely specified that government needs to achieve its goal at all levels by engaging every member of society to support educators for quality curriculum delivery. For effective curriculum delivery in schools, team effort, effective management and team leadership culminate in good performance in schools. Without teamwork, curriculum delivery as the core business of the school cannot be achieved (Madondo, 2016).

The involvement may be in the form of research, meetings and in piloting the new curriculum. The piloting strategy is a proactive approach that could influence curriculum fidelity while offering opportunities for collaboration, buy-ins and the remediation of concerns. Piloting assists reform makers to diagnose and evaluate the systemic problems. Lack of evaluation before implementation may affect the success of curriculum delivery negatively. It is also important that curriculum planners learn from other countries so as to avoid implementing failures that have been experienced by other countries. Consulting, piloting and evaluating the existing situation leads to centralised decision-making. Through centralised decision-making bodies, guidance to the selection of options to follow, local inputs, adaptation and ownership of interventions are harnessed (Crouch & DeStefano, 2017).

6.3.2 In-service training/workshops for implementers

Curriculum delivery within the school requires strong collaborations among the SMTs, teachers and learners. Mbachu, Dorgu and Ebiere (2014) aver that the ultimate aim of education is to bring out the best in each individual to benefit the self and society. Yet, Venkat and Spaull (2015) posit that no education system can move beyond the quality of its teachers.

Research findings indicate that teachers fail to translate the theory of new changes in curriculum because of inadequate training. The model, therefore, suggests that there should be prior training of teachers according to the future needs of new curriculum development. Molapo (2016) even asserts that the alarming situation is when the shortage of resources is coupled with shortfall in teachers' content knowledge as well as lack of teaching methodology. Additionally, Nkosi (2014) posits that implementing curriculum is a challenge for many South African teachers who have inadequate knowledge, skills and competences.

The model, therefore, suggests that for principals, SMTs and teachers to change the core of their practice, they should receive adequate pre-service training, be involved in curriculum development, be involved in professional development and in an on-going in-service training to cope with the problems and difficulties encountered in the implementation process. All the professional development activities are planned to initiate changes in teachers' attitudes, beliefs and perceptions with the assumption that

changes will subsequently lead to specific changes in the classroom behaviour and in adopting good teaching practices. The model also encourages that the role players be competent in ICT usage as Roblin et al. (2018) posit that the adoption and use of ICTs in education have a positive impact on teaching, learning and research.

The model further focusses on principals and SMTs who should be empowered with better management skills and coached on how to give profound support to teachers. SMTs should have the capacity to monitor and evaluate activities and outcomes that are aimed at improving teachers' professional competence, perform on-site coaching and guidance to teachers and be able to use peer-to-peer exchange and support mechanisms. SMT support also include providing professional development to teachers, reviewing and interpreting assessment data that enhance the improvement of curriculum delivery, providing opportunities for teachers to share teaching ideas and strategies.

Furthermore, the model encourages a good classroom climate by ensuring that teachers should be prepared for teaching effectively, motivate learners, discipline learners accordingly and build learners' self-esteem through well-constructed and interesting lesson plans. Maphalala and Mpofu (2018) maintain that the classroom climate is essential since the chaotic and disruptive environment defeats effective curriculum delivery. Over and above, teachers should foster a culture of mutual respect and trust by working in close partnership with learners when making decisions that enhance the classroom environment. The model further encourages that school discipline should be corrective and nurturing during teaching and learning. This explains that positive and constructive discipline should be encouraged instead of physical punishment and emotional reprimand that hinders learners' self-esteem (Zenda, 2016).

6.3.3 Provision of adequate support for implementation

Findings in the study revealed that there is a need for the department of education to provide more support in curriculum delivery. This can be best achieved through school visits, provision of funds and the provision of infrastructure. There is a dire need for proper capacitation of the subject advisors, SMTs especially the departmental heads, principals on curriculum matters and teachers to meet demands of a new curriculum. It is advisable that curriculum monitoring and support

be well-informed and be as developmental as possible. The department should make it a point that enough subject advisors are hired and their support is adequately spread through all phases. More emphasis should be on the foundation phase to ensure proper foundation to learners who are expected to be independent. Resources for proper monitoring should be in place.

6.3.4 Curriculum Delivery Implementation

After the provision of necessary, adequate and appropriate teaching and learning resources has been made for schools, teachers need to implement curriculum delivery in schools. The process of implementing curriculum delivery is for the learners to acquire knowledge, skills, values and attitudes that can make them responsive in society. Maringa (2016) further mentions that besides teachers who teach learning areas, finances, time-tables, supplies and instructional material resources are needed for the delivery of the curriculum because together they provide the greatest possible educational opportunities for learners in the most cost-effective manner. The National Research Council (2012) emphasises that material resources play a more deterministic role in achieving government policy as well as guiding teacher perceptions about their own curricular literacy. Teachers play a significant role in curriculum delivery. This model encourages the department of education to encourage parents, community members, school governing bodies and local community authorities to play an active role in supporting learners as well as in attempting to resolve disciplinary matters in schools. Evidently, the often strained relationships between parents and schools warrant future and on-going investigations to resolve issues. More improved strategies are needed to improve communication between the home and the school.

Curriculum delivery is the actual implementation of CAPS in real classroom practices. Teachers strive to ensure their learners learn as stipulated in the CAPS document. The implementation of the curriculum delivery needs to be monitored for systematic evaluation for feedback purposes. This leads to the next phase of the proposed model.

6.3.5 Evaluation

This phase is critical in curriculum delivery, teaching and learning need to be evaluated to determine the degree of effectiveness in curriculum delivery. According to Porter and Goldman (2013), there is a growing demand for evidence based decision-making within governments and various departments. This is impossible without continuous monitoring and evaluating of the existing curriculum. The model, therefore, suggests that curriculum planners and developers should make sure that an evaluation plan is put in place to assess the success or failure of the existing curriculum development before its implementation. Furthermore, for effective monitoring and evaluation to take place, educational planners should use a checklist to gauge the effectiveness of the curriculum programme (The Research Centre for Leadership in Action, June 2018). The checklist comprises the following questions: does the curriculum provide evidence of administrative and school board support, does the curriculum plan incorporate a mission statement, does the curriculum plan establish a task force or advisory committee, does the curriculum plan facilitate the involvement of parents and the community, does the curriculum design allow for research development, does the curriculum plan utilise student learner outcomes as a measure and does the curriculum plan have an evaluation tool that provides for the collection of qualitative data?. The model advises that evaluations be qualitative rather than quantitative. The collected data should be submitted to the centralised and well-informed decision-making bodies.

At district level, subject advisors and circuit officials need to make regular school visits for supervision, monitoring and support as per the guidelines set out by the Department. However, their number needs to be increased so that they are readily available. At a school level, the SMT members within each school need to devise effective strategies to supervise, monitor and provide necessary support of the implementation of curriculum at classroom level on a regular basis through lesson observation, monitoring overall planning and preparation of lessons, co-ordination of subject meetings to discuss ways of improving learner progress and instructional practices, workshops, seminars, mentoring and coaching.

The essentiality of monitoring tools at every level may not be ignored for quality evaluation. Evaluation of the whole process enhances quality and effective delivery of curriculum in schools. The result of the evaluation, which is known as feedback, could enable teachers to be supported in areas where they need support. Teachers may require workshops, seminars or conferences to support their classroom services. This supports Ajani's (2019) view that professional development of teachers is significant to improve the quality of teaching that can enhance learners' academic performance. The professional needs of the teachers aim at enhancing classroom practices of the teachers, where teachers are saddled with quality delivery of learning experiences for learners' exposition.

6.4 Avenues for future research

Due to the fact that the study was confined only to twelve high schools in King Cetshwayo District, it is suggested that the study be extended to other primary and high schools in the district. A comparative study of other districts in the province is necessary to see if similar or different findings may be revealed. It is, therefore, recommended that both qualitative and quantitative studies that involve a larger population related to this research topic be undertaken to see how curriculum delivery may be enhanced.

6.5 Contribution to the body of knowledge

This study contributes to the available literature in curriculum delivery in Kwa-Zulu Natal, South Africa and other countries. This research has shed light on challenges experienced in the selected district as well as the school level. The discrepancies that are revealed by findings provide empirical evidence to planners and curriculum evaluators towards successful curriculum reforms. Furthermore, the shared recommendation may possibly, encourage curriculum designers to pilot any proposed curriculum reforms before implementing them.

6.6 Chapter summary

This chapter presented suitable recommendations for enhanced curriculum delivery in King Cetshwayo District selected high schools in KZN province. Recommendations were made to improve curriculum delivery in KZN province and the entire South Africa as a whole. The recommendations also proposed an effective model that could be used to enhance implementation of curriculum delivery in schools. This model explained the stages of the proposed model and their significance in the implementation of effective curriculum delivery, taking cognisance of all the supportive elements as highlighted by the curriculum implementation theory. Limitations of the study was also related as well as the contributions of the study to the body of knowledge and the policy makers. Lastly, avenues for future research for the study were outlined, suggested and discussed.

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8. APPENDICES

APPENDIX A

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	**UZREC 171110-030 PGD 2018/266**							
Project Title	**EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**							
Principal Researcher/ Investigator	TN Ngema							
Supervisor and Co-supervisor	Prof MC Maphalala							
Department	Curriculum and Instructional Studies							
Faculty	Education							
Type of Risk	Low Risk- Data collection from people							
Nature of Project	Honours/4th Year		Master's		Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

(1) This certificate is valid for 1 year from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-11 December 2019]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
(4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
11 December 2018

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
17-01-2019
RESEARCH & INNOVATION OFFICE

APPENDIX B

P. O. Box 2032

Esikhawini
3887

31 August 2018

The Research Unit-Resource Planning
KwaZulu Natal Department of Education
P/Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN SCHOOLS IN THE PROVINCE

I, Mrs Thandiwe Nonkululeko Ngema presently studying for my D.Ed in Curriculum and Instructional Studies through the University of Zululand under the supervision of Prof. M. Maphalala, would like to request for permission to conduct my study in schools in your jurisdiction.

The study will be done to fulfil the requirement of a D.Ed of producing a thesis. My research topic is: **Evaluating Curriculum Delivery in Selected King Cetshwayo District High Schools.** The study will be contributing towards the improvement of curriculum delivery in High schools.
Upon the completion of this study; the Department of Education will receive a copy of the research report. For further information or enquiries on this, kindly contact me on 0823357044 or thandingema@gmail.com.

Yours sincerely
Mrs Thandiwe Ngema

P.O. Box 2032

Esikhawini
3887
31 August 2018

The Director King Cetshwayo
The Department of Education
Private Bag X 8500
Empangeni
3800

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Doctoral student in the Faculty of Education at the University of Zululand, studying under the supervision of Prof M.C Maphalala. The title of my research: **EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS.**

I hereby request the permission to conduct research at King Cetshwayo District. This research involves teachers and School Management Teams in High Schools. The study addresses the following objectives:

1. What is the nature of curriculum delivery and monitoring in King Cetshwayo high schools?
2. What are the factors enabling or constraining the successful curriculum delivery and the achievement of learning outcomes?
3. What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?
4. Are objectives of curriculum delivery always clear to educators as curriculum implementers?
5. What strategies can be employed to enhance curriculum delivery in schools?

Thanking you in advance

Yours Faithfully
Thandiwe N. Ngema 0823357044

……

(Signature)

P.O. Box 2032
Esikhawini
3887
31 August 2018

The Principal
Private Bag X 2567
Empangeni
3900

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request the permission to conduct research in your school. This research involves teachers and School Management Teams in High Schools. The study addresses the following objectives:

1. What is the nature of curriculum delivery and monitoring in King Cetshwayo high schools?
2. What are the factors enabling or constraining the successful curriculum delivery and the achievement of learning outcomes?
3. What measures have been put in place by the Department of Basic Education to support schools in order to enhance the achievement of learning outcomes?
4. Are objectives of curriculum delivery always clear to educators as curriculum implementers?
5. What strategies can be employed to enhance curriculum delivery in schools?

Please find attached copies of the interview questions, observation schedule and a checklist of documents to be analysed in the participating schools.

Thanking you in advance

Yours Faithfully
THANDIWE N. NGEMA

……

(Signature)

APPENDIX C

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries Phindile Duma | Tel: 0333921063 | Ref.:2/4/8/1688

Mrs TN Ngema
PO Box 2032
Esikhawini
3887

Dear Mrs Ngema

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO HIGH SCHOOL",** 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 18 December 2018 to 01 May 2021.
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
Head of Department: Education
Date: 20 December 2018

APPENDIX D

APPENDIX

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION
(School Management Teams)

Project Title: **EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO DISTRICT HIGH SCHOOLS**

The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.
I am aware that:

1. The purpose of this study is to evaluate curriculum delivery in King Cetshwayo High Schools.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards the improvement of curriculum delivery in high schools.

4. I will participate in the project by participating in interviews related to the evaluation of curriculum delivery in the King Cetshwayo High Schools.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants
b. the following steps have been taken to prevent the risks: consideration of ethical issues.
c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study. However,

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION
(Participant) (Teachers)

Project Title: **EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS**

The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.
I am aware that:

1. The purpose of this study is to evaluate curriculum delivery King Cetshwayo High Schools.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards the improvement of teaching and English curriculum delivery in primary schools.

4. I will participate in the project by participating in interviews related to the evaluation of English curriculum delivery in the intermediate phase at Umkhanyakude District Primary Schools.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants
b. the following steps have been taken to prevent the risks: consideration of ethical issues.
c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

10. Any further questions that I might have concerning the research or my participation will be answered by Mrs Thandiwe Ngema from the following mobile number 0823357044 or email: thandingema@gmail.com.
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, THANDIWE NONKULULEKO NGEMA have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

…… ……

Participant's signature **Date**

APPENDIX E

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR THE USE WITH DISTRICT OFFICIAL

Introduction:

Thank you all for coming to this interview meeting. My name is Thandiwe Ngema and I am a student in the Faculty of Education at the University of Zululand. I am conducting research on **EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO HIGH SCHOOLS.** The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.
The interview will be tape-recorded and will take the maximum of ONE hour. The use of an audiotape will allow me to refer back to the recording where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from the actual data during the presentation of the findings. Could you all please think of the pseudonym for yourselves that we could use for the purposes of this focus group. Then, please write your pseudonym on the label and stick the label on your chest. We should all use the pseudonyms when referring to each other throughout the discussion (even when you know the person's name). Also when I call upon each of you to speak, I will use your pseudonym, in order to facilitate the transcription process.
Please feel free to express your opinions openly and honestly. The Research team will treat all information collected from this discussion confidentially. Under no circumstances will individual responses will be identified by name in formal or informal meetings or documents.

Theme 1: The nature of curriculum delivery, support and supervision in high schools?

PROBES:

1. What do you understand by Curriculum delivery and monitoring?
2. Why is it necessary for the district official to be involved in the planning, implementation, monitoring and evaluation of the curriculum.
3. How do you support schools in their quest for curriculum delivery? Explain.
4. During monitoring, what are the monitoring tools used by the Department of Education?

I would like us to now discuss and share views on factors that that enhance or constrain curriculum delivery.

Theme 2: Factors that are enabling or constraining curriculum delivery?

PROBES:

1. In your opinion as a district official, what are there factors that enable successful curriculum delivery?
2. What are the factors that constrain curriculum delivery? Elaborate on infrastructure resources, teacher quality, learners' commitment, parental support, SMT monitoring, socio-economic and political issues.
3. Are teachers adequately equipped to be able to implement the curriculum? Explain
4. Do you think the majority of teachers has expected content knowledge and skills? Elaborate.
5. Transformative pedagogy requires teachers to be in line with waves of change. Are teachers skilled to apply technology in their teaching methods? Please elaborate.

Now, let us move on to discuss measures put in place by the Department of Education to support schools to enhance of curriculum delivery.

Theme 3: Measures put in place by the Department of Education to support schools?

PROBES:

1. As a district official, how are you supported by the National and Provincial Department of Education to successfully support the schools? Please elaborate.
2. What are the measures provided to the schools by the Department of Education to enhance curriculum delivery?
3. Are there interventions put in place for your professional development? Mention them.
4. How Does teacher supply (PPN) affect you in your management capacity?

Let us now discuss the clarity of objectives with regards to curriculum delivery.

Theme 4: Clarity of objectives of Curriculum delivery.

1. Are you involved in planning of the curriculum?
2. What is your main role as a district official in managing the curriculum?
3. How do you ensure clarity of objectives of curriculum to the teachers, departmental heads and the principals?

Let us move on to strategies and interventions that can be employed to enhance curriculum delivery

Theme 5: Strategies and interventions that can be employed to enhance curriculum delivery, support and supervision in the intermediate phase?

PROBES:

1. Are there any current intervention that you use to enhance curriculum delivery in schools? Please explain.
2. Jika Imfundo is just one of the intervention programmes that has been introduced in your district as one of the strategies to improve curriculum delivery, are there any noticeable improvements? Elaborate.
3. Does Jika Imfundo help with effective curriculum coverage? What monitoring strategies or tools will you suggest to enhance curriculum delivery?
4. In your opinion, can you suggest any other strategies that can be employed to enhance curriculum delivery? Please elaborate on infrastructural resources, teacher development and supply, LTSM, socio-economic and political and learners' commitment.

Before we end this conversation, is there anything that you would like to share with me that I may not have asked you about? Please feel free to share it with me. Are there other things you would like to suggest concerning curriculum delivery in your schools?

CLOSURE: Thank you for your openness and sharing your thoughts with me.

APPENDIX F

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR FOCUS GROUPS WITH SCHOOL MANAGEMENT TEAMS

Introduction:

Thank you all for coming to this interview meeting. My name is Thandiwe Ngema and I am a student in the Faculty of Education at the University of Zululand. I am conducting research on **EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO HIGH SCHOOLS.** The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.
The interview will be tape-recorded and will take the maximum of ONE hour. The use of an audiotape will allow me to refer back to the recording where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from the actual data during the presentation of the findings. Could you all please think of the pseudonym for yourselves that we could use for the purposes of this focus group. Then, please write your pseudonym on the label and stick the label on your chest. We should all use the pseudonyms when referring to each other throughout the discussion (even when you know the person's name). Also when I call upon each of you to speak, I will use your pseudonym, in order to facilitate the transcription process.
Please feel free to express your opinions openly and honestly. The Research team will treat all information collected from this discussion confidentially. Under no circumstances will individual responses will be identified by name in formal or informal meetings or documents.

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR FOCUS GROUPS WITH SCHOOL MANAGEMENT TEAMS

Theme 1: The nature of curriculum delivery, support and supervision in high schools?

PROBES:

1. What do you understand by Curriculum delivery and monitoring?
2. Do you think it is necessary for the SMT to be involved in the planning, monitoring, implementation and evaluation of the curriculum?

3. What roles do SMT, District, and parents play in curriculum delivery in your school?
4. Do you use any tool to monitor curriculum implementation?
5. How do departmental heads monitor classroom practice? Elaborate on monitoring tools.

I would like us to now discuss and share views on factors that are involved in the implementation of the curriculum

Theme 2: Factors that are enabling or constraining curriculum delivery?

PROBES:

1. In your opinion as SMTs, what are the factors that enhance or constrain curriculum delivery? Elaborate.
2. What do you see as the main cause or hindrance to curriculum coverage?
3. Are teachers adequately equipped to implement the curriculum? Elaborate on teaching strategies, methods and relationships with learners and parents.
4. How important are teamwork and accountability in the successful execution of curriculum delivery?

Now, let us move on to discuss measures put in place by the Department of Education to support schools to enhance of curriculum delivery

Theme 3: Measures put in place by the Department of Education to support schools?

PROBES:

1. As SMTs, how are you supported by the Department of Education (District and Province)? Please elaborate on LTSM, infrastructures, funds and other factors.
2. Can you identify how the Department of Education support teaching and learning in your schools? Please elaborate.
3. Are there interventions put in place for your professional development? Mention them.
4. How Does teacher supply affect you in your management capacity?
5. How Does the Department of Education monitor teaching and learning to ensure quality?
6. Are LTSM, physical, financial and human resources from the Department of Education to your schools adequate and relevant to teaching and learning?

Let us now discuss the clarity of objectives with regards to curriculum delivery.

Theme 4: Clarity of objectives of Curriculum delivery.

1. Are teachers involved in the planning of curriculum?
2. Are objectives of curriculum delivery always clear to your teachers?
3. How Does infrastructure and resources contribute to the success of curriculum delivery?
4. In your opinion, how Does accountability enhance or constrain curriculum delivery.

Let us move on to strategies that can be employed to enhance curriculum delivery.

Theme 5: Strategies that can be employed to enhance curriculum delivery, support and supervision in the intermediate phase?

PROBES:

1. Are there any current intervention that you use to enhance curriculum delivery in schools? Please explain.
2. Jika Imfundo is just one of the intervention programmes that has been introduced to your school as one of the strategies to improve curriculum delivery, what is your assessment on Jika Imfundo?
3. In what way has Jika Imfundo Programme improved the quality of teaching and learning in your school?
4. After the introduction of Jika Imfundo, as a departmental head, is there any change in the manner you do the following:
    i) Lesson planning, tracking and delivery?
    ii) Ways of handling differentiated teachers and learners?
    iii) Reflecting and supporting other teachers?

1. What are the challenges of Jika Imfundo programme in improving curriculum delivery in your school?
2. What strategies can you suggest that can be employed to enhance curriculum delivery?

Before we end this conversation, is there anything that you would like to share with me that I may not have asked you about? Please feel free to share it with me. Are there other things you would like to suggest concerning curriculum delivery in your schools?

CLOSURE: Thank you for your openness and sharing your thoughts with me.

APPENDIX G

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR THE USE WITH PRINCIPALS

Introduction:

Thank you all for coming to this interview meeting. My name is Thandiwe Ngema and I am a student in the Faculty of Education at the University of Zululand. I am conducting research on **EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO HIGH SCHOOLS.** The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.
The interview will be tape-recorded and will take the maximum of ONE hour. The use of an audiotape will allow me to refer back to the recording where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from the actual data during the presentation of the findings. Could you all please think of the pseudonym for yourselves that we could use for the purposes of this focus group. Then, please write your pseudonym on the label and stick the label on your chest. We should all use the pseudonyms when referring to each other throughout the discussion (even when you know the person's name). Also when I call upon each of you to speak, I will use your pseudonym, in order to facilitate the transcription process.
Please feel free to express your opinions openly and honestly. The Research team will treat all information collected from this discussion confidentially. Under no circumstances will individual responses will be identified by name in formal or informal meetings or documents.

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR THE USE WITH PRINCIPALS

Theme 1: The nature of curriculum delivery, support and supervision in high schools?

PROBES:

1. What do you understand by Curriculum delivery and monitoring?
2. Why is it necessary for the principal to be involved in the planning, monitoring, implementation and evaluation of the curriculum?
3. Do you use any tool to monitor curriculum implementation?

4. What roles do SMT, District, and parents play in curriculum delivery in your school?

I would like us to now discuss and share views on factors that are involved in the implementation of the curriculum

Theme 2: Factors that are enabling or constraining curriculum delivery?

PROBES:

1. In your opinion as a principal, what are the factors that enhance or constrain curriculum delivery? Elaborate.
2. Are teachers adequately equipped to implement the curriculum? Elaborate on teaching strategies, methods and relationships with learners and parents.
3. How important are teamwork and accountability in the successful execution of curriculum delivery?

Now, let us move on to discuss measures put in place by the Department of Education to support schools to enhance of curriculum delivery

Theme 3: Measures put in place by the Department of Education to support schools?

PROBES:

1. As a principal, how are you supported by the Department of Education (District and Province)? Please elaborate on LTSM, infrastructures, funds and other factors.
2. Are there interventions put in place for your professional development? Mention them.
3. How Does teacher supply affect you in your management capacity?
4. How Does the Department of Education monitor teaching and learning to ensure quality?

Let us now discuss the clarity of objectives with regards to curriculum delivery.

Theme 4: Clarity of objectives of Curriculum delivery.

1. Are teachers involved in the planning of curriculum?
2. Are objectives of curriculum delivery always clear to your teachers?
3. How Does infrastructure and resources contribute to the success of curriculum delivery?

4. In your opinion, how Does accountability enhance or constrain curriculum delivery.

Let us move on to strategies that can be employed to enhance curriculum delivery.

Theme 5: Strategies that can be employed to enhance curriculum delivery, support and supervision in the intermediate phase?

PROBES:

3. As a principal, what strategies can you suggest that can be employed to enhance curriculum delivery?

4. Jika Imfundo is just one of the intervention programmes that has been introduced to your school as one of the strategies to improve curriculum delivery, what is your assessment on Jika Imfundo?

5. In what way has Jika Imfundo Programme improved the quality of teaching and learning in your school?

6. What are the challenges of Jika Imfundo programme in improving curriculum delivery in your school?

Before we end this conversation, is there anything that you would like to share with me that I may not have asked you about? Please feel free to share it with me. Are there other things you would like to suggest concerning curriculum delivery in your schools?

CLOSURE: Thank you for your openness and sharing your thoughts with me.

APPENDIX H

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR TEACHERS

Introduction:

Thank you all for coming to this interview meeting. My name is Thandiwe Ngema and I am a student in the Faculty of Education at the University of Zululand. I am conducting research on **EVALUATING CURRICULUM DELIVERY IN KING CETSHWAYO HIGH SCHOOLS.** The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.
The interview will be tape-recorded and will take the maximum of ONE hour. The use of an audiotape will allow me to refer back to the recording where necessary. Transcriptions will also allow me the opportunity to provide many excerpts from the actual data during the presentation of the findings. Could you all please think of the pseudonym for yourselves that we could use for the purposes of this focus group. Then, please write your pseudonym on the label and stick the label on your chest. We should all use the pseudonyms when referring to each other throughout the discussion (even when you know the person's name). Also when I call upon each of you to speak, I will use your pseudonym, in order to facilitate the transcription process.
Please feel free to express your opinions openly and honestly. The Research team will treat all information collected from this discussion confidentially. Under no circumstances will individual responses will be identified by name in formal or informal meetings or documents.

EVALUATING CURRICULUM DELIVERY IN SELECTED KING CETSHWAYO HIGH SCHOOLS

INTERVIEW GUIDE FOR TEACHERS

Theme 1: The nature of curriculum delivery, support and supervision in high schools?

PROBES:

5. Are teachers involved in the planning of curriculum?
6. What do you understand by Curriculum delivery and monitoring?
7. What do you need to implement the curriculum successfully?

I would like us to now discuss and share views on factors that enable or constrain the curriculum

Theme 2: Factors that are enabling or constraining curriculum delivery?

PROBES:

4. In your opinion, what are the factors that enhance curriculum delivery? Please elaborate on resources, learners' commitment, parent support and SMT support.

5. How are you being developed to meet curriculum delivery? Please elaborate on professional development activities to enhance your classroom practice, such as use of technology in your teaching.

6. Are you adequately equipped to implement the curriculum? Elaborate and please include preparedness for using technology in your teaching to meet transformative pedagogy.

Now, let us move on to discuss measures put in place by the Department of Education to support schools to enhance of curriculum delivery

Theme 3: Measures put in place by the Department of Education to support schools?

PROBES:

5. Do you receive any support from the Department of Education? Please elaborate on the monitoring instrument being used.

6. Is there any support that you are receiving from your School Management Team?

7. Are there interventions put in place for your professional development?

8. How Does the quality of teaching influence the attainment of desirable learning outcomes?

9. In your opinion, is monitoring effective and Does it yield desirable outcomes?

Let us now discuss the clarity of objectives with regards to curriculum delivery.

Theme 4: Clarity of objectives of Curriculum delivery.

5. Are objectives of curriculum delivery always clear to you?

6. Do you get a chance to make inputs on curriculum? What are the implications of non-involvement of teachers in planning curriculum?

Let us move on to strategies that can be employed to enhance curriculum delivery.

Theme 5: Strategies that can be employed to enhance curriculum delivery, support and supervision.

PROBES:

7. What are the strategies that you think can assist you in curriculum delivery in your classroom practice? Please elaborate on LTSM, parent and SMT support, and other infrastructures needed.

8. Jika Imfundo is just one of the intervention programmes that has been introduced to your school as one of the strategies to improve curriculum delivery, how Does Jika Imfundo assist you?

9. After the introduction of Jika Imfundo, as a teacher is there any change in the manner

you do the following:

i) Lesson planning, tracking and delivery?

iv) Ways of handling differentiated learners?

v) Reflecting and supporting other teachers?

Before we end this conversation, is there anything that you would like to share with me that I may not have asked you about? Please feel free to share it with me. Are there other things you would like to suggest concerning curriculum delivery in your schools?

CLOSURE: Thank you for your openness and sharing your thoughts with me.

APPENDIX L

Appendix I
SUPERVISOR'S CURRICULUM MONITORING TOOL

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

TEMPLATE FOR MONITORING CURRICULUM IN FET SCHOOLS

Date of visit: ……

School: ……

District: ……

Circuit Management:……

Circuit:……

Name of teacher: ……

Subject: ……

Grade(s): ……

Number of days absent from school: ……

Teaching experience in the subject: ……

Teaching experience (in total): ……

Teacher's qualifications (in subject): ……

Grade 12 overall results	2016	2017	2018
	Gr. 10	Gr.11	GR.12
Number of learners (current year)			
Pass rate for 2017			
Targeted pass rate for 2018			

		YES	NO	FINDINGS AND REMARKS
1. Documents	Evidence of documents: CAPS document National protocol for assessment Programme and promotion requirements Exam guidelines/scope of common tests Composite time-table/Personal Time Table			
2. Work schedule/ Annual Teaching Plan	Is the work done in line with dates and weeks as reflected in the work schedule (topics etc)?			
3. Lesson preparation	Are the lesson preps being done according to official guidelines ?			
	Are topics in the lesson preps relevant to the prescribed content in the work schedule?			
	Are the lesson preps controlled by HOD ?			
4. Assessment 4.1 Does the teacher have a programme of assessment?				
4.2 Written work (class work, homework, class tests, practical work etc)	Is the amount of written work adequate at the time of visit?			
	Do tasks address all cognitive levels			
	Are the learners tasks marked and feedback given?			
	Are the corrections done?			
4.3 Formal tasks (controlled tests, projects, assignments, oral and practical work)	Is written work controlled (mark sheets and evidence from learners' work)?			
	Evidence of pre moderation			
	Evidence post moderation			
	Evidence of cluster /district moderation			

		YES	NO	FINDINGS AND REMARKS
4.4 Does the teacher record and analyse results (e.g. common tests) to enable interventions and remedial work?				
5. LTSM (textbooks, workbooks, science equipment, stationery, calculators etc)	Check the availability and use of LTSM By learners Educator			
	Use of other resources e.g. laboratory, library etc.			
	Does the school have a text-book retrieval policy?			
6. Subject improvement plan	Does the teacher have plans to improve learner performance?			
	Are all aspects of the subject improvement plan implemented?			

7. General pace of curriculum coverage	Will all the work be covered as per the work schedule/syllabus in Gr 12 and completed by 30 August?			
	If the work will not be covered as per above, what plans do the teacher have to complete the syllabus?			

Area of good practice

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Area of concern

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REMARKS AND RECOMMENDATIONS
(Special support needs /Area of development):

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Teacher's signature: …… Date: ……

Principal's name:……Principal' signature…… Date: ……..……

Name of official: ……Official's signature: ……Date: ……

SCHOOL STAMP

District		***Round***		***School***	
CMC		***Date***			
Circuit		***CM***		***Principal***	

A	The **CORE: CURRICULUM COVERAGE & PRACTICE**	*/ 100*

A1	**TIME on TASK Teaching & Learning**	*/ 20*

Q#	*Question*					*Score*
1	Does the school have a **SCHOOL CALENDAR for the TERM** including at least:					*/ 5*
a-e		a	**Term & holidays**	N	Y = 1	
		b	**Major assessments**	N	Y = 1	
			Major meetings			
		c	**SMT meetings** x2 at least	N	Y = 1	
		d	**SGB meeting**(s) x1 at least	N	Y = 1	
		e	**Events**, eg. sports day	N	Y = 1	
2	Does the school have a **SCHOOL TIMETABLE for the TERM**					*/ 3*
a-e		a	**Timetable exists**	N	Y = 1	
		b	**without clashes**	N	Y = 1	
		c	**with time per phase, subject & grade in line with CAPS**	N	Y = 1	
Q3-5 below refer to **CURRENT TERM** / **day** – but **IF** it's very early in the term, refer to **PREVIOUS term / day**						
3	Has **teaching & learning time** been **affected** by **ABSENTEEISM** and/or **LATECOMING to school** and/or **to class** of:					
a-b		a	**Learners**	N	Y	*Unscored*
		b	**Staff**	N	Y	
	c	**IF YES** to **3a/b**, **HOW MUCH** has teaching & learning time been affected this term – and **WHY**				

d	Does the school have **ATTENDANCE RECORDS** for **TODAY**					*/ 4*
3d .1-2		.1	**Learner** daily attendance records	N	Y = 2	
		.2	**Teacher** daily attendance records	N	Y = 2	
e	Does the school have **TEACHER LEAVE RECORDS** for **THIS TERM**			N	Y = 2	*/ 2*
f	Is the school **planning and acting to MAINTAIN / IMPROVE ATTENDANCE on TIME** of learners & staff **Refer to scoring guide*			N	Y 1 2 3	*/ 3*
g	**IF YES** to **3f**, what is the school planning & doing					
4	Has **teaching & learning time** been **affected by SHORTAGES** of:					
a-b		a	**Staff**	N	Y	*Unscored*
		b	**LTSM**	N	Y	
c	**IF YES** to **4a/b**, **HOW MUCH** has teaching & learning time been affected – and **WHY**					
5	Has **teaching & learning TIME** been **AFFECTED by ANYTHING ELSE –** *other than attendance / latecoming, staff and/or LTSM*			N	Y	
a	**IF YES** to **5**, **HOW MUCH** has teaching & learning time been affected – and **WHY**					
b	Other than addressing attendance, is the school **planning and acting to MAXIMISE & PROTECT TEACHING & LEARNING TIME** **See score guide*			N	Y 1 2 3	*/ 3*
c	**IF YES** to **5b**, what is the school planning & doing					

A2	**PROFESSIONAL CONVERSATIONS about CURRICULUM COVERAGE & PRACTICE: One-on-Ones & Team Meetings**	/ 40

IF there are **no HODs** (as the school is small), **only Q6, Q7, Q9 & Q13** apply.

Add the scores for these 4 questions then convert to a score out of 40 using the **Small Schools Score Converter** below

6	Does the **PRINCIPAL** (and DP(s) if employed) have their own **CURRICULUM MANAGEMENT SCHEDULE** indicating:					/ 4
a-b		a	**P/DP–HOD one-on-ones conversations about curriculum coverage** at least twice per term	N	Y = 2	
		b	**SMT meetings about curriculum coverage** at least twice per term	N	Y = 2	
7	Are there **SCHOOL MANAGEMENT TEAM (SMT) MEETINGS about CURRICULUM COVERAGE & PRACTICE** – at least twice per term *[If small school, "Staff Meetings" instead]*					/ 6
a-e		a	**SMT meetings about CC**	N	Y = 2	
		b	full attendance	N	Y = 1	
		c	date & time and agenda / items	N	Y = 1	
		d	actions agreed w. people responsible & timeframes	N	Y = 1	
		e	at least twice per term	N	Y = 1	
8	Is the **PRINCIPAL** (and/or DP(s) if employed) meeting **EVERY HOD for One-on-one CONVERSATIONS** about **CURRICULUM COVERAGE & PRACTICE** – at least twice per term					/ 5
a-d		a	**P/DP–HOD one-on-ones about CC with every HOD**	N	Y= 2	
		b	date & time and agenda / items	N	Y= 1	
		c	actions agreed w. people responsible & timeframes	N	Y= 1	
		d	at least twice per term	N	Y= 1	

/ continued on next page…

9 **Considering the principal's support & supervision** of HODs (& DP(s), if employed) through one-on-one conversations & team meetings: *[If small school, principal's supervision of teachers instead]*

a .1-2

.1 **WHAT's WORKING**	.2 **WHAT NEEDS WORK**

b What **SUPPORT** Does the **PRINCIPAL NEED** in **SUPPORTING & SUPERVISING HODs**

10 Do **ALL HODs** have their own **CURRICULUM MANAGEMENT SCHEDULES** indicating: */ 6*

a-c

a	**Teacher one-on-ones about CC** at least twice per term	N	Y = 2
b	**Subject/Phase meetings about CC** at least twice per term	N	Y = 2
c	**HOD–Subject/Phase coordinator one-on-ones about CC** at least twice per term	N	Y = 2

11 Are ALL **HODs** meeting **EVERY SUBJECT/PHASE TEAM COORDINATOR** in <u>their</u> department for **One-on-one CONVERSATIONS** about **CURRICULUM COVERAGE & PRACTICE** – at least twice per term */ 6*

a-d

a	**HOD–Subject/Phase Coordinator one-on-ones about CC**	N	Y = 1
b	with every subject/phase team coordinator	N	Y = 1
c	date & time and agenda / items	N	Y = 1
d	actions agreed w. people responsible & timeframes	N	Y = 1
e	at least twice per term	N	Y = 2

12	Are ALL HODs ensuring that there are **SUBJECT/PHASE TEAM MEETINGS** about **CURRICULUM COVERAGE & PRACTICE** – at least twice per term				/ 7
a-e		a	**Subject/Phase Team meetings about CC**	N	Y = 2
		b	full attendance	N	Y = 1
		c	date & time and agenda / items	N	Y = 1
		d	actions agreed w. people responsible & timeframes	N	Y = 1
		e	at least twice per term	N	Y = 2
13	Are HODs ensuring that **ALL TEACHERS** are involved in **One-on-one CONVERSATIONS** about **CURRICULUM COVERAGE & PRACTICE** – at least twice per term				/ 6
a-d		a	**All teachers in one-on-ones about CC**	N	Y = 2
		b	date & time and agenda / items	N	Y = 1
		c	actions agreed w. people responsible & timeframes	N	Y = 1
		d	at least twice per term	N	Y = 2

Small Schools Score Converter

Sum of scores for Q6, Q7, Q9 & Q13	converts to	Final score /40 to record for Section A2
0	>	0
1	>	2.5
2	>	5
3	>	7.5
4	>	10
5	>	12.5
6	>	15
7	>	17.5
8	>	20
9	>	22.5
10	>	25
11	>	27.5
12	>	30
13	>	32.5
14	>	35
15	>	37.5
16	>	40

/ continued on next page…

A3	**TEACHING & LEARNING: Curriculum Coverage Tracking, Reflecting, Identifying Problems & Responding**	/ 40

14	Are **ALL TEACHERS TRACKING** their own **TEACHING – in writing,** regularly					/ 9
a-b		a	At least some teachers	N	Y = 3	
		b	**All teachers**	N	Y + 6	
c	**IF NO** to **14a/b**, **WHY NOT**					
15	Are **ALL TEACHERS REFLECTING** on their own **LESSONS – in writing,** regularly					/ 9
a-b		a	At least some teachers	N	Y = 3	
		b	**All teachers**	N	Y + 6	
c	**IF NO** to **15a/b**, **WHY NOT**					
16	Are **ALL TEACHERS IDENTIFYING CURRICULUM COVERAGE PROBLEMS** in their own classes					/ 6
a-b		a	At least some teachers	N	Y = 2	
		b	**All teachers**	N	Y + 4	
c	**IF NO** to **16a/b**, **WHY NOT**					
17	Are **ALL TEACHERS** or **TEACHING TEAMS RESPONDING** to **CURRICULUM? COVERAGE PROBLEMS** identified					/ 6
a-b		a	At least some teachers and/or teaching teams	N	Y = 2	
		b	**All teachers / teaching teams**	N	Y + 4	
c	**IF NO** to **17a/b**, **WHY NOT**					

18	Is the **PRINCIPAL TRACKING CURRICULUM COVERAGE & PRACTICE?** **progress, problems & responses – in writing** **Refer to scoring guide*	N	Y	0 to 6	*/ 6*
a	**IF NO** to **18**, **WHY NOT**				
b	**IF YES** to **18**, what are the **Curriculum Coverage & Practice**:				*/ 4*

18b .1-2

.1 **PROBLEMS** identified	.2 **RESPONSES** worked out
IF problems described = 2	IF responses described = 2

18c	What **SUPPORT** Does the **PRINCIPAL NEED** in TRACKING and/or RESPONDING to **CURRICULUM COVERAGE & PRACTICE** progress & problems

B	**SUPPORTING** Core Curriculum Coverage	/ 50

B1	**INCLUSION**	/ 10

Q#	Question	Score
LEARNER TRANSPORT		
201a	**IF** the school is involved in a **LEARNER TRANSPORT SCHEME**, is the transport:	
201 a.1-4	.1 reliable N Y .2 safe N Y .3 on time N Y .4 problem-free N Y	*Unscored*
201 a.5	**IF NO** to any of **201a.1-4**, how is the school planning & acting to mitigate the problem(s)	
201b	Does the school **NEED** (more) **LEARNER TRANSPORT**	N Y
OTHER BARRIERS to LEARNING that **INCLUDES ALL LEARNERS**		
203	Is the school	/ 10
a-e	a **screening** all learners & **identifying** learners who are vulnerable to / at risk of barriers to learning — N — Y = 2 b **assessing** these learners for barriers to learning & support needs — N — Y = 2 c **planning & reviewing support** for these learners — N — Y = 2 d **providing support** to these learners — N — Y = 2 e **referring** learners for and/or **requesting district support** (and/or other outside support) as needed — N — Y = 2	
f	**IF NO** to any of **202a-e**, **WHY NOT**	

/ continued on next page…

B2	RELATIONSHIPS	/ 25

PARENTS and/or COMMUNITY

204 Are **PARENTS** and/or **school COMMUNITY MEETINGS** held regularly / 8

a-g	a	**Parents and/or Community meetings held**	N	Y = 2	
	b	records of attendance	N	Y = 1	
	c	date & time and agenda / items	N	Y = 1	
	d	learning & teaching (incl. assessment results) discussed	N	Y = 1	
	e	school improvement discussed	N	Y = 1	
	f	actions agreed w. people responsible & timeframes	N	Y = 1	
	g	meetings held regularly	N	Y = 1	

UNIONS

205 Are **MEETINGS** (formal or informal) with the **UNION(S) on SITE** held regularly / 8

a-g	a	**Meetings (formal or informal) with union(s) on site**	N	Y = 2	
	b	records of attendance	N	Y = 1	
	c	date & time and agenda / items	N	Y = 1	
	d	learning & teaching (incl. assessment results) discussed	N	Y = 1	
	e	school improvement discussed	N	Y = 1	
	f	actions agreed w. people responsible & timeframes	N	Y = 1	
	g	meetings held regularly	N	Y = 1	

SCHOOL GOVERNING BODY (SGB)

206 Is the **SCHOOL GOVERNING BODY (SGB) MEETING** at least four times per year, according to a schedule / 9

a-j	a	**SGB meetings held with quorum**	N	Y = 1	
	b	record of attendance	N	Y = 1	
	c	date & time and agenda / items	N	Y = 1	
	d	learning & teaching (incl. assessment results) discussed	N	Y = 1	
	e	appointment(s) discussed as appropriate	N	Y	
	f	school improvement discussed	N	Y = 1	
	g	finance discussed	N	Y = 1	
	h	actions agreed w. people response & timeframes	N	Y = 1	
	i	at least four times per year	N	Y = 1	
	j	according to a documented schedule	N	Y = 1	

B3	FINANCE	/ 10

207	Are **FINCOM / FINANCE MEETINGS** held regularly				/ 6
a-e	a	**FinCom meetings about finance held regularly**	N	Y = 1	
	b	SGB Treasurer chairs meetings	N	Y = 1	
	c	date & time and agenda / items	N	Y = 1	
	d	expenditure <u>compared to</u> budget is reported & discussed	N	Y = 1	
	e	procurement discussed	N	Y = 1	
	f	actions agreed w. people response & timeframes	N	Y = 1	

207f	Does the school have **FINANCIAL RECORDS** that are **up-to-date**				/ 4
207f .1-4	.1	**Asset register**	N	Y = 1	
	.2	**Cash receipts** journal	N	Y = 1	
	.3	**Cash payments** journal	N	Y = 1	
	.4	**Bank reconciliation statements**	N	Y = 1	

B4	SAFETY & SECURITY	/ 5

208	Does the school have any **SAFETY & SECURITY PROBLEMS**	N	Y
a	**IF YES** to **208**, **WHAT** are the problems – and what are their **CAUSES**		
b	Does the school keep an up-to-date **SCHOOL LOG BOOK**	N	Y = 2 / 2
c	Is the school planning and **acting to MAINTAIN / IMPROVE SAFETY & SECURITY**	N	Y 1 2 3 / 3
d	**IF YES** to **208c**, what is the school planning & doing		

SUMMARY AND ACTIONS

A	The **CORE: CURRICULUM COVERAGE & PRACTICE**	/ 100

	SUMMARY STATUS			ACTIONS AGREED TO IMPROVE	PRINCIPAL'S COMMITMENTS	
	R	O	G		Timeframes	Responsibilities
1. TIME on TASK Teaching & Learning	0-10	11-15	16-20			
2. PROFESSIONAL CONVERSATIONS about CURRIC. COVERAGE & PRACTICE	0-20	21-31	32-40			
3. TEACHING & LEARNING	0-20	21-31	32-40			
TOTAL	0-50	51-79	80-100			

B	**SUPPORTING** Core Curriculum Coverage	/ 50

	SUMMARY STATUS			**ACTIONS AGREED TO IMPROVE**	**PRINCIPAL'S COMMITMENTS**	
	R	O	G		**Timeframes**	**Responsibilities**
1. INCLUSION	0-5	6-7	8-10			
2. RELATIONSHIPS	0-12	13-19	20-25			
3. FINANCE	0-6	6-7	8-10			
4. SAFETY & SECURITY	0-2	3	4-5			
TOTAL	0-25	26-39	40-50			

PRINCIPAL: NAME	PRINCIPAL: SIGNATURE	CM: NAME	CM: SIGNATURE	DATE

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PROVINCE OF KWAZULU-NATAL

TOOL 4: PRINCIPAL'S SUPERVISION CONVERSATION WITH THE HOD

A GUIDELINE DISTRIBUTED AS PART OF THE SMT TRAINING AND COACHING PROGRAMME

REMEMBER:

- The over-riding goal is to leave the HoD feeling ***encouraged*** **and** ***enabled*** to improve
- This is a professional management conversation based on the evidence of the HoD's documents

KEY PRACTICE (BEHAVIOUR)	WHAT'S WORKING	WHAT NEEDS WORK
1. PLANNING & TRACKING		
Does the HOD have her/his own CURRICULUM MANAGEMENT SUPERVISION PLAN in which there is evidence of: • Reviewing of teachers' curriculum coverage tracking and files? • Checking of learners' work? • Monitoring of progress against the annual assessment programme?		
Is the HOD using a TOOL to TRACK her/his teachers' curriculum coverage Is this up-to-date?		
Are all teachers up-to-date with Curriculum Coverage?		
Has homework completion been monitored?		
2. SUBJECT/ PHASE MEETINGS		
Is there a written schedule for these weekly meetings?		
Does the attendance register show full attendance?		
Are there minutes?		
Do the minutes state agreed actions with responsibilities & timeframes?		
Is there evidence that teacher development activities happen?		

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TOOL 1: HOD CURRICULUM PLANNING AND TRACKING AND SUPERVISION TOOL
DISTRIBUTED AS PART OF THE SMT TRAINING AND COACHING PROGRAMME

KEY

CODE	CATEGORY	FREQUENCY
DM	Department Meeting	Weekly/ Fortnightly
	Planned Assessment	As per CAPS
[]	Review and Discussion of Teacher's Records: o Tracker o Assessment o Lesson Plans	Twice per term (?)
	Planned Submission of Learner's Work (top 5, bottom 5)	Twice per term (?)
	Discussionofreview of Learner's Work (individually, HOD and teacher)	Twice per term (?)
	Planned Class Visit (HoD or Peer)	Once per term (?)
	Discussion of Class Visit (HoD with Teacher and Peer)	Once per term (?)

TERM 2 HoD PLANNING CALENDAR

	TEACHER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY		4	5	6	7	8
	A					
	B					
	C					
	D					
	E					
		11	12	13	14	15
	A					
	B					
	C					
	D					
	E					
		18	19	20	21	22
	A					
	B					
	C					
	D					
	E					

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TOOL 2: GUIDELINE - HoD'S SUPERVISION CONVERSATION WITH THE TEACHER DISTRIBUTED AS PART OF THE SMT TRAINING AND COACHING PROGRAMME

REMEMBER

- The over-riding goal is to leave the teacher feeling ***encouraged*** **and** ***enabled*** to improve
- This is a professional management conversation based on the evidence of the teachers' documents
    - Lesson Plans
    - Trackers
    - Learners' work (workbooks and exercise books)
    - Assessments completed

KEY PRACTICE (BEHAVIOUR)	WHAT'S WORKING	WHAT NEEDS WORK
1. PLANNING & TRACKING		
Use of Tracker to plan		
Use of Tracker to track completion of topics		
Use of tracker to reflect on what works and what can be improved		
Has homework completion been monitored		
2. LESSON PREPARATION		
Evidence of clear planning for each lesson		
Evidence of the use of resources provided		
3. ASSESSMENT		
Planning for assessments as required by CAPS		
Completion of assessments as per plan		
Reflection on the range of learner performance		
4. CLASS VISITS		

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TOOL 3: GUIDELINE - HOD CURRICULUM MANAGEMENT CHECKLIST (DISTRIBUTED AS PART OF THE SMT TRAINING AND COACHING PROGRAMME)

TERM 2 WEEK ENDING:

HOD CHECKLIST		
I HAVE A REGULAR MEETING WITH THE PRINCIPAL/DEPUTY	Y	N
I HAVE REGULAR PHASE MEETINGS WITH MY TEACHERS	Y	N
OUR MEETINGS HAVE AGREED ACTIONS WITH TIMEFRAMES	Y	N
I HAVE MINUTES OF MY PHASE MEETINGS	Y	N
I HAVE A TEACHER DEVELOPMENT PLAN	Y	N

PER TEACHER CHECKLIST

TEACHERS	CURRICULUM TRACKING						ASSESSMENTS				SUPERVISION								
	CURRICULUM TRACKER USED		COVERAGE ON TRACK		LESSONS PLANNED		ASSESSMENTS PLANNED		ASSESSMENTS CONDUCTED		PHASE MEETING ATTENDANCE		CLASS VISITS CONDUCTED		WORKBOOKS CHECKED		WORKBOOKS MATCH TO TEACHER TRACKER		NUMBER OF LESSONS MISSED
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
TEACHER1																			
TEACHER2																			
TEACHER3																			
TEACHER4																			
TEACHER5																			

NOTES [WHAT'S WORKING, WHAT NEEDS WORK, HOW MY TEAM CAN IMPROVE]

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SIGNATURES: HoD
DATE:

PRINCIPAL (or DEPUTY PRINCIPAL):
DATE